

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



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

**TIF General Competition**

**CFDA # 84.374A**

**PR/Award # S374A120046**

**Grants.gov Tracking#: GRANT11189171**

OMB No. , Expiration Date:

Closing Date: Jul 27, 2012

## **\*\*Table of Contents\*\***

<b>Form</b>	<b>Page</b>
<b>1. Application for Federal Assistance SF-424</b>	e3
<b>2. Assurances Non-Construction Programs (SF 424B)</b>	e6
<b>3. Disclosure Of Lobbying Activities (SF-LLL)</b>	e8
<b>4. ED GEPA427 Form</b>	e9
<b>Attachment - 1 (1235-SupplementalInfoSection427GEPA)</b>	e10
<b>5. Grants.gov Lobbying Form</b>	e11
<b>6. Dept of Education Supplemental Information for SF-424</b>	e12
<b>Attachment - 1 (1236-SupplementalInfoSF424)</b>	e13
<b>7. ED Abstract Narrative Form</b>	e14
<b>Attachment - 1 (1234-AbstractFinal072612)</b>	e15
<b>8. Project Narrative Form</b>	e17
<b>Attachment - 1 (1244-CTACDelhiGAINSnarrative)</b>	e18
<b>Attachment - 2 (1245-References)</b>	e81
<b>Attachment - 3 (1246-SupportLetters)</b>	e84
<b>Attachment - 4 (1247-TIFPlanningTimeline)</b>	e93
<b>9. Other Narrative Form</b>	e99
<b>Attachment - 1 (1238-ApplicationReferenceChart)</b>	e100
<b>Attachment - 2 (1239-DUSDHighNeedSchoolsChart)</b>	e113
<b>Attachment - 3 (1240-CTACDelhiMOU072412)</b>	e114
<b>Attachment - 4 (1241-IndirectCostAgreement2011083)</b>	e118
<b>Attachment - 5 (1242-BiosandResumes1)</b>	e121
<b>Attachment - 6 (1243-BiosandResumes2)</b>	e138
<b>10. Budget Narrative Form</b>	e192
<b>Attachment - 1 (1237-CTACDelhiBudgetNarratives)</b>	e193
<b>11. Form FaithBased_SurveyOnEEO-V1.2.pdf</b>	e207
<b>12. Form ED_524_Budget_1_2-V1.2.pdf</b>	e209

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:

07/26/2012

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

N/A

**State Use Only:**

6. Date Received by State:

7. State Application Identifier:

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

Community Training and Assistance Center, Inc.

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

04-2689402

\* c. Organizational DUNS:

1308480470000

**d. Address:**

\* Street1:

30 Winter Street

Street2:

7th Floor

\* City:

Boston

County/Parish:

Suffolk

\* State:

MA: Massachusetts

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

02108-4708

**e. Organizational Unit:**

Department Name:

Division Name:

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

Prefix:

Mr.

\* First Name:

William

Middle Name:

J

\* Last Name:

Slotnik

Suffix:

Title:

Executive Director

Organizational Affiliation:

\* Telephone Number:

617-423-1444

Fax Number:

617-423-4748

\* Email:

bslotnik@ctacusa.com

**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:

C: City or Township Government

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.):**

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

84.374A Teacher Incentive Fund TIF General Competition: Gains in Achievement and Innovation Now (GAINS) Initiative

Attach supporting documents as specified in agency instructions.

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

b. Program/Project

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

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="8,290,839.00"/>
* b. Applicant	<input type="text" value="(b)(4)"/>
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

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

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

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

Yes  No

If "Yes", provide explanation and attach

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:   
Middle Name:   
\* Last Name:   
Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Cathi Leone</p>	<p>* TITLE</p> <p>Executive Director</p>
<p>* APPLICANT ORGANIZATION</p> <p>Community Training and Assistance Center, Inc.</p>	<p>* DATE SUBMITTED</p> <p>07/26/2012</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: Community Training and Assistance Center

\* Street 1: 30 Winter Street    Street 2: 7th Floor

\* City: Boston    State: MA: Massachusetts    Zip: 02108

Congressional District, if known: MA 009

**6. \* Federal Department/Agency:** U.S. Department of Education

**7. \* Federal Program Name/Description:** Teacher Incentive Fund

CFDA Number, if applicable: 84.374

**8. Federal Action Number, if known:**

**9. Award Amount, if known:** \$

**10. a. Name and Address of Lobbying Registrant:**

Prefix: Mr.    \* First Name: William    Middle Name: J.

\* Last Name: Slotnik    Suffix:

\* Street 1: 30 Winter Street    Street 2: 7th Floor

\* City: Boston    State: MA: Massachusetts    Zip: 02108

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

Prefix: Mr.    \* First Name: William    Middle Name: J.

\* Last Name: Slotnik    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: Cathi Leone

\* Name: Prefix: Mr.    \* First Name: William    Middle Name: J.  
\* Last Name: Slotnik    Suffix:

Title: Executive Director    Telephone No.: 617-423-1444    Date: 07/26/2012

**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.**

SupplementalInfoSection427GEPA.pdf

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View Attachment



**Teacher Incentive Fund  
Delhi Unified School District  
Gains in Achievement and Innovation Now (GAINS)**

Section 427 of GEPA

July 20, 2012

The following is a description of steps the Community Training and Assistance Center (CTAC) proposes to take to ensure equitable access to, and participation in, this Federally-assisted program for students, teachers and other program beneficiaries with special needs. Some of the barriers that are specific to GAINS are similar to those encountered by schools and districts on a daily basis. As is reasonably possible, we will work to eliminate those barriers in the following ways:

- Surveys will be translated into the dominant languages spoken by the parents/guardians of the students in the schools and district.
- Surveys will be offered in an electronic format and in a paper format for those without access to a computer.
- Interviews will be conducted in the dominant languages spoken by the parents/guardians of the students in the schools and district.
- Physical limitations of school personnel, students, parents/guardians and other stakeholders will be accommodated in the same manner the school or district offers accommodations for individuals with those special needs.

GAINS is designed to increase student achievement for high-need students in high-need schools. Involvement of many stakeholders (students, teachers, principals, central administrators, superintendents, parents and other community members) is necessary for the success of the initiative. We look forward to the opportunity to overcome barriers that might prevent someone from being included.

---

## 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**

Community Training and Assistance Center, Inc.

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

Prefix: Mr. \* First Name: William Middle Name: J.

\* Last Name: Slotnik Suffix:

\* Title: Executive Director

**\* SIGNATURE:** Cathi Leone

**\* DATE:** 07/26/2012

---

SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS

**1. Project Director:**

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	William	J.	Slotnik	

Address:

* Street1:	30 Winter Street
Street2:	7th Floor
* City:	Boston
County:	Suffolk
* State:	MA: Massachusetts
* Zip Code:	02108
* Country:	USA: UNITED STATES

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

617-423-1444	617-423-4748
--------------	--------------

Email Address:

bslotnik@ctacusa.com
----------------------

**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 and 2

--

No Provide Assurance #, if available:

--

**Please attach an explanation Narrative:**

SupplementalInfoSF424.pdf		Delete Attachment	View Attachment
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**Teacher Incentive Fund  
Gains in Achievement and Innovation Now (GAINS)**

**Partners:**

**Community Training and Assistance Center (CTAC)  
Delhi Unified School District**

Supplemental Information for SF-424

June 20, 2012

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

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

## Abstract

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

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

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

---

## You may now Close the Form

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

\* Attachment:

## **Abstract: Gains in Achievement and Innovation Now (GAINS) Initiative**

GAINS is a partnership of the Delhi Unified School District (DUSD), a forward-thinking LEA that is a microcosm of the growing number of districts nationwide where students are primarily low-income and linguistically diverse; and the Community Training and Assistance Center (CTAC), a nonprofit organization that is a nationally recognized leader in policy and practice related to performance-based compensation, human capital management, and educator evaluation systems. This first-time applicant is seeking the support from the General TIF Competition.

DUSD has five schools, all of them high needs, serving 2,685 students. More than 90% of the students are low-income and 49% are English learners.

The over-riding goal of GAINS is to improve student academic growth by increasing educator effectiveness. To achieve this goal, DUSD is implementing a performance-based teacher and principal evaluation system that drives and aligns all human capital management decisions in DUSD. These decisions extend to eight major decision-making areas, ranging from hiring and mentoring to promotion and dismissal. Further, decisions related to performance-based compensation will be: for teachers, 90% based on the evaluation rating; for principals, 100% based on the evaluation rating.

In our new evaluation system, student academic growth accounts for 50% of the teacher effectiveness rating and 40% of the principal effectiveness rating. Student growth is measured by Student Learning Objectives (SLOs), which each teacher and principal develops with guidance from CTAC, the leading practitioner and evaluator of SLOs nationally. Systematic observations of teachers and principals are conducted by observers trained and certified under a process that exceeds the highest national standards for rigor and inter-rater reliability.

The new evaluation and performance-based compensation systems are being implemented for all DUSD teachers and principals in the first year of the initiative.

This initiative has been developed with extensive involvement and partnership with DUSD teachers and principals. It is fully endorsed by the Board of Trustees, the Delhi Teachers Association, all principals, and district leaders. For the first time in DUSD, educators who have previously been on the same step and column in the district salary schedule will instead be compensated differentially depending on their evaluation—which is based significantly on classroom-level student academic growth.

Substantial evidence of the support for GAINS includes a landmark agreement by the district and the Delhi Teachers Association to re-open the teachers' contract, as early as August 2012, for the purpose of embedding the new evaluation and performance-based compensation systems in the collective bargaining agreement by the start of the grant period. Further, the district has already made the financial commitments to sustain the new systems for the long-term.

This degree of support for new educator evaluation and performance-based compensation systems is exceptionally rare in public education nationally—and unprecedented in California.

## 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

**Community Training and Assistance Center / Delhi Unified School District**

**Gains in Achievement and Innovation Now (GAINS)**

**Table of Contents**

<b>A. Human Capital and Management System (HCMS)</b>	<b>1</b>
DUSD Student Demographics Chart	2
<b>B. Rigorous, Valid, and Reliable Educator Evaluation Systems</b>	<b>12</b>
Table B.1 Teacher Evaluation Scoring and Ratings	20
Table B.2 Student Growth Assessments	23
Table B.3 Translating Points Earned into Teacher Compensation Level	24
Table B.4 Stipends for Teacher Leaders	24
Table B.5 Principal Evaluation Scoring and Ratings	26
Table B.6 Translating Evaluation Scores into Principal Compensation Level	26
<b>C. Professional Development Systems</b>	<b>27</b>
Table C.1 Teacher Professional Development Matrix	32
<b>D. Involvement of Educators</b>	<b>35</b>
Chart D.1 Teacher and Principal Perceptions of New PBCS	38
<b>E. Project Management</b>	<b>42</b>
Table E.1 GAINS Project Objectives and Performance Measures	44
Table E.2 Timeline for Implementation of HCMS, PBCS and Educator Evaluation System Components	51
Table E.3 Timeline for Implementation of Project Tasks and Objectives	52
<b>F. Sustainability of GAINS</b>	<b>56</b>
<b>Priority 5 – Educator Salary Structure</b>	<b>58</b>
<b>Conclusion</b>	<b>60</b>

## **A. Human Capital Management System (HCMS)**

Making student learning the driver and end result of all activity is first and foremost the foundation of our instructional vision. Towards that goal, the Delhi Unified School District (DUSD) is focused on ensuring that all students achieve academic excellence and are college- and career-ready by high school graduation.

Fittingly, our vision of instructional improvement is to create and maintain a faculty of highly effective teachers and leaders who actively engage students and foster their development as successful learners and critical thinkers. To attain this vision, our teachers must:

- thoroughly understand the subject matter so they can help students of all ability levels to benefit from instruction and master learning content;
- use a data-driven approach to instructional planning, based on assessing each student's understanding and progress throughout the curriculum;
- create a rigorous, safe and caring learning environment with high expectations and appropriate support for all students;
- embrace professional growth; and
- engage other educators, parents and the community in advancing student learning.

Delhi is a microcosm of public education in this country where there is a markedly growing percent of English learners and students living in poverty. Enacting and ensuring the success of our vision of instructional improvement is particularly critical in Delhi. Therefore, we are partnering with the Community Training and Assistance Center (CTAC), a national leader in evaluation, compensation and human capital management reform. CTAC's technical counsel has been integral to the success of numerous systemic reforms including Denver's landmark ProComp system. Together, we intend to build upon Delhi's foundation for systemic reform

through Gains in Achievement and Innovation Now (GAINS)—our initiative to improve student academic growth by increasing educator effectiveness.

Delhi is a high-minority, largely rural community spread over approximately 80 square miles in California’s Central San Joaquin Valley. It has been hard hit by the economic downturn. The local unemployment rate is 21.4%, and more than 90% of our 2,685 students qualify for free and reduced-price lunch. All five DUSD schools are high need schools. More than 85% of students are Hispanic; 49% are English learners (EL students); and 8% are students with disabilities (SWD students). Our surveys indicate that 65% of our students will be the first in their family to attend college. It is crucial that we ensure the success of each of our students by providing them with well-prepared, highly effective, and well-supported educators.

<b>Delhi Unified School District Summary of Student Demographics by Participating Schools</b>						
School	Student Population	Free/ Reduced Price Meals	Minority Rate	EL Students	Student with Disabilities	Migrant Students
El Capitan ES	476	93%	89%	60%	8%	8%
Harmony ES	777	86%	92%	59%	8%	4%
Schendel ES	665	93%	93%	66%	8%	4%
Shattuck Educational Park	85	93%	85%	68%	4%	5%
Delhi High School	682	93%	91%	20%	10%	10%

The bottom-line reality for our district is that we must make further strides in advancing the academic growth and overall achievement of our low-income students, particularly our EL students. Further, our Human Capital Management System (HCMS) and our evaluation system must guide and ensure the accountability of our district in meeting this goal.

**Aligning the HCMS with our vision of instructional improvement**

Tinkering will not fix this. If we want all teachers and principals in every school to be able to be effective with every student, we need a singular focus on attaining our instructional vision.

As a substantial and growing new body of research suggests, the vision must drive strategic alignment, not only of curriculum and assessment, but of all district human capital supports, from recruitment to hiring, placement, and professional development. (See Milanowski & Kimball, 2010; Odden & Kelly, 2009; Weisberg et al, 2009; Hill et al, 2010; Behrstock et al, 2009.) Our new HCMS is therefore designed to dramatically change our way of doing business and substantially improve student results.

Our vision reflects the best research and thinking about educator practice and professional standards. For teachers, its basis is the California Standards for the Teaching Profession (CSTP), which were adopted by the state in 1997 and updated in 2009. The cornerstone of teaching policy in California, the CSTP draw from the standards adopted by the National Board for Professional Teaching Standards and are grounded in research that emphasizes that the quality of instruction is the single most important factor in student learning. The standards include engaging and supporting all students in learning; creating and maintaining effective student learning environments; understanding and organizing subject matter for student learning; planning instruction and designing learning experiences for all students; assessing student learning; and developing as a professional educator.

For principals<sup>1</sup>, our instructional vision draws on the 2001 California Professional Standards for Education Leadership (CPSEL). Adapted from the Interstate School Leaders Licensure Consortium Standards for School Leaders (ISLLC 1996), these standards provide a research-based definition of what effective leaders do to support instructional improvement. They include facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community; advocating, nurturing, and

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<sup>1</sup> Any reference to principals also includes associate principals.

sustaining a school culture and instructional program conducive to student learning and staff professional growth; ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment; collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources; modeling a personal code of ethics and developing professional leadership capacity; and understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

These California teaching and leadership standards, together with the state’s academic standards for students, will frame the approaches DUSD uses to systematically evaluate teachers and principals for the dual purposes of accountability and professional growth. The unrelenting focus of our new HCMS is to move from the promise of these standards to their reality in district, school, and classroom practices.

### **Likelihood of increasing the number of effective educators**

The new evaluation system is the linchpin of our HCMS. The information it generates will allow us to increase our number of effective educators by informing and driving decisions across the range of human capital activities, from hiring to placement, retention, and performance compensation. All of these activities depend on measuring educator performance (Milanowski, 2011).

Until now, in the absence of such information, we have done what many other districts do—make critical workforce decisions based on other considerations, many of them unrelated to student achievement (Weisberg et al, 2009). A comprehensive and fair evaluation system will allow us instead to anchor these decisions in evidence of effectiveness and to develop the instructional excellence needed to ensure that students succeed. Student Learning Objectives—

specifically designed to measure student academic growth—are at the heart of our new evaluation system, combined with observations that are valid, reliable, and conducted by certified evaluators (see Section B).

### **Educator effectiveness outweighs all other factors in HCMS decisions**

Supported by meaningful information from the new teacher and principal evaluations, educator effectiveness outweighs all other factors in DUSD’s human capital management system decisions. In the pages that follow, we explain how eight major decision-making areas of the HCMS are primarily or solely guided by the new teacher and principal evaluation system. Decisions based solely on evaluation findings are those relating to: induction/mentoring; teacher leaders; promotion; and professional development. Decisions relating to performance-based compensation will be: for teachers, 90% based on the evaluation rating; for principals, 100% based on the evaluation rating (see Section B). Decisions related to hiring, placement and tenure/dismissal will be 80% based on the educator evaluation system.

Hiring. The new evaluation system will enable us to enact a teacher hiring process that identifies educators who share our vision of academic excellence and who demonstrate the skills to meet the California teaching standards. Previously, DUSD often made hiring decisions based on a “gut” feeling or personal familiarity with a candidate. Under the new HCMS, we will draw on our instructional improvement vision and the California standards to guide and inform the review of all teacher candidates. By formalizing these procedures, we can more effectively narrow the candidate pool and select only high quality candidates for interviews. We will use interview protocols and other screening mechanisms such as demonstration lessons that help ensure that new hires understand, embrace and can carry out our instructional vision.

To strengthen our teacher pipeline, DUSD is initiating a collaboration with our local teacher preparation institutions—California State University, Stanislaus; California State University,

Fresno; and Brandman University—to align the preparation and development of educators with DUSD’s instructional vision. Their letters of support (see Attachment) demonstrate their commitment to this collaboration. Our K-12 schools need teachers who are well prepared for the real demands of our diverse classrooms. The institutions of higher education (IHEs) need to know the knowledge and skills that will form the basis for evaluating new teachers, and the instructional vision that will steer their practice. This will be pivotal in shaping IHE practice, resulting in a more effective transition from teacher education to actual effective teaching in Delhi.

The glue for the DUSD-IHE collaboration is our common instructional foundation in the CSTP, which guides DUSD teaching practice and also guides the performance expectations embedded in the Teacher Performance Assessment that IHE graduates must pass to receive a California Preliminary Teaching Credential. Our overriding collaborative goal is to align curriculum, instruction, and assessment to more accountably support teaching excellence and student success.

Induction/mentoring. It is well known that nearly half of new teachers leave the profession within the first five years. When teachers leave because of lack of guidance and support, potential talent is lost unnecessarily. Related fiscal costs can amount to upwards of \$20,000 per teacher (National Board Resource Center, 2010). To ensure opportunities for new teachers to advance their effectiveness with students, we build on our already strong Beginning Teacher Support and Assessment (BTSA) program by assigning each newly-hired teacher for their first year an expert mentor teacher. The mentoring program aptly supplements BTSA, California’s landmark initiative that provides beginning teachers with formative assessment and individualized support consistent with our instructional vision. Mentor eligibility requires being rated either Effective or Highly Effective in the new teacher evaluation system.

Placement. The new evaluation system will provide data that help ensure equitable distribution of highly effective teachers. To date, year-to-year placement of veteran teachers has generally been determined by a teacher's history at a site and administrator preference. In the absence of data to justify transfers, it has been extremely rare for a long-time teacher at any school to be moved involuntarily to another site or even grade level—a situation that at times has led to an entire grade level at a school being staffed by less than effective teachers. Under the new HCMS, district and site administrators will use data generated each spring by the new evaluation system as the basis for making site and grade-level assignment changes. The data will enable principals to ascertain teachers' strengths and talents at each grade level, as well as identify and address areas of weakness, especially in implementing strategies for teaching EL students. This change is crucial. It will eliminate the risk of an entire grade level taking a step back academically because of poor instruction.

Decisions about placement of newly hired teachers will be based not just on where we have a vacancy but on the composition of each school and grade-level team. As noted under induction/mentoring, above, we must ensure that our new teachers get the support they need to master their craft, and that requires not only BTSA and one-on-one mentoring, but also collaborative work with effective colleagues.

Tenure and dismissal. The new evaluation system will provide data to make the case for or against teacher tenure as well as justification in situations where dismissal is warranted. In California, tenure decisions must be made by March 15<sup>th</sup> of the teacher's second year. Getting this right is vital in achieving our vision of an effective teacher in every classroom.

A strong evaluation system will provide the evidence critically needed to counter objections and follow through on difficult decisions. Dismissing a teacher—even a probationary teacher

who can be released “without cause”—can be politically sensitive, especially in a small community, either because of objections from the state’s strong teachers association or because a school board member has a personal connection with the teacher. Our longstanding implementation of the BTSA program has provided important information on probationary teacher performance. In a marked departure from previous practice, data from the new evaluation system, based on student growth and observations of practice by trained and certified evaluators to ensure rigor and comparability, will now make it possible to critically examine teacher practice and its impact on student academic growth.

Teacher leaders. The new evaluation system will be used to determine which teachers have the opportunity to move into existing and new teacher leadership positions. Historically, leadership on key DUSD committees has been based on volunteerism alone. Going forward, only Effective or Highly Effective teachers will qualify for leadership opportunities. In addition, the opportunities will expand, notably their collaborative work on management/teacher teams charged with fully developing and implementing the components of the HCMS and performance-based compensation system. This new approach, in short, will provide teacher leaders with key roles in devising and shaping curricular and instructional policies as well as providing teachers who have demonstrated their classroom excellence with recognition and financial rewards.

Promotion. Under the new evaluation system only Highly Effective and Effective teachers and principals will be eligible for advancement. This eligibility requirement will be motivational. It will also ensure that those who are promoted will have the credibility as educators to inspire and motivate staff towards the district’s instructional vision.

Professional development. As the National Board Resource Center report noted in 2010, examples of districts in California where evaluation actually helped teachers improve their practice are rare. DUSD's new evaluation system will break from this norm by being fundamentally focused on improving practice and demonstrating results. Information from the teacher and principal evaluation system will be used to plan professional development that is customized to individual teacher and principal needs based on their effectiveness. By our own critique, our current professional development is unfocused, lacks a guiding vision, and ignores the professional development needs of principals.

In contrast, professional development under the new evaluation system will be driven by findings from observations of practice, as noted above, and by the Student Learning Objectives (SLO) process (see Section C). The SLO process not only uses measures but is a measure. The analysis of SLOs provides critical information on students' instructional needs and teachers' strengths and weaknesses. This process enables teachers and principals to burrow down and understand what each teacher needs to improve and become a stronger instructor. We will customize professional development accordingly, using a tiered approach that provides the most intensive support at critical points in time to teachers whose needs are the greatest. A similar approach will be used with principals to support development of their instructional leadership capacity. We will extensively use mentoring and coaching to tailor support and ensure transfer of new knowledge into instructional and leadership practice. In addition, CTAC will conduct a Professional Development Audit to ensure the effectiveness and accountability of our professional development approach (see Section C, p. 34).

Performance-based compensation system (PBCS). Tying what educators earn to what students learn compensates effective teachers and principals for succeeding at what matters most.

It also provides a powerful lever for aligning every part of the organization, including the range of HCMS activities discussed above (Slotnik and Smith, 2004). Evidence of results from our new system of teacher and principal evaluation, based on student growth and observations of practice by trained and certified evaluators, will provide the basis for determining levels of performance compensation, as described in Section B, pp. 23-26. Only educators rated Highly Effective or Effective will be eligible for performance-based compensation.

### **Feasibility of the HCMS modifications in the DUSD context**

In developing our HCMS and evaluation system, we are systematically identifying factors that can enable or hinder effective implementation so that we can capitalize on positives and eliminate barriers. For example, our schools' existing culture of instructional improvement through data inquiry—facilitated by a small and extremely well-trained cadre of coaches—translates into a district-wide mindset highly receptive to changes that align all parts of the system to better serve instructional needs. It is also the case that using evidence based on actual practice and student achievement growth can counter political resistance in a small community with a high unemployment rate.

Most significantly, our teachers association leadership strongly supports aligning HCMS decisions around educator effectiveness across all the practices and policy areas described above. In a breakthrough both nationally and for the state of California, the teachers association also agrees to re-opening the teacher bargaining agreement as soon as this summer for the explicit purpose of embedding the new evaluation and performance-based compensation systems into the district's salary structure. Additionally, all of Delhi's principals have endorsed the new HCMS and are fully committed to the use of the new evaluation system in making all key human capital decisions.

### **Commitment of DUSD leadership to implementing the HCMS**

Our Board of Education, our teachers association, our district leadership team, and all of our principals fully support implementing the HCMS driven by educator effectiveness, as described above. All key constituencies have submitted letters of commitment and support. (See attachment)

Our new HCMS is a fundamental change in practice and policy, and the end of business as usual. Most critically, all parties are making a clear compact between the district and the community: student academic growth, and an educator's contribution to that growth, is what matters most.

### **Adequacy of financial and non-financial strategies and incentives for attracting and retaining effective teachers for high need schools**

All five of our schools are high need schools. No student in this district can afford to experience a poor year of education due to teacher performance. It is imperative that not only do we attract and develop effective teachers but we also ensure that effective teachers stay on the job. Teaching in a challenging school stretches the limits of even the best teacher's capability. Success—and, thus, job satisfaction—requires the support of a school culture that nurtures teacher learning and advances teaching quality as the foundation for ensuring success for all students (National Board Resource Center, 2010). Delhi recognizes that this culture must be reinforced by a HCMS and evaluation system that nurtures and recognizes effectiveness and by a PBCS that rewards effectiveness.

Our instructional vision is combined with ongoing support for effective instructional leadership and teaching excellence. This support includes better aligned and higher quality pre-service education, strategic hiring, mentoring by effective teachers, accountable professional development, evidence-driven promotion, earned teacher leadership, and meaningful performance-based compensation. This carefully planned, comprehensive approach will create a highly attractive environment for teachers, one unique in our region.

Too often DUSD has been a district where teachers come and learn their craft only to take their finely honed skills to another district where they perceive there are fewer challenges or greater rewards. Our new HCMS, as described above, will align all district activities and energy around making our schools places where teachers clamor to be hired and do not want to leave. By virtue of sustained, evidence-driven effort, our schools will be places where teachers and principals work as dynamic teams, smartly and systematically getting ever-better results for students. The very things that intrinsically motivate educators—student results and professional performance—will also, rightfully, be the basis of their evaluation and gain them monetary rewards.

### **B. Rigorous, Valid, and Reliable Educator Evaluation Systems**

Working closely with the Delhi Teachers Association and all of our principals, the district has developed a teacher and principal evaluation system focused on two key factors: student academic growth, measured by Student Learning Objectives (SLOs), and effectiveness of instructional practice, measured largely by observations by trained and certified evaluators.

#### **High quality evaluation rubric**

The teacher and principal evaluation system results in a single composite score and includes four performance levels: Highly Effective, Effective, Improvement Necessary and Ineffective. This is a significant departure from our current system of two performance levels: Meets Standards and Needs to Improve. The new evaluation system will be implemented for all DUSD teachers and principals starting in the first year of the initiative. Thereafter, educators will be evaluated annually.

#### **Rationale: student growth measured by SLOs**

SLOs form the heart of our evaluation approach because they measure student academic growth in both tested and non-tested grades and subjects and provide a measure of teachers’

instructional and pedagogical skills. National research shows high quality SLOs correlate with increases in student academic growth in elementary, middle, and high school and with strengthening teacher effectiveness (Slotnik and Smith, 2004). To ensure excellence of practice and results, DUSD is partnering with CTAC, which introduced SLOs nationally in its landmark partnership with Denver Public Schools. Moreover, CTAC is the nation's leading practitioner and evaluator of SLOs.

Under our evaluation design, teachers and principals develop SLOs as follows:

Teacher SLOs are carefully crafted goals for what students will learn over a specific interval of time. With principal support and oversight, teachers must demonstrate critical, evidence-based thought about the academic needs of individual students and classrooms as a whole. SLOs require teachers to demonstrate: (1) detailed understanding of and rationale for the content students need to master; (2) the direct relationship of that content to state and Common Core Standards; (3) the research-based instructional practices most appropriate to mastering the content; (4) the assessment data most effective in establishing baselines and measuring student growth; and (5) rigorous growth targets that are comparable across classrooms and schools.

Teachers of both state-tested and non state-tested grades and subjects will develop two SLOs. The first SLO is classroom-wide; the second SLO targets a sub-group of students who, as demonstrated through an analysis of student data, need focused instructional support to bridge the achievement gap. The sub-group can include ELs, students with disabilities, special needs students who are also ELs, and/or students who persistently underperform.

Early in the year, teachers and their principal analyze available data about their students, including prior year performance and any pre-tests administered. They then use results from that analysis to set objectives. Using multiple valid, reliable, and DUSD-approved measures, they

determine student learning baselines and establish growth targets. As described in Section D, Involvement of Educators, DUSD has established an SLO Review and Rating Committee responsible for rating the SLOs and ensuring the integrity of the SLO process, thereby providing a critical safeguard so that only demanding student growth targets and best practices are approved. In our evaluation system, each SLO is rated using the SLO evaluation rubric developed by CTAC. This rubric is field-tested and informed by thirteen years of rigorous practice and evaluation nationwide.

Research and findings from the field show that the quality of the SLO is the key determinant of its impact on student growth (Slotnik and Smith, 2004; CTAC, 2010). While students' academic growth is the critical element in the scoring of SLOs in the evaluation system, the overall SLO process also serves to pinpoint teachers' areas of strength and weakness and, thus, will form the basis of each teacher's Professional Development Action Plan. (See Section C.)

At year end, the principal and each teacher examine the degree of attainment of each growth target as approved by the SLO Review Committee. This quantifiable measure of student growth, confirmed and validated by the principal, is expressed as a score that accounts for 50% of the teacher's evaluation rating, as shown in Table B.1 (p. 20). Each teacher receives a score on each of the two SLOs, based on whether student growth targets are met.

Given the newness and requirements of the process, SLO development and implementation will be phased in. In Year 1, teachers create and implement one SLO. In Years 2-5, every teacher creates and implements two SLOs (one for all students and one for a targeted group).

Principal SLOs follow a process parallel to that of teachers. Each principal will develop two SLOs. SLO 1 is school-wide; SLO 2 is targeted to the school's EL students. The development and approval process follows key steps involving collaboration with and oversight of the

principals' district supervisor. For the school-wide SLO, we will use the state's goals for the school for ELA and math under the California Academic Performance Index (API). (See more on the API below.) For the EL-targeted SLO, we will use goals that are set by the state for students in the school, based on the California English Language Development Tests (CELDT).

The district supervisor only approves each SLO after the SLO Review Committee has used the rubric to gauge its quality. We will use an analytic rating rubric, similar to that used for teacher SLOs, developed by CTAC.

At the end of the year, each principal receives a score on each of the two SLOs, based on whether student growth targets were met. As with teachers, principal SLOs are phased in. One SLO is required in Year 1. Two SLOs are required in Years 2-5.

### **High quality plan for multiple teacher and principal observations**

All teachers and principals will be evaluated annually. There will be two observations per teacher per year; these will be conducted by the principals. There will be three observations per principal per year; these will be conducted by the superintendent of schools, director of curriculum and instruction, and/or director of special programs, assessments and student services. All observers will be trained and certified. All observations will be accompanied by pre- and post-observation meetings.

The foundation for observing teacher practice is the DUSD Framework for Teaching, which is based on the Danielson Framework for Teaching as modified by the California Standards for the Teaching Profession (CSTP). The cornerstone of California's teaching policy, the CSTP draw on the National Board for Professional Teaching Standards and are grounded in research that emphasizes the quality of instruction as the single most important factor in student learning.

For principals, the foundation for observing their practice draws on the 2001 California

Professional Standards for Education Leadership (CPSEL). Adapted from the Interstate School Leaders Licensure Consortium Standards for School Leaders (ISLLC, 1996), these standards provide a research-based definition of what effective leaders do to support instructional improvement.

CTAC leads and oversees the observation training and draws on its national team, which includes Teaching and Learning Solutions (TLS) who, through their work with the Los Angeles Unified School District, the New York State Education Department, and with recipients of other TIF grants, are recognized nationally for their expertise in the field of teacher and principal observation and evaluation. DUSD will employ TLS's field tested and validated observation rubrics. The high quality plan will be implemented in four phases.

Phase 1, Consultation. We review all evaluation criteria, establish specific protocols to ensure fidelity on the use of the evaluation tools and processes, and present the rigorous measures against which inter-rater reliability and inter-rater agreement will be assessed.

CTAC/TLS will then identify the specific events to be observed and timelines for those observations, establish structured review processes and protocols for evaluators when assessing areas of practice not typically observed, and clearly articulate the roles and responsibilities for evaluators and evaluatees throughout all steps of the processes (formal and informal). This helps build the district's capacity to monitor and assess their work during initial implementation and beyond.

Phase 2, Initial observer/evaluator training; establishing inter-rater reliability and agreement. The training then moves to specific objectives so that the observers: (1) attain a working knowledge of the criteria and standards against which teacher or principal practice is assessed; (2) establish and demonstrate observer skills in evidence collection to represent the teachers' and

principals' practice accurately; (3) have an operational understanding of the model's processes and timelines, including training on the observation/evaluation platform; and (4) demonstrate their initial attainment of inter-rater reliability and inter-rater agreement.

The observation is designed to ensure accurate measurement of teacher and principal practice, using selected criteria. Training of observers/evaluators includes in-depth training on the criteria to build understanding of how professional practice is represented in each domain, component, and element. Observation and evaluation training includes: an overview of effective observation techniques; the evidence-to-judgment cycle; the role of evidence in observing and assessing practice; distinguishing between evidence and opinion, influences of bias; aligning evidence with the criteria; making professional judgments about teacher practice; and providing feedback to improve practice by composing effective observation narratives and impact statements.

This phase concludes with an assessment of the observer's work to determine whether the observer has met agreed upon criteria for assessing teacher performance. The observer is "certified" when his/her practice achieves the desired level of proficiency. Additional support is provided for those who do not attain proficiency at the conclusion of the training, and additional assessments are administered until proficiency is attained.

Ensuring inter-rater reliability and agreement requires that the trainings build deep understanding of the criteria used for assessing teacher and principal practice, with particular emphasis on building evaluator expertise in recognizing teacher/principal practice at each performance level. We will train the participants in both content and application, and throughout the training their knowledge and work (products) will be assessed formatively (for ongoing feedback during the training) and summatively at the conclusion of the training. The summative assessment evaluates the degree to which the observer/evaluators attain six observer performance measures.

Assessing inter-rater reliability over time requires ongoing calibrations and assessments of the observers'/evaluators' work and scoring over time. To attain a high degree of inter-rater reliability and agreement, after completing the initial training, observers participate in two calibration/certification events annually. During each event, observer skills (qualitative measures) are assessed until they demonstrate attainment of the necessary skills. Participants' quantitative measures are tracked over time to demonstrate their consistent rating of practice within the established scoring levels and margins of error.

Phase 3, Establishing observer fidelity and reliability in field applications. The training of observers is followed by coaching and support in the field during years two and three of the grant. Coaching and support will consist of paired observations with CTAC/TLS and DUSD administrators, small group workshops and coaching, and other differentiated training to build evaluator skill and expertise in using the criteria. The objectives of the coaching include building deeper understanding of the criteria, fidelity to the models' processes, and higher inter-rater agreement and consistency when applying the criteria during teacher and principal field observations. The coaching also aims to further the evaluators' recognition of teacher practice at all levels of performance, while correcting any misunderstanding in the implementation of the model or use of the teacher evaluation criteria.

The highest priority candidates for coaching and support will be those observers who did not score high in the six qualitative and quantitative measures, with the goal of moving their practice to higher levels of consistency and accuracy.

Phase 4, Building district capacity to sustain the work beyond the grant period. Using a training of trainer model, we also build the capacity of DUSD personnel to turn-key the training on the observation and certification processes. This establishes the training and facilitation skills

needed to provide training to incoming teachers and new principals so that they are fully aware of the criteria against which their practice will be assessed.

### **Experience measuring student growth at the classroom level**

DUSD's experience with student growth measures has evolved over the past 10 years. We have had extensive experience using the California English Language Development Tests (CELDT) to measure EL growth at the student and classroom levels. We use the CELDT growth data to identify the types of EL development needed by students in both designated times for targeted EL instruction and throughout the school day. We also use the CELDT growth measure results to inform the training of teachers in instructional strategies for EL students.

Over the past four years, DUSD implemented a series of grade 2-12 annual benchmark assessments to provide a growth measure for students. Results have been analyzed at both the student and classroom level. Consequently, teachers and principals have extensive working familiarity with how assessments measuring growth at the classroom level can be used.

As a result of these experiences, and as indicated in Section D, Involvement of Educators, we have been carefully preparing for the past nine months to extend the use of student growth measures at the classroom level to our new evaluation and performance-based compensation systems. During the past year, we have run simulations of how this would work most effectively, and learnings from this were channeled into the design of our new systems.

### **Teacher evaluation: student growth and evaluation of practice**

- Using evidence-based student growth models
- Linking levels of student growth and educator performance ratings

The evaluation system generates a single composite score which includes three components: 50% student growth based on the SLOs, 10% based on SLO quality as evaluated by the rating rubric, and 40% based on teacher observations. These three components are scored using a point

system with a total of 100 possible points, as shown in Table B.1 below. The point total determines the evaluation rating, as shown, and comprises 90% of the performance-based compensation rating. Reinforcing the rigor of the system, any teacher who receives an educator performance rating below 60 is not eligible for performance-based compensation.

Teacher evaluation scoring and ratings. Scoring is based primarily on attainment of the SLOs’ growth targets and on teacher observations. Results in student academic growth account for 50% of the teacher’s evaluation (SLO 1 and SLO 2). In addition, there is a summative quality score for the SLOs based on the rating rubric.

Special student populations comprise the majority of students at Delhi. Because of this fact, the educator evaluation system will be assessing the abilities of all teachers to increase student growth for special student populations. The classroom SLO, the targeted SLO and the observations of teacher practice contributing to the overall teacher evaluation rating will be focused on meeting the needs of these special populations (See Student Demographic Information provided in Section A).

<b>Table B.1 Teacher Evaluation Scoring and Ratings</b>	
<b>Teacher Evaluation Scoring</b>	
<b>Evaluation Items</b>	<b>Points</b>
SLO 1: Classroom-wide	25
SLO 2: Targeted Student Sub-Group	25
SLO Quality	10
Observations of Practice (two per year)	40
<b>Total Possible Points</b>	<b>100</b>
<b>Teacher Evaluation Ratings</b>	
<b>Ratings</b>	<b>Points</b>
Highly Effective	80 – 100
Effective	60 – 79
Teachers rated below “Effective” receive immediate professional development (See Section C, Professional Development) and are not eligible for performance-based compensation	
Improvement Necessary	40 – 59
Ineffective	39 and below

## **Student growth: significant part of teacher evaluation**

Student growth model for teachers. Student academic growth comprises 50% of teacher evaluations. In measuring the degree of attainment of each SLO's student growth target, two measures will be used. As indicated below, the use of specific assessments depends on whether or not the teacher is in a state-tested grade or subject. Each SLO's growth target must meet or exceed one year of growth. The student growth model applicable to each assessment used in the SLOs is indicated below. The assessments and the three related growth models are:

- California Standardized Tests (CST) measure student progress toward achieving California's State-adopted academic content standards in English/language arts (ELA), math, science, and history/social science. CSTs measure student-level growth from one year to the next within five separate performance levels. Acceptable growth is attained in the California Growth Model when a student either (1) moves from one performance level to the next higher level or (2) achieves a 20% gain in the scale score within a performance level.
- Annual Benchmark Assessments measure a student's progress towards meeting the state's academic standards in grades 2-12. The benchmarks are administered three times per year. These district-developed assessments were initially created in ELA and math four years ago and are now being created for all core and non-core subjects. They are validated by two separate studies, which indicate that the annual benchmark assessments correlate from 0.65 to 0.70 with the CSTs.

The Benchmark Student Growth Model is calculated on a growth-to-proficiency basis. It employs three separate benchmark assessments during the school year. The percentage of a teacher's students who have attained or exceeded an acceptable level of student

growth on the graduated weight score will determine each teacher's evaluation rating on the SLO. DUSD is creating a scoring scale that matches the percent of students meeting student growth targets to the number of points allocated in the SLO for teacher evaluation.

- Pre- and Post-Assessments are the third category of assessments. DUSD will use teacher or department-developed, district-approved assessments as a measure of student growth. These assessments must meet explicit criteria of being: rigorous and comparable across classrooms and schools; standards-based; aligned with school and district improvement plans; and consistent with national models such as the New York State evaluation model. They must meet psychometric standards to the extent practicable. All Pre- and Post-Assessments have to be approved by DUSD's SLO Review Committee.

The Pre-/Post-Assessment Student Growth Model uses the pre-assessment as the baseline and compares it to the post-assessment at the end of the SLO's interval of instruction. DUSD is establishing guidelines for (1) the amount of growth expected between the pre- and post-assessments, and (2) the percentage of students that must achieve this level of growth to determine the growth level that differentiates each teacher performance rating.

Table B.2 below shows how the three categories (CST, Benchmark and Pre- and Post-Assessment) will be used to account for the 50% student growth within the 100 point teacher evaluation scoring system described earlier in Table B.1.

Teachers in CST subjects. As described below, the classroom-wide SLO (SLO 1) growth for teachers in state-tested subjects is measured using CSTs and Pre-/Post-Assessments. The Targeted SLO (SLO 2) growth for these teachers is measured using Annual Benchmark Assessments and Pre-/Post-Assessments.

Teachers in non-CST subjects. As shown below, the classroom-wide SLO (SLO 1) and targeted SLO (SLO 2) growth for teachers in non state-tested subjects will both be measured using Annual Benchmark Assessments and Pre-/Post-Assessments.

<b>Table B.2 Student Growth Assessments for CST and Non-CST Subjects in Teacher Evaluation</b>			
<b>Teachers in CST Subjects</b>		<b>Teachers in Non-CST Subjects</b>	
<b>SLO 1: Classroom-wide: 25 points</b>		<b>SLO 1: Classroom-wide: 25 points</b>	
CSTs	12.5 pts.	Annual Benchmarks	12.5 pts.
Pre-/Post-Assessments	12.5 pts.	Pre-/Post-Assessments	12.5 pts.
<b>SLO 2: Targeted: 25 points</b>		<b>SLO 2: Targeted: 25 points</b>	
Annual Benchmarks	12.5 pts.	Annual Benchmarks	12.5 pts.
Pre-/Post-Assessments	12.5 pts.	Pre-/Post-Assessments	12.5 pts.

**Aligning the teacher evaluation system with performance-based compensation**

The teacher’s evaluation rating accounts for 90% of the PBC score for the teacher. The remaining 10% is one additional student growth measure—the API. Incorporating this measure of school-wide student growth recognizes the impact of school-wide collaboration on behalf of student academic growth and makes our PBCS consistent with the dominant state metric and the priorities of the California Department of Education. This measure of school-wide API growth will use a 10-point scale.

**Weightings for Teacher Performance-Based Compensation:**  
**Teacher PBC Rating = Teacher Evaluation Rating (90%) + School-wide API Rating (10%)**

An example of how PBCS scoring will work: A teacher receives a single composite evaluation score of 84. This score results in a rating of Highly Effective. Then, 90% of that evaluation rating (84 x 90%), or 75.6 points, is used as part of the formula to calculate the teacher’s performance-based compensation rating.

Assuming the teacher’s school-wide API (see page 25) results in a rating of 9 out of 10 points, adding the 75.6 points (90% of the teacher’s rating on the evaluation) to the 9 points (for

the teacher’s school-wide API) results in a final performance-based rating for the teacher of 84.6 points. As the table below indicates, a teacher with a performance-based compensation rating of 84.6 will receive a performance-based payout of \$3,000.

<b>Table B.3 Translating Points Earned into Teacher Compensation Level</b>	
<b>Points Earned</b>	<b>Compensation</b>
<ul style="list-style-type: none"> <li>• 90% based on the teacher evaluation score</li> <li>• 10% based on the API</li> </ul>	
<b>90 – 100</b>	<b>\$3,500</b>
<b>80 – 89</b>	<b>\$3,000</b>
<b>70 – 79</b>	<b>\$2,000</b>
<b>60 – 69</b>	<b>\$1,500</b>

Using this approach, 55% of the total teacher PBC score is based on student growth. Specifically, 45% of the total is attributable to classroom level growth as measured by the teacher’s two SLOs, and 10% is attributable to the school-wide API score.

Stipends for teacher leaders. Only teachers who demonstrate classroom excellence will be eligible to take on leadership roles such as serving as mentors, specialized coaches or leaders on GAINS district committees. Teachers must be rated either Effective or Highly Effective to be eligible for a teacher leadership position and a related stipend.

<b>Table B.4 Stipends for Teacher Leaders</b>	
<b>Leadership Components</b>	<b>Compensation</b>
Teacher Mentoring	\$ 500
Specialized Coaching	
Committee Leadership	

**Principal evaluation: student growth and evaluation of practice**

Student growth model for principals. Student academic growth comprises 40% of the principal evaluation system. The SLOs for principals will use the following measures and growth models:

- Academic Performance Index (API). Each principal's first SLO (SLO 1) is based on school-wide student academic growth in ELA and math as measured by the Academic Performance Index. The API—one of the centerpieces of California's Public School Accountability Act of 1999—measures the growth in aggregate, school-level academic performance from year to year. It is based on the California state assessments. The current statewide API performance target for all schools is 800. The California Growth Model measures how well each school is moving toward or beyond that goal (California Department of Education, 1999).
- California English Language Development Test (CELDT). Each principal's second SLO (SLO 2) is focused on school-wide EL student growth as measured by the CELDT. The CELDT Growth Model measures English language acquisition skills for ELs individually and aggregated at the school level from one year to the next year.

Table B.5 below shows how the API and CELDT are used to account for the 40% student growth within the principals' 100 point evaluation scoring system.

Principal evaluation scoring and ratings. The scoring for the principals' evaluation is based 40% on student academic growth. Each SLO growth target must meet or exceed one year of growth. Observations and structured reviews of practice comprise the other 60% of a principal's evaluation. These assessments of practice are drawn from observations by certified evaluators of school leadership based on: the California Professional Standards for Education Leadership (CPSEL) standards; structured reviews of the principal's leadership of the preparation, planning, implementation and results analysis phases of the SLO process at the schools; and growth in the quality and attainment of the teachers' SLOs. The CPSEL standards and the leadership of the SLO process focus explicitly on a collaborative school culture of continuous improvement, which emphasizes student academic growth in meeting the needs of special student populations.

<b>Table B.5 Principal Evaluation Scoring and Ratings</b>	
<b>Principal Evaluation Scoring</b>	
<b>Evaluation Items</b>	<b>Points</b>
SLO 1: School-Wide (API)	20
SLO 2: Targeted EL Focus (CELDT)	20
Observations of Practice/Structured Reviews <ul style="list-style-type: none"> <li>• CPSEL (Standards)</li> <li>• Leadership of the SLO Process</li> <li>• Teacher Growth</li> </ul>	60
<b>Principal Evaluation Ratings</b>	
<b>Ratings</b>	<b>Points</b>
Highly Effective	80 – 100
Effective	60 – 79
Principals rated below “Effective” receive immediate professional development (See Section C, Professional Development) and are not eligible for performance-based compensation	
Improvement Necessary	40 – 59
Ineffective	39 and below

For principals who are rated Effective or Highly Effective, the evaluation score translates into a compensation level in the PBCS. For example, a principal who receives an evaluation score of 82 is rated Highly Effective and qualifies for \$3,000 in performance-based compensation. As shown below this is the same compensation structure as the one for teachers.

<b>Table B.6 Translating Evaluation Scores into Principal Compensation Level</b>	
<b>Points Earned</b>	<b>Compensation</b>
• 100% based on the principal’s evaluation score	
<b>90 – 100</b>	<b>\$3,500</b>
<b>80 – 89</b>	<b>\$3,000</b>
<b>70 – 79</b>	<b>\$2,000</b>
<b>60 – 69</b>	<b>\$1,500</b>

**Requirement 1. Performance-based compensation for teachers, principals and other personnel**

As indicated, DUSD’s PBCS meets Requirement 1 of the TIF Selection Criteria by implementing Design Model 1. It provides additional compensation for teachers and principals who receive an overall rating of Effective or Highly Effective. It also provides additional compensation for teachers who take on additional responsibilities and leadership roles.

In addition, all certificated staff (e.g., library media specialists, guidance counselors, etc.) are subject to the teacher evaluation requirements and participate in the PBCS. Reflecting their student assignments, their SLO 1 will be a group SLO.

### **C. Professional Development Systems to Support Teacher and Principal Needs Identified Through the Evaluation System**

Our new evaluation system, described in Section B, centers on the questions that matter most for educator success but are too often left unanswered: “How am I doing?” and “What can I do better?” (National Board Resource Center, 2010). Moreover, the evaluation system focuses our teachers’ and administrators’ attention on the students in greatest need of targeted instructional support. We also identify needs of each individual teacher and principal and meet those needs by way of customized professional development (PD). Our approach is as follows:

- Our new evaluation system provides evidence, from SLOs and observations, of educator practice and student results that we use to identify each educator’s needs. That evidence informs the professional development plan.
- Our intervention strategy is three-tiered, based on educator effectiveness ratings from the evaluation system. Tier 3 teachers—those with greatest needs—receive the most intensive professional development with greatest frequency.
- The backbone of how we provide that professional development is a leadership cadre of academic coaches and specialists—who are selected based on evidence of their instructional effectiveness and additionally trained in specific areas of need in DUSD (e.g., EL instructional strategies). Their support is job-embedded and classroom based.
- With our high percentage of EL students, and our particular focus on their academic growth, we use the analysis of EL student achievement and instruction to inform professional development related to ELs at all schools. We enlist outside resource specialists to assist DUSD in this area.

- We conduct a comprehensive Professional Development Audit at key intervals to ensure that our PD efforts are successful and use resources to maximum benefit.

### **Identifying and meeting PD needs of individual educators and schools**

The professional development plan through GAINS promises improved learning and more effective teaching. It uses a comprehensive, sustained, and intensive approach to meeting individual teacher needs (National Staff Development Council, New Definition of Professional Development, 2009).

Teachers. The foundation for identifying and meeting teacher professional development needs is our DUSD Framework for Teaching. Based on the Danielson Framework for Teaching as modified by the California Standards for the Teaching Profession (CSTP), it provides: guidance for the rubric used in classroom observations; an organizer for teachers in examining instruction through the SLO process; and a structure for professional development planning to meet teachers' instructional needs.

The teacher observations examine practice in four domains: planning and preparation, the classroom environment, instruction, and professional responsibilities. Our standards for rigor and inter-reliability exceed the bar established for effectiveness in national studies, including the Measures of Effective Teaching (MET) study. With the observations conducted by certified evaluators, they provide data that are reliable and valid for targeting needs and strengthening teachers' pedagogy.

Coupled with observational data from certified evaluators, SLO data are analyzed to reveal precise areas of strengths and needs for individual educators. The SLO process aligns strongly with the Framework for Teaching. Moreover, it provides evidence of a teacher's understanding

of state and Common Core standards; ability to link learning content to research-based instructional strategies; mastery of data; and ability to set demanding growth targets.

Observational evidence and SLO-provided evidence serve as measures of teacher practice. We identify teachers' specific needs for professional development through the collective analysis of observational and SLO data. This analysis forms the basis of each teacher's Professional Development Action Plan (PD Action Plan).

Principals. The DUSD's standards-based Framework for Leadership provides the foundation for identifying and meeting principal/administrator PD needs. The framework is used to observe and examine school leadership in four domains: (a) instructional vision and school culture; (b) management of resources; (c) responsiveness to community and context; and (d) leadership capacity development.

Through the development, implementation, and review of SLOs, the superintendent and district administrators will be gathering data points from which to formatively assess principal practice and grow that practice to a fuller measure. SLOs are also aligned to the California Professional Standards for Educational Leaders. As such, a full array of principal leadership can be assessed formatively throughout the year, with customized professional development offered in direct response to determined area(s) of need.

Schools. The analysis of disaggregated data by teachers and principals can also be used to identify recurring professional development needs at the grade and school levels.

### **Provide professional development in a timely way**

DUSD's new teacher evaluation system provides immediate feedback to shape professional development. Through the SLOs and teacher observations, a principal ascertains: a teacher's ability to analyze students' academic needs; his/her actual effectiveness in the classroom,

especially with high need students; and the impact of his/her practice through formative and summative assessments.

The principal uses regular and ongoing progress monitoring meetings with the teacher to discuss and develop the teacher's individualized professional development. Each activity discussed above is completed during each school year. The existing academic coaches and the newly hired SLO specialist, EL specialist and data/assessment specialist (see below) ensure timely implementation of professional development for all teachers.

The same approach is implemented to provide principals with professional development through their SLO process and observations on the same cycle as teachers. The principals' professional development is focused on a school-level and grade-level analysis of student performance and principal leadership.

**Provide school-based, job embedded opportunities for educators to transfer new knowledge**

Each principal analyzes the PD Action Plans for the school's entire faculty to develop a school-wide PD plan. The district's director of curriculum and instruction works with all five principals to analyze patterns of PD needs across all schools and develop a district-wide PD plan of support.

Response to Intervention (RtI) is our key approach to providing PD. It mirrors the RtI approach for identifying student needs and providing strategic teacher supports for student success. Our RtI-PD model will offer customized, tiered support to educators, as shown in Table C.1 below.

Our professional development plan also builds on recent organizational strengths. Since DUSD deployed three well-trained academic coaches (one per site) at the three K-8 schools during the past two years, the state's Academic Performance Index (API) for these schools has improved significantly.

The GAINS professional development plan includes the hiring of three new specialists with expertise, respectively, in SLOs, English learners, and data/assessment use. These specialists complement the proven successes of the three academic coaches to provide professional development at the school and individualized teacher level. Their services will be provided at the school in the context of teachers' daily roles, avoiding the "one and done" types of workshops that have not proven effective.

Each specialist also receives ongoing training from national experts in their specialty area, to stay abreast of the latest knowledge from research and practice and apply it directly to their support of DUSD teachers. This will help ensure an ever-higher standard of practice for all teachers.

School-level offerings are available where groups of teachers at a school have been identified through evaluations as needing tailored support. Besides providing classroom-based follow-up support for workshops and trainings, the coaches and specialists support teachers with targeted assistance. Support for teachers most in need includes more intensive follow ups; more frequent observations of teaching to provide feedback; and modeling and coaching to foster better practices.

**Provide professional development that is likely to improve instructional and leadership practices and is guided by the needs of individual educators**

The analyses of observational and SLO-produced data probe deeply into specific aspects of teacher and principal practice. These analyses form the basis for customizing professional development.

For example, a teacher's SLO may reveal that the teacher plans to use ancillary textbook materials, namely worksheets, so that students master the SLO's learning content during the school year. The principal examines the SLO and determines that that teacher needs to develop a

broader awareness of instructional resources (Danielson component 1D) and incorporate higher levels of questioning and discussion techniques (Danielson component 3B) in the classroom. The principal then links the teacher with tailored professional development to improve those specific aspects of practice. Specific benchmarks are established for when the teacher needs to show evidence of progress in these areas.

With a principal, the superintendent may use data drawn from observations and determine that the principal needs to grow in using distributive leadership (Leadership Standard 2, Function 5) and focus more on effective organizational development (Leadership Standard 3, Function 4). The superintendent then uses this evidence to inform the delivery of professional development. Specific benchmarks are established for when the principal needs to show evidence of progress in these areas.

Evidence drives the professional development. It also provides the basis for providing tiered support to meet individual educator needs. The following table illustrates the prospective professional development for teachers in different tiers.

<b>Table C.1 Teacher Professional Development Matrix</b>		
<b>Tier 1 Teachers (Effective/Highly Effective)</b>	<b>Tier 2 (Improvement Necessary)</b>	<b>Tier 3 (Ineffective)</b>
Key Strategies for English learners	Targeted EL Support from EL Specialist	Daily Observation with Correspondence Logs
New Evaluation System: Observations and SLOs	Targeted SWD Support from District Office	Monitored Lesson Planning
Common Core and Related Assessments	Peer Observations	Daily Student Assessments
Data-Driven Instruction	Academic Coaching	Required Co-Teaching with Coach

To promote collaborative data inquiry and shared learning, teachers will have collaboration time weekly on Wednesday afternoons and during Monday professional development days.

Additionally, GAINS includes five days in year one which are specifically designated for full-day professional development.

Effective instruction for English learners. GAINS will bolster DUSD's ability to act on findings from a 2011-12 comprehensive analysis of EL student achievement and instruction. As described previously, we have particular concern about the underperformance of our EL students when compared to all of our students in English language arts and mathematics. Given this concern, during the 2011-12 school year we conducted an analysis—district-wide and school by school—of our practices in identifying, assigning, instructing, and supporting EL students. The study included rubric-driven observations of classroom practice, surveys of our faculty to learn their level of understanding and use of essential practices, and visits to California schools that recently achieved a high level of API growth by EL students.

Our in-depth analysis clearly identified a set of problems that include: minimal instructional scaffolding or use of appropriate strategies to accommodate the core content needs of students; limited evidence of differentiation of mastery-focused, standards-based English Language Development (ELD) instruction throughout the school day; and insufficient targeted interventions to accelerate the acquisition of English for those students who have not made the expected yearly progress.

Our ability to take action toward the goals we set from this analysis is bolstered by GAINS, which affords a fine-grained identification of teacher and principal professional development needs and provides resources to implement targeted, job-embedded professional development. GAINS also provides a lever for aligning individual educator needs with supportive student progress monitoring at the classroom and school levels.

Raising the performance of EL students requires regular data collection and analysis so

teachers can provide informed, differentiated instruction. Our PD plan supports this process during the year by using ongoing assessments and support from the leadership cadre of coaches and specialists as well as the use of targeted SLOs focusing on the EL subgroup.

As the data analyses identify the needs of specific groups of students such as English learners, GAINS provides and models replicable instructional practices for improving their academic performance. Through ongoing school-level training, GAINS guides school administrators and teachers through a detailed examination of best practices for teaching English learners. GAINS also models how to coach teachers in applying these rigorous practices in their own classrooms to the benefit of all students, particularly English learners and monolingual English-speaking students, who experience difficulty mastering academic language.

Overall, GAINS builds the replicable capacity to use data on student academic growth within each classroom and school to reconfigure pedagogical, curricular and organizational strategies to improve student academic growth.

Professional development audit. To realize our instructional vision, more teachers need to be more effective with more students. That requirement is the basis of GAINS. It means that effective professional development that demonstrably improves the practice of all teachers is pivotal—to the success of our Human Capital Management System and to GAINS overall. Therefore, CTAC will conduct a comprehensive Professional Development Audit (PD Audit) to provide an in-depth evaluation of impact. It will both inform mid-course adjustments to and guide the long-term sustainability of our HCMS.

The comprehensive PD Audit is a landmark process that CTAC introduced nationally. The audit examines and evaluates the impact of PD on (b)(6)

(b)(6)

(b)(6)

#### **D. Involvement of Educators**

Educator involvement in GAINS development. The DUSD performance-based compensation system and educator evaluation system are the direct result of an intensive nine-month planning

process involving every educator in the district. This same level of involvement will continue throughout implementation. Simply put, DUSD is doing PBCS, evaluation reform, and HCMS with teachers and principals, and not to them.

Our process is a national exemplar for meaningful educator involvement and ownership. It has included 54 design and development meetings, and administering a survey to and reviewing results with every school level educator in the district. It has included regular meetings with the Executive Committee of the Delhi Teachers Association (DTA), as well as presentations at and discussions with each school, led jointly by the Superintendent and the DTA President. Moreover, there have been seven presentations to and discussions with the Board of Trustees. All decision-making has been by consensus.

From the outset, DUSD structured the Planning Committee to represent all educator groups within the district. The core of the Planning Committee included three teacher leaders (DTA President, DTA Vice President, and one teacher leader) and three administrative leaders (Superintendent, Director of Curriculum and Instruction, Director of Special Programs, Assessments and Student Services). This work was supported by CTAC, a national leader in PBCS, evaluation reform, and HCMS.

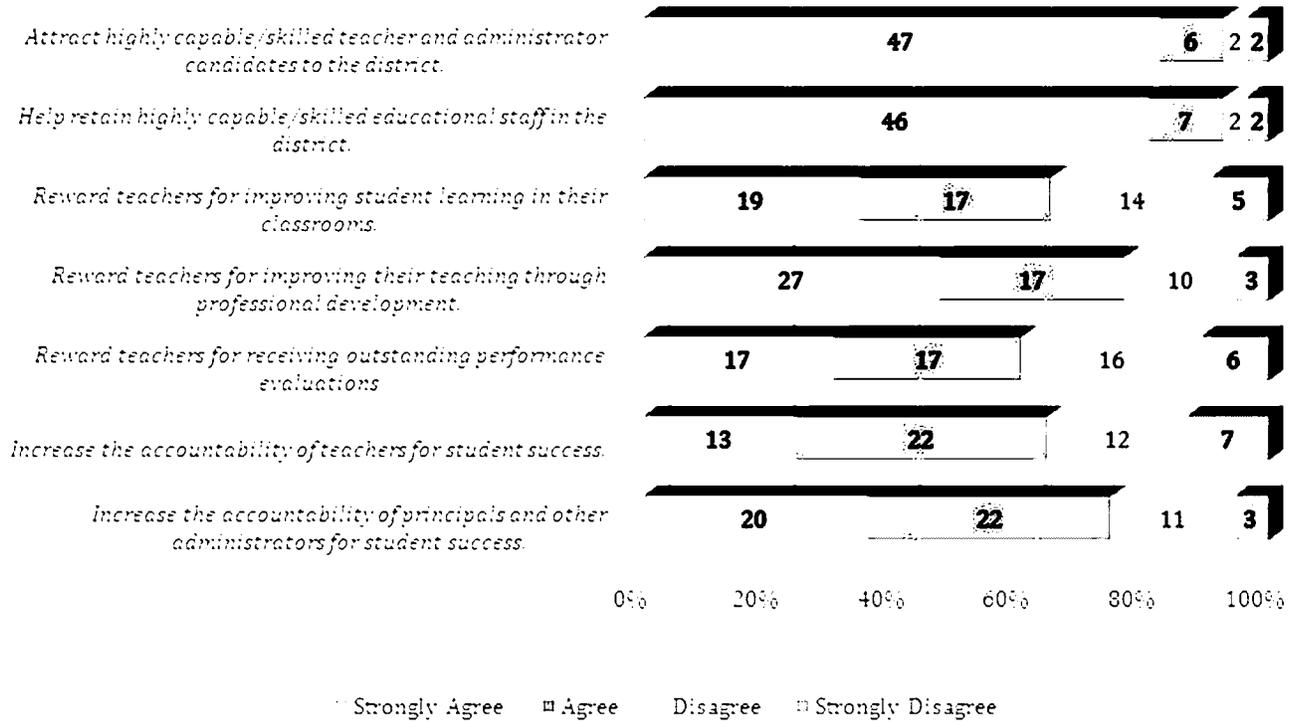
Over nine months, the planning has taken place on two inter-related fronts: performance-based compensation and evaluation reform. Initially, the work focused on the content of a PBCS and the best strategies for implementation. Certificated faculty particularly supported a system that would enhance and reward teacher effectiveness as measured through student growth. The district had previously implemented a series of grade 2-12 annual benchmark assessments that provided a growth measure for students. As a result, teachers and principals were supportive of this initiative and understood how assessments measuring growth could be used and extended for the purposes of performance-based compensation.

It was also clear that a rigorous educator evaluation system needed to be a key element of the PBCS. The foundational work that the Planning Committee had completed around performance-based compensation provided a context for determining how to modify the existing DUSD teacher evaluations to meaningfully measure teacher accountability to student growth. This included a comprehensive analysis of how the teacher observation process was currently implemented at Delhi, and how it would be markedly upgraded to support an educator evaluation system that assessed teachers in part based on evidence of practice. A similar analysis was applied to the principal evaluation process.

In examining national best practices for both strengthening and measuring student academic progress, a clear consensus emerged among DUSD educators across the district that the use of Student Learning Objectives was precisely the approach needed in Delhi to meet the dual goals of support and accountability for both teachers and principals. We reviewed the related research and spoke with the leading national practitioners.

Using a CTAC-developed survey instrument, we also surveyed all teachers and site-based administrators to ascertain perceptions of the significant elements and outcomes of a new Delhi PBCS and educator evaluation system (see Chart D.1 below). The findings were explicit. Teachers and principals indicate that performance-based compensation should both attract and retain highly capable/skilled teacher and administrator candidates in the district. They feel that a PBCS should reward teachers with extra compensation for: improving student learning in their classrooms, improving their teaching through professional development, and receiving outstanding performance evaluations. Finally, teachers agree that the new systems would increase the accountability of teachers, principals, and other administrators for student success.

**Chart D.1 Principal and Teacher Perceptions of New PBCS and Evaluation Systems**



Throughout this period, we sought information and recommendations from outside sources to identify best practices in teacher evaluation, observation and performance-based compensation. As ideas took shape, this information was regularly shared and reviewed with all faculty, administration, and the Board of Trustees. District educator groups clarified the essential elements of the proposed PBCS and educator evaluation system for DUSD, and offered modifications and revisions.

As indicated above, formal presentation of the proposed teacher evaluation system, performance-based compensation system, and HCMS was made by the Planning Committee to the certificated faculty at each of the school sites. Teacher and principal responses were encouraging and supportive, both at the meetings and through ongoing communication with the teachers association.

## **Educator involvement during and beyond TIF**

This involvement of DUSD educators in the design of both the PBCS and the educator evaluation system is extensive. To ensure that this partnership and support is expanded both during and beyond the TIF grant period, DUSD has established a leadership structure to guide, oversee and strengthen the implementation of the GAINS initiative. Membership in every part of the leadership, operational, and evaluative structure is shared evenly between the district and the teachers association. The structure includes:

- **Superintendent**
- **Director of Curriculum & Instruction**
- **Director of Special Programs, Assessments and Student Services**
- **GAINS Program Director**
- **DTA President and Vice President**
- **Principal and 3 Teachers**

- **Director of Curriculum & Instruction**
- **Director of Special Programs, Assessment and Student Services**
- **GAINS Program Director**
- **3 Teachers**

- **Director of Special Programs, Assessment and Student Services**
- **GAINS Program Director**
- **2 Teachers**

- **Director of Curriculum & Instruction**
- **Principal**
- **2 Teachers**
- **2 Academic Coaches**

- **GAINS Leadership Team** will oversee the entire initiative, review and ensure progress towards all project goals, and make adjustments as necessary to strengthen implementation. Membership includes key decision makers empowered to cut through issues of turf or jurisdiction to advance the initiative. The 10 members include:  
  
Superintendent, Director of Curriculum and Instruction, Director of Special Programs,

Assessments and Student Services, GAINS Program Director, a Principal from one of the five schools, Delhi Teachers Association President and Vice President, and three teachers.

- **SLO Review and Rating Committee** will examine all submitted SLOs and associated assessments for approval and rating. They will also assist in the development of criteria and guidelines for pre- and post-assessments to be used in the SLO process. The six members include: Director of Curriculum and Instruction, Director of Special Programs, Assessments and Student Services, GAINS Program Director, and three teachers.
- **PBCS Committee** will help guide the implementation of the PBC system at DUSD. The Committee will be monitoring the PBC data for each of the five schools and provide analysis and feedback to the GAINS Leadership Team. The PBCS Committee will also create a two-way communication channel with district teachers to ensure accurate information is available and questions are responded to in a timely manner. The four members include Director of Special Programs, Assessments and Student Services, GAINS Program Director, and two teachers.
- **Professional Development and Instructional Support Committee** will examine all data from the SLO Committee and PBCS Committee to determine the professional development and leadership development needs of the district, school site administrators, and teachers. The six members include Director of Curriculum and Instruction, one principal, two teachers, and two academic coaches.

Surveys and interviews. As described in the Project Evaluation Plan (Section E, p. 48), GAINS will ensure that all pivotal constituent groups can inform the implementation of the compensation, evaluation, and human capital management systems on an ongoing basis. Two primary sources of feedback will be surveys and interviews. Each year principals, teachers,

parents and samples of students and external constituents will be surveyed to ascertain the effectiveness of the initiative. Further, confidential interviews will be conducted by CTAC with policy makers, key senior staff, teacher association leaders, external community leaders and school site participants to explore deeper issues that surface during each year of implementation and to identify areas for improvement.

Educator support. The evidence that educators support the PBCS and educator evaluation system is substantial, and groundbreaking. Support exists from the classroom to the board room.

The bottom line is that educators believe that in Delhi we are putting our policies and funding precisely where it matters most. Evidence includes:

- DUSD and the Delhi Teachers Association have already agreed to re-open the collective bargaining agreement for the purpose of embedding the initiative's performance-based compensation system and educator evaluation system into the district's salary structure after the grant has ended. The Delhi Teachers Association is the exclusive and sole representative of teachers in the districts. We are partners.
- All five principals have been actively involved throughout the development of GAINS and are fully committed, enthusiastic supporters of all the elements of the performance-based compensation system and educator evaluation system. Their support is stated explicitly in the attached letter of support signed by all five. (The district does not have an administrators association).
- The Superintendent and all lead central administrators, in complete collaboration with the teachers association and all five principals, have been at the table as partners with all key constituencies every step of the way and fully support the new compensation and educator evaluation systems.

- The Board of Trustees is so supportive of these new systems that, at the August 12, 2012 Board meeting, the Board, the teachers association, and district leaders will re-open the evaluation article in the collective bargaining agreement so that, pending TIF funding, all details of the implementation of the grant can be placed in the agreement and a revised Delhi salary structure can be implemented.

Each of these key educator groups and constituencies has submitted letters that express the commitment and support of the Delhi education community to the principles, implementation, and sustainability of the proposed PBCS and educator evaluation system.

This level of support for the new directions in the PBCS and educator evaluation system is exceptionally rare in public education nationally—and unprecedented in California.

## **E. Project Management**

### **Roles and responsibilities of key personnel**

The GAINS Leadership Team, including the executive leaders of both the district and the teachers' association, guides and oversees the entire initiative. As detailed in Section D, the Leadership Team manages three senior-level committees responsible for, respectively, the SLO Review and Ratings, Performance-Based Compensation System, and Professional Development and Instructional Support. This structure is explicitly set up to be expert in providing systems support to frontline educators and nimble in responding rapidly to school and classroom needs.

The project director manages and monitors daily implementation of the initiative by ensuring fidelity to the timeline and all targets for the HCMS, evaluation system, and PBCS. The project director supervises the leadership cadre of coaches, including the three academic coaches and the three content area specialists.

CTAC is responsible for providing all technical counsel related to the SLO process, conducting the comprehensive Professional Development Audit, managing the evaluation, and overseeing the delivery of the teacher and principal observation training.

In putting together a professional team to successfully implement performance-based compensation aligned with DUHD's vision of instructional improvement, we are keenly aware of the need to have expertise in many different areas. This grant touches every facet of a school district's operation, including educator evaluation, professional development, recruitment and retention of staff, curriculum and instruction, student assessment and targeted educational services to special need populations. Moreover, based on our design, we also need expertise in: using Student Learning Objectives to measure student growth; developing an educator observation system that is fair and ensures inter-rater reliability; and creating a performance-based compensation approach that can align district systems to achieve our vision of instructional improvement. Under the leadership of Dr. Brian Stephens, DUSD Superintendent, William J Slotnik, Executive Director of CTAC, Dr. Albert Miller, President of TLS, and the dedicated professionals working with these leaders, we have assembled a highly-qualified professional team that can meet this challenge. Per the application instructions, we have included resumes and bios of the team's key personnel in the attachments.

#### **Allocates sufficient human resources to complete project tasks**

GAINS' human resources are directly matched with project task requirements. DUSD's most skilled educators and key decision makers—from the district, the teachers association, and all principals—are actively involved in every phase of project implementation and monitoring.

The project director, the three academic coaches and the SLO, EL, and data/assessment specialists form a rapid response team to address the instructional and leadership needs of

individual teachers and principals, as well as schools. Further, GAINS provides external resource specialists with expertise in effective professional development strategies for advancing EL instruction and learning.

CTAC is nationally recognized for its proven expertise in the areas of educator evaluation, performance-based compensation, and human capital management systems. It is guiding the training and implementation of the SLO process. CTAC and TLS (also a national leader) are collaborating to support the training and calibration of all DUSD educators on conducting observations. CTAC’s leadership of the Professional Development Audit and the project evaluation ensures that we will be able to make informed, mid-course improvements to GAINS.

Further, at the policy level, the DUSD Board of Trustees and the superintendent are fully committed to the sustainability of the initiative. We have the key human resources to institutionalize GAINS within practice, operations, and policy.

Most critically, the landmark partnership of the district and the teachers association is galvanizing the entire workforce in support of the new systems.

Simply put, GAINS has precisely the blend of skilled internal and external human resources necessary to ensure effective implementation and the successful completion of all project tasks.

<b>Table E.1 GAINS Project Objectives and Performance Measures</b>			
<b>Project Objectives</b>	<b>Performance Objective/Indicator</b>	<b>Measure</b>	<b>Timeline</b>
1. Advance the academic growth and overall achievement of all Delhi students.	1.a. For all grade-level subjects (grades 3-8) and end-of-course subjects (grades 9-11) that culminate in a CST examination, 50% or more of the student population will show an: 1) increase from one performance level to the next, or 2) an increase of 20% in a performance band.	CST scores	At the end of each year
	1.b. For all grade-level and end-of-course subjects (grades k-12) that have	District Benchmark	At the end of each year

	developed SLOs for a specific targeted populations, 50% or more of the defined student population will achieve growth to proficiency on the district Benchmark as measured by scoring 70% or higher using the Benchmark Graduated Weight Score.	Assessment	
	1.c. For all non-tested grades and subjects (grades k-12) that have developed SLOs for a specific targeted population, 50% or more of the defined student population will demonstrate growth by achieving proficiency or as measured by an increase from pre-test to post-test of 50 percentage points using the district developed subject area Pre- and Post-Assessments.	Pre- and Post-Assessments	At the end of each year
	1.d. Each school site within the DUSD will meet its yearly API growth target.	API	At the end of each year
2. English Learner students will demonstrate growth based upon multiple measures of academic achievement.	2.a. DUSD will exceed the Title III AMAO 1 annual growth target by 5% (% of students making progress toward learning English).	CELDT	At the end of each year
	2.b. DUSD will exceed the Title III AMAO 2 annual growth target by 5% (% of students attaining English Proficiency who have been in the US 5 years or less).	CELDT	At the end of each year
	2.c. DUSD will exceed the Title III AMAO 3 annual growth target by 5% (% of students attaining English Proficiency who have been in the US more than 5 years).	CELDT	At the end of each year
	2.d. For all grade-level and end-of-course subjects (grades K-12) that have developed EL-targeted SLOs, 50% or more of the EL students will achieve growth to proficiency on the district Benchmark as measured by scoring 70% or higher using the Benchmark Graduated Weight Score.	District Benchmark Assessment	At the end of each year
	2.e. For all grade-level subjects (grades 3-8) and end-of-course subjects (grades 9-11) that culminate in a CST examination, 50% or more of EL students will show an increase in CST score between the current year outcome and the result of the previous year	CST scores	At the end of each year

	comparable subject area test.		
	2.f. Identify and increase the number of Highly Effective and Effective teachers engaged in teaching English learners, by 5% per year. (Aligns with GPRA #2)	District's evaluation system	Years 2-5
3. Strategic alignment of all district human capital systems; Increase the number of effective educators by using data from the educator evaluation system to inform and drive human capital decisions.	3.a. The DUSD educator evaluation system will be used to inform 75% of the following human capital management systems: recruitment; hiring; placement; retention, professional development; tenure; and promotion. (Aligns with GPRA #4)	District's evaluation system	By the end of Year 2
	3.b. The DUSD educator evaluation system will be used to inform 100% of the following human capital management systems: recruitment; hiring; placement; retention, professional development; tenure; and promotion.	District's evaluation system	By the end of Year 5
4. Increase teacher and principal effectiveness by implementing a comprehensive and fair educator evaluation system, based on SLOs and observations.	4.a. District policies and collective bargaining agreement are finalized to reflect the new evaluation and performance-based compensation systems.	District policies and collective bargaining agreement	By the end of Year 1
	4.b. All teachers and administrators have been trained on the development and implementation of SLOs.	SLOs	Year 1 – by mid-Nov. Years 2-5 – by October 1
	4.c. Administrators have been trained and certified to conduct valid and reliable observations.	Observation certification	By the end of Year 1
	4.d. Identify and designate all teachers and principals (and other administrators) as either Highly Effective, Effective, Improvement Needed or Ineffective, and the number who are not rated. (Aligns with GPRA #1)	District's evaluation system	At the end of each year
	4.e. Increase the number of Highly Effective and Effective teachers and principals (and other administrators) by 10% per year.	District's evaluation system	Years 2-5
5. Implement differentiated levels of performance-based compen-	5.a. At the end of each program year, 100% of student outcome data and teacher/principal observation data will be entered into the DUSD data management system.	District's data management system	Years 1-5

sation for Highly Effective and Effective teachers and principals (and other administrators).	5.b. At the end of each program year, 100% of teachers and principals (and other administrators) qualifying for performance-based compensation will be identified and compensated.	District's evaluation system	Years 1-5
6. Use data from SLO process and teacher observations to develop and implement professional development tailored for individual educators to improve overall educational effectiveness.	6.a. During each program year, student outcome and teacher observation data will be used to design targeted professional development opportunities for 100% of DUSD teachers.	District's data management system	Years 1-5
	6.b. During each program year, 100% of DUSD teachers will participate in a minimum of two targeted professional development activities.	District's data management system	Years 1-5
	6.c. During each program year, student outcome and teacher observation data will be used to design professional development opportunities for 100% of DUSD principals (and other administrators).	District's data management system	Years 1-5
	6.d. During each program year, 100% of DUSD principals (and other administrators) will participate in a minimum of two targeted professional development activities.	District's data management system	Years 1-5
7. Increase teacher retention by providing ongoing support for effective instructional leadership and teaching excellence (i.e. pre-service education, mentoring, earned teacher leadership opportunities).	7.a. Identify and designate all teachers and principals (and other administrators) as either Highly Effective, Effective, Improvement Needed or Ineffective, as measured by the district's evaluation system, and the number who are not rated, in the previous year and who returned to serve in the same high need school in the DUSD. (Aligns with GPRA #3)	District's evaluation system	Years 1-5
	7.b. Increase the number of Highly Effective and Effective teachers and principals (and other administrators) who return to serve in the same high need school as the previous year, by 1% per year.	District's evaluation system	Years 2-5

## **Project evaluation plan**

Serious efforts to improve student achievement and compensation, evaluation, and HCMS must be guided by evidence and analysis of what is working and what changes need to be made to continually improve the district. The evaluation, managed by CTAC, will examine the effects of the initiative using a mixed methods design to ensure breadth and depth of understanding and perspective, and to provide formative feedback as well as summative findings.

The initiative seeks to improve student achievement growth in DUSD schools through the improvement and demonstration of teacher and principal effectiveness. For purposes of the evaluation, teacher effectiveness will be measured by improvements in teacher value-added and evaluation ratings; principal effectiveness will be measured by the improvements in teacher value-added for all teachers in the building, the principals' evaluation ratings, school academic growth, and the retention of effective teachers.

Quantitative analyses. The evaluation will use value-added statistical methodologies to examine the impact of the initiative. As described above, all five DUSD schools are participating because they meet the federal definition for high poverty schools, have low levels of student achievement, and their need to have highly effective teachers and leaders. Comparison schools, identified from California Department of Education (CDE) databases, will include schools with comparably high percentages of students receiving free and reduced price lunch, with comparable school ratings on California's Academic Performance Index, and serving students with comparable demographics.

Quantitative assessment. The quantitative evaluation of the effects of the initiative will employ a comparative interrupted time series analysis (also referred to as a difference-in-difference estimator). This analysis will compare the difference in outcome measures between

treatment and comparison groups pre and post-implementation. This approach controls for general trends in treatment schools pre-implementation and for effects that influence outcomes in both treatment and controls during the post-implementation. We evaluate GAINS against the measurable performance objectives of improved student achievement in ELA and math, and increased retention of teachers and school leaders with effective or higher evaluation ratings.

Equation 1 provides an illustration of the types of models we will employ to examine the effect of the initiative, in this instance for student achievement.

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Similar formulations will be employed to examine

teacher retention using hazard models to explore whether implementing the initiative influenced teacher effectiveness, attrition and transfers. In the value-added models, we will use California state tests as different measures of student achievement in reading and math.

The approach described in equation 1 provides DUSD district and school administrators with a reasonable overall assessment of the success of the GAINS initiative. It will also provide guidance on how the implementation of the initiative can be adjusted to improve outcomes.

This quantitative analysis will guide our qualitative analysis to gain a better understanding of why some teachers and schools have differentially benefited from the initiative. This knowledge will be fed back to administrators to make real time adjustments in the professional development and implementation of the program.

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

School, teacher and student factors. The qualitative evaluation will further explore whether the incentives related to the educator evaluation system and performance-based compensation have varying degrees of success in schools with particular conditions or attributes (such as leadership, mobility, size or population); whose teachers have different attributes (such as the number of years they have taught, level of licensure, grade levels and subjects taught); and whose students are of different ages, socioeconomic status or initial academic status.

Impact of changing systems on student achievement. The evaluation will examine the relationship between systems changes and actual growth in student achievement. The evaluation will examine how the changes in the evaluation system, PBCS, and HCMS, professional

development, and instructional supports affect student achievement in the schools and whether these changes affect some schools, classes or students more than others. This component of the evaluation will provide a detailed analysis of the impact of changing systems on student achievement and the impact of incentives in the district.

Feedback and continuous improvement. The constituencies affected by the new compensation system need to have regular opportunities to respond to and shape the plan. The evaluation will enable pivotal constituent groups to inform the implementation of the compensation, evaluation, and human capital management systems. It will also develop mechanisms which ensure continued constituent assessments and critiques in the post-grant period.

Two primary sources of feedback throughout the project will be surveys and interviews. Each year principals, teachers, parents and samples of students and external constituents will be surveyed to ascertain the effectiveness of the initiative. The results of these surveys will be analyzed both quantitatively (e.g., chi-square, ANOVA) and qualitatively.

Confidential interviews will be conducted by CTAC with policy makers, key senior staff, teachers association leaders, external community leaders and school site participants to explore deeper issues that surface during each year and to identify areas where mid-course corrections are warranted. Responses will be analyzed using the constant comparative method as well as nonparametric statistics such as chi-square, where appropriate.

<b>Table E.2 Timeline for Implementation of HCMS, PBCS and Educator Evaluation System Components</b>		
<b>Components</b>	<b>Timeline</b>	<b>Management Responsibilities</b>
Human Capital Management Systems		
Hiring	Year 1 onward	HR Function
Induction/Mentoring	Year 1 onward	Mentor Teachers and Coaches
Placement	Year 2, annually thereafter	Principal/District Administrators

Tenure and Dismissal	Year 2, annually thereafter	Superintendent/Board of Education
Teacher Leaders	Year 1 onward	Principal/District Administrators
Promotion	Year 2, annually thereafter	Principal/District Administrators
Professional Development	Year 1 onward	Coach and PD Support Committee
Educator Evaluation System	Year 1 onward	GAINS Leadership Committee
PBCS	Year 1 onward	GAINS Leadership Committee
Educator Evaluation System		
SLO Development and Implementation Training – Student Growth Component	November 2012	CTAC
Student Learning Objectives	Year 1 onward	Teachers/Principals and District Administrators
Observations Teachers/Principals	2x/3x times a year, Years 1-5	Principal and Administrators
High Quality Plan for Multiple Teacher and Principal Observations – Four Phases	Year 1	TLS and CTAC
Additional Assessment Development	Ongoing	SLO Rating Committee
Evaluation Scoring and Rating System including Weighting of Components	Fall 2012	GAINS Leadership Committee
Performance-Based Compensation System		
Educator Evaluation System Outcomes	End of Year	PBC Committee
PBC Scoring and Rating System	October 2012	GAINS Leadership Committee
PBC Award	October, Years 1-5	GAINS Leadership Committee
Leadership Stipends	Year 2, annually thereafter	Principal/District Administrators
Implementation of performance-based salary structure	November 2012 and beyond	Board of Trustees and DTA

**Table E.3 Timeline for Implementation of Project Tasks and Objectives**

<b>Tasks</b>	<b>Timeline</b>	<b>Management Responsibilities</b>
Human Capital Management Systems		
Develop a set of criteria to guide and inform the review of all teacher candidates	November 2012	HR Office
Establish formalized procedure for review of all teacher candidates that includes the use of the candidates criteria	February 2012	HR Office

Develop interview protocol and other screening mechanisms for teacher candidates	November 2012	HR Office
Establish and/or formalize the collaboration approach with specific teaching institutions	May 2013	Colleagues of GAINS Leadership Team
Build on Beginning Teacher Support and Assessment (BTSA) by assigning expert mentor for first year teachers	August/September 2012 and annually thereafter	PD and Instructional Support Committee
Evaluate data from the new evaluation system as a basis for site and grade level assignment changes	June 2013 and annually thereafter	GAINS Leadership Committee
Create or modify existing policy for DUSD committee leadership positions so that only Effective or Highly Effective can serve in those roles	October 2012	HR Office
Create or modify existing policy regarding promotion eligibility for High Effective and Effective teachers	February 2013	HR Office
Develop a process to extract information from the evaluation system and available SLO data to inform professional development offerings	May 2013	PD and Instructional Approval Committee
Performance-Based Compensation System		
Build a process for data extraction from the teacher evaluation and principal evaluation system based on student growth and observation practice	May 2013	PBCS Committee
Re-open the teacher bargaining agreement to address relevant sections of the new evaluation approach, reach and execute the final agreement	November 2012	Superintendent and DTA President
Educator Evaluation System		
Develop SLO quality rating rubric	August 2012	CTAC and SLO Review and Rating Committee
Define the committee and process for determining SLO summative quality scoring	September 2012	GAINS Leadership Team
Create policies and procedures to define requirements for the first SLO (whole class) and second SLO (targeted)	August 2012	GAINS Leadership Team
Create and communicate SLO phase in plan	August 2012	PBC Committee
Establish the structure and application of principal SLOs	August 2012	GAINS Leadership Team
Develop teacher observation protocols including rubrics	November 2012	TLS/CTAC
Develop training course to certify administrators to appropriately conduct teacher observations	March 2013	TLS/CTAC

Develop principal observation protocols including rubrics	November 2012	TLS/CTAC
Observers will participate in two calibration /certification events annually	Fall and Early Spring	TLS/CTAC
Develop process for assessing the degree of attainment of student growth targets	February 2012	SLO Scoring and Rating Committee
Develop the algorithm and application of CST use in teacher evaluations including a scoring scale matching percentage of student's meeting growth targets to number of points allocated in SLOs	September 2012	SLO Scoring and Rating Committee
Develop benchmark assessments for all core and non-core subjects	Starting in Fall 2012 and expand to all subjects by Fall 2014	DUSD with testing partner, Intel-Assess
Create "teacher developed" assessment guidelines	October 2012	SLO Review and Rating Committee
Develop guidelines to establish growth targets between pre/post assessments and percentage of students who must meet them	September 2012	SLO Review and Rating Committee
Develop policy to establish evaluation system rankings to determine teacher eligibility for leadership roles	October 2012	PBC Committee
Professional Development (PD)		
Hire three full time coaches: SLO Specialist, EL Specialist, Data/Assessment Specialist	Fall 2012	GAINS Leadership Committee
Train principals and administrators on the principles of the SLO Process and how to create SLOs	Mid-October 2012	CTAC
Provide five full-day PD sessions	2012-2017	Superintendent
Provide PD opportunities two times per week through appropriate scheduling	2012-2017	Superintendent
Provide Saturday PD opportunities	2012-2017	Superintendent
Develop Targeted SLOs	Late-October to Mid-November 2012	CTAC trained teachers/principals
Combine SLO findings with observation results to form basis for each teacher's PD Action Plan	Spring 2013 and annually thereafter	Principals
Create individual teacher PD Action Plans	Winter 2012 and Fall thereafter	Principals
Meet about formative test results, adjust PD Action Plans	Ongoing	District Administration/Principals
Create school-wide PD plan based on PD Action Plans	End of January 2013	Principal
Develop district-wide PD strategy based on five school-wide plans, including grid organized by DUSD domains and grade	February 2013	Director of Curriculum and Instruction

level/department		Principals
Conduct progress monitoring meetings with each teacher to review and modify PD Action Plans based on progress toward student growth targets and observation results	Ongoing as Needed	Principals Teachers
Meet with teachers to discuss PD Action Plan, progress, and outcomes in terms of student growth targets and observations	Mid-November to Mid-December 2012	Principals Teachers
Create Principal SLOs	December 2012	Principals Administrators
Combine SLO findings with observation results to form basis for each principal's PD Action Plan	June 2013 and annually thereafter	Principals Administrators
Conduct a rigorous PD audit	Year 2 and 4	CTAC
Educator Involvement		
Establish a process whereby the GAINS Leadership Team will monitor and report on the overall initiative	September 2012	GAINS Leadership Committee
Establish the SLO Review and Rating Committee including its structure, membership, roles and responsibilities and reporting requirements	August 2012	GAINS Leadership Committee
Establish the PBCS Committee including its structure, membership, roles and responsibilities and reporting requirements	October 2012	GAINS Leadership Committee
Establish the Professional Development and Instructional Support Committee including its structure, membership, roles and responsibilities and reporting requirements	November 2012	GAINS Leadership Committee
Conduct surveys and interviews of principals, teachers, parents and a representative student sample to inform the GAINS implementation	April 2013 and each year thereafter	CTAC
Conduct confidential interviews of policy makers, key senior staff, teacher association leaders, external community leaders and school site participants to explore deeper issues and identify areas of improvement	May 2013 and each year thereafter	CTAC
Project Management		
Quantitative analysis of the overall project	Years 1-5	CTAC
Qualitative analysis of the overall project	Years 1-5	CTAC
Sustainability		
Develop a new K-12 writing program directed at ensuring that district graduates are college- and career-ready in writing	March 2013	Superintendent
Provide PD that is specifically designed to support teachers' strategies with students with	May 2013	PD and Instructional Support Committee

disabilities for RtI and PBI		
Implement new assessments for ELL and SWD designed to assist teachers to measures areas of weakness	June 2013	Superintendent
Strengthen the K-8 reading program	May 2013	Superintendent
Provide specific training for the Academic Coaches to improve the HCMS district wide	November 2012	CTAC with outside experts
Develop a tiered professional development plan for district staff	February 2013	PD and Instructional Support Committee

### **F. Sustainability of GAINS**

DUSD is determined to support and sustain our evaluation and performance-based compensation systems—using non-TIF resources that are both financial and non-financial—during and after the grant period.

The district and the Delhi Teachers Association jointly recognize the value of tying student academic growth to the evaluation of teachers. The driving principle for both district and the teachers association is that, pending the funding of our TIF application, GAINS will lead to fundamental change for the district, teachers and students. We agree that this change must be systemic in nature and long-lasting. The district and the teachers association are only interested in change that is impactful and permanent.

DUSD is committed to using its resources to continue the work launched by the funding of the TIF grant. Along with general fund dollars, the district is prepared to commit the following amounts from Title I (\$98,222), Title II (\$90,404) and Title III (\$20,074), and MediCal Administrative Activities (MAA) funds (\$36,100) to support the Human Capital Management System during the grant period and to sustain it afterwards. The systems changes proposed in the grant are substantial, and the Board of Trustees, district, teachers, and principals recognize the need for continued support. DUSD is willing and able to make both an institutional and financial commitment to sustaining the work of the TIF grant.

During the grant period, the fiscal resources above are directed towards strengthening our human capital strategies. Specifically, these resources will enable DUSD to:

- Develop a new K-12 writing program directed at ensuring that district graduates are college- and career-ready in writing;
- Provide professional development designed to support teachers' strategies for students with disabilities for both Response to Intervention and Positive Behavior Intervention;
- Implement new assessments for English learners and students with disabilities designed to assist teachers to measure areas of weakness and provide for timely intervention for these special populations; and
- Strengthen the K-8 reading program.

These human capital strategies will help build the capacity of all educators in DUSD to better serve students with the greatest instructional needs. By the end of the grant period, DUSD will redirect all of the above-referenced federal and state financial resources, along with an additional \$69,244 in state lottery funds, an additional \$23,900 in MAA State funds, and \$41,466 in local district funds to permanently support the PBCS as part of a new DUSD salary structure for all educators. This is a \$379,410 financial commitment that DUSD can and will make to annually sustain the PBCS after the end of the grant period.

The use of SLO, EL, and data/assessment specialists is a critical resource in GAINS, and the district commits to continuing these three specialist positions after the grant period. These positions are essential to fulfilling our vision for instructional improvement. Building the capacity of teachers, particularly those identified through the HCMS as needing improvement, is an integral component of our overall plan to improve student academic growth.

From the beginning, the district and the teachers association are jointly creating a HCMS and PBCS that will move DUSD forward and upward to a higher level of student achievement and professional performance. The district and the teachers association are poised in partnership to implement a HCMS that focuses on student academic growth and develops the finest teaching staff in California's Central Valley.

### **Priority 5: Educator Salary Structure**

DUSD is exemplary in both its commitment and ability to achieve a salary structure based on effectiveness. As evidence, DUSD is implementing a performance-based compensation salary structure as part of its HCMS during the first year of the TIF grant award. Moreover, DUSD and the Delhi Teachers Association have already agreed to re-open the collective bargaining *agreement for the purpose of permanently embedding the initiative's performance-based compensation system into the district's salary structure for the time period after the grant funding has ended.* Because of the unusually strong relationship that the district and the teachers association have developed, we have in place the support for the PBCS, teacher association/management trust, and a shared vision that is unique in California.

Our new HCMS includes an evaluation system and rating that directly tie to the PBCS so that only a teacher who is evaluated as being Highly Effective or Effective qualifies to receive additional compensation. For the first time in DUSD, teachers who have previously been on the same step and column in the district salary schedule will now be compensated differently depending on their evaluation—which is significantly weighted by the degree of student growth at the classroom level. A comparable performance-based salary structure is being enacted in the first year of the grant for principals. This is a radical change for our district, teachers association, and principals.

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The collaboration of the district and the teachers association has produced extensive stakeholder support for implementing an educator salary structure based on effectiveness. Support at the policy level is so strong that, as soon as the August 2012 board meeting, the district and teachers association will jointly “sunshine<sup>2</sup>” a proposal to re-open the evaluation article in the collective bargaining agreement in anticipation of receiving approval of our TIF application so that all details involving the implementation of the grant can be placed in the collective bargaining agreement and a revised Delhi salary structure can be implemented (as described above).<sup>3</sup>

This level of trust between the district and teachers association is unprecedented in DUSD. Through the partnership of the district and teachers association, we have absolute confidence and

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<sup>2</sup> California law requires public notification of any possible adjustment in collective bargaining agreements prior to such amendments taking effect.

<sup>3</sup> Please see the letter of support from Elizabeth Rojas, President of the Delhi Teachers Association, agreeing to this approach.

extensive evidence that the implementation of the new salary structure will be successful and sustained in both practice and policy well beyond the end of the grant period.

**Conclusion: GAINS Initiative Meets Two Priorities and  
Applicable Program Requirements and Selection Criteria**

**Absolute Priority 1 and Selection Criterion (a): Human Capital Management System.**

Our new evaluation system for teachers will drive decisions across the range of human capital decisions. Fully supported by board, district, and teacher association leadership, the HCMS will allow us to improve student growth, especially for EL students, and increase our number of effective educators in our five schools, all high need.

**Absolute Priority 2 and Selection Criterion (b): Educator Evaluation System Based in Significant Part on Student Growth.** Our new educator evaluation system results in an annual rating for each teacher and principal in one of four performance levels. Ratings are based on: 1) effectiveness of instructional practice as measured by valid, reliable observations conducted by certified observers (two annually for teachers; three for principals); and 2) student academic growth as measured by SLOs specifically designed for that purpose. Student growth counts for: 50% of teacher effectiveness; 40% of principal effectiveness.

**Competitive Priority 4.** Delhi Unified School District is a new applicant.

**Competitive Priority 5.** DUSD and the Delhi Teachers Association have already agreed to re-open the collective bargaining agreement for the purpose of permanently embedding the initiative's performance-based compensation system into the district's salary structure for the time period after the grant funding has ended. Because of the unusually strong relationship that the district and the teachers association have developed, we have in place the support for the PBCS, union/management trust, and a shared vision that is unique in California.

**Selection Criterion (c): PD Systems to Support Teacher and Principal Needs.**

Professional development needs identified by the evaluation system will be met using a three-tiered intervention strategy, whose hub is a leadership cadre of peer coaches. Job-embedded coaching will focus especially on instructional strategies for EL students. To ensure the effectiveness of our approaches, we will do a Professional Development Audit, examining impact on instruction and learning.

**Selection Criterion (d) and Requirement 2: Involvement and Support of Educators.**

GAINS directly resulted from nine months of planning involving every DUSD educator. Teacher and administrative leaders participated in 54 design/development meetings. The teacher association president and superintendent jointly led dialogues with educators. This involvement will continue throughout implementation.

**Selection criterion (e): Project Management.** Under specified timelines, the Leadership Team, including the district and teacher association executive leaders, oversees GAINS and its committees responsible for SLO Review and Ratings; the Performance-Based Compensation System; and Professional Development and Instructional Support. CTAC will provide technical counsel, conduct the evaluation and PD Audit, and oversee delivery of observation training.

**Selection criterion (f): Sustainability.** DUSD is committed to sustaining the performance-based compensation redirecting specified federal, state and local funds to permanently support the PBCS as part of a new DUSD salary structure for all educators.

**Requirement 1: Performance-based compensation.** GAINS implements design model 1 with an additional stipends for teachers who take on leadership assignments.

**Requirement 3: Documentation of high need schools.** A table documenting the high needs of DUSD's five schools is included in Section A.

**Requirement 4: SEA and Other Group Applications.** Community Training and Assistance Center (CTAC) is a non-profit organization and Delhi Unified School District is an LEA. The Memorandum of Understanding is included as an attachment.

**Requirement 5: Limitation on Multiple Applications.** Delhi Unified School District is only participating in this application. CTAC is partnering in this group application and one additional group application.

**Requirement 6: Use of TIF Funds to Support the PBCS.** All in DUSD are high need schools. TIF Funds will be used only to implement the PBCS as specified in this requirement.

**Requirement 7: Limitation on Using TIF Funds in High Need Schools Served by Existing TIF Grants.** DUSD does not currently have another TIF grant. TIF funds will only be used to implement the PBCS in high need schools not served by an existing TIF grant.

## REFERENCES

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DENNIS A. CARDOZA  
18TH DISTRICT, CALIFORNIA

COMMITTEE ON RULES

COMMITTEE ON AGRICULTURE

CHAIRMAN, SUBCOMMITTEE ON  
HORTICULTURE AND ORGANIC AGRICULTURE

SUBCOMMITTEE ON LIVESTOCK, DAIRY AND POULTRY

**Congress of the United States**  
**House of Representatives**  
Washington, DC 20515-0518

WASHINGTON OFFICE:

1224 LONGWORTH HOUSE OFFICE BUILDING  
WASHINGTON, DC 20515  
(202) 225-6131

DISTRICT OFFICES:

2222 M STREET, SUITE 305  
MERCED, CA 95340  
(209) 383-4455

1010 10TH STREET, SUITE 5800  
MODESTO, CA 95354  
(209) 527-1914

137 EAST WEBER AVENUE  
STOCKTON, CA 95202  
(209) 946-0361

July 20, 2012

Arne Duncan, Secretary of Education  
United States Department of Education  
400 Maryland Avenue S.W.  
Washington, D.C. 20202

Dear Secretary Duncan:

I am pleased to support Delhi Unified School District's Teacher Incentive Fund with their grant application for the Teacher's Initiative Fund (TIF) grant application in partnership with the Community Training and Assistance Center.

The Delhi Unified School District is committed to ensuring that all of their students are college ready by providing them a world class education. They recognize the value of tying student academic growth to the evaluation of teachers, which is evident with their low dropout rate. In comparison to the State of California at (4.3%) and Merced County (4.2%), Delhi Unified School District is almost half at only 2.3%, respectively. No doubt, these are impressive statistics, recognizing teacher's high performance levels and student attainment.

Delhi Teachers Association already supports performance-based compensation and human capital management systems. Performance-based and capital management systems strengthen teachers and leaders through job embedded professional development. This is a fair and effective system that rewards educators who improves student growth in their classrooms.

Funding will allow Delhi Unified School District to implement meaningful and professional development for educators. Implementation of this initiative is sustainable and will help ensure that additional teachers will be able to operate more effectively with more student population.

I urge your strongest consideration to the Delhi Unified School District's Teacher Incentive Fund application. I am confident that the students of Delhi will truly be the beneficiaries of this initiative.

Sincerely,



Dennis Cardoza  
Member of Congress



# DELHI UNIFIED SCHOOL DISTRICT

July 18, 2012

Arne Duncan, Secretary of Education  
United States Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Secretary Duncan,

The Board of Trustees for the Delhi Unified School District are excited about the possibilities for the district should it's Teacher Incentive Fund (TIF) grant application be chosen for funding. The impact on our district of a successfully funded grant would be immense. Connecting student achievement to teacher evaluations is an important step in raising the academic achievement levels of our students.

The use of data to assist the board in making personnel decisions would be beneficial to the district. In a small district, where everyone knows everyone, it can be difficult when making the tough personnel decisions that inevitably must be made. Tying student achievement to a teacher's evaluation will greatly assist when making employment decisions on employees.

From the beginning of this application process, the district has worked closely with our teachers' association to craft a proposal that has their support. As President of the Board of Trustees, I am very pleased with the joint partnership that has been developed between the administrators and the teachers association on this initiative. This close working relationship is I believe, rare in our region and our state.

With our district's high percentage of English Learners (EL) and high poverty rate, I believe that Delhi Unified School District is uniquely positioned to benefit from a successful grant application. Working in partnership with the Community Training and Assistance Center, our district will be on the cutting edge using Student Learning Objectives (SLO) to increase student achievement. On behalf of the Board of Trustees, I urge you to give the strongest consideration to the Delhi Unified School District's Teacher Incentive Fund grant application.

Sincerely,

(b)(6)

Lee Ridge, President  
Delhi Unified School District  
Board of Trustees

# DELHI TEACHERS ASSOCIATION

An affiliation of the California Teachers Association

*Elizabeth Rojas, President*

-

*Johnny Flores, Vice-President*

July 20, 2012

Arne Duncan, Secretary of Education  
United States Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Secretary Duncan,

The Delhi Teachers Association, the sole labor representative organization for the teachers of the Delhi Unified School District, is pleased to support the district's Teacher Incentive Fund (TIF) grant application in partnership with the community Training and assistance Center. Throughout the development of this initiative, the association members and I have been working diligently with district staff and actively providing input, advice and guidance on the overall structure and details of this initiative.

The Delhi Teachers Association is committed to ensuring that all of our students are college ready by providing them a world class education. We recognize the value of tying student academic growth to the evaluation of teachers and we endorse the teacher evaluation model in the application. We also support the proposed Performance-Based Compensation System and human Capital Management System which strengthen teachers and leaders through job embedded professional development, and fairly and effectively reward those educators who improve student growth in their classrooms. We strongly believe the implementation of this initiative will help ensure that more teachers are more effective with more students, and this implementation will be sustained for the long term.

Our commitment to the principles on which this grant is based is sure and solid. In anticipation of being awarded the grant, the Delhi Teachers Association and the District will be jointly "sunshining" a proposal in August 2012 to place the new evaluation system and the Performance-Based Compensation System in the collective bargaining agreement by the October 1, 2012 start date of the grant. The Delhi Teachers Association recognizes the value of this initiative and will work diligently to see that it is fully implemented.

The Delhi Unified School District and the Delhi Teachers Association are going to be partners on the steering committee and all working groups to guide this grant



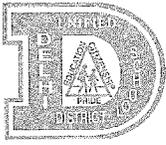
program. We are fully committed to ensuring the success of this initiative. This proposal will allow Delhi to implement meaningful profession development for our educators with the goal and the result of increased student learning and I urge you to give the strongest consideration to the Delhi Unified School District's Teacher Incentive Fund grant application. I am confident in stating that the students of Delhi will truly be the beneficiaries of this initiative.

**Sincerely,**

(b)(6)

**Elizabeth Rojas, President  
Delhi Teachers Association**





# DELHI UNIFIED SCHOOL DISTRICT

Dr. BRIAN STEPHENS, Ed.D  
Superintendent

July 20, 2012

**BOARD OF TRUSTEES**

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**Arne Duncan, Secretary of Education  
United States Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202**

**Dear Secretary Duncan,**

The Delhi Unified School District is pleased in partnership with the Delhi Teacher's Association to submit a Teacher Incentive Fund (TIF) grant application for consideration. The district has been working towards the submission of the grant with our certificated bargaining unit since December 2011. This level of cooperation is a first for the district.

Early in our discussions, we jointly accepted the belief that tying student achievement to a teacher's evaluation was a necessary step to increase the academic gains of students in our district. The Performance-Based Compensation System (PBCS) in the proposal is the result of serious and deep dialogue between the district and the teacher's association. Guided by the Community Training Assistance Center, the PBCS proposal reflects the best thinking of the district and the teacher's association.

At the August 14, 2012 meeting of the Board of Trustees, the district and the Delhi Teachers Association will be jointly re-opening the articles in the collective bargaining agreement concerning teacher evaluation and compensation so that the new evaluation system and the PBCS can be in the collective bargaining agreement by September 30, 2012. This has never been done before in our district and I believe cooperation of this magnitude to be quite rare for the State of California.

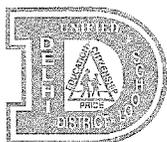
The district is fully committed to continuing the new evaluation system and PBCS after the grant period. In these difficult economic times, the district has already identified the funds that will be available after the grant period to sustain the changes in the grant proposal.

With the unprecedented cooperation between the district and the teacher association, the commitment by the district to financially support the proposal after the grant period and the high needs of our students and staff, I urge you to give the strongest consideration to the Delhi Unified School District's TIF grant application. As a district, we are ready to implement our proposal upon receiving notification of award. The Delhi Unified School District, a small district in Central California has embraced the elements of the TIF 4 grant application and is ready and excited to move forward on our initiative.

Sincerely,

A handwritten signature in black ink that reads "Brian Stephens". The signature is fluid and cursive, with the first name "Brian" and last name "Stephens" clearly legible.

**Brian Stephens, Ed. D.**  
**Superintendent**



# DELHI UNIFIED SCHOOL DISTRICT

July 18, 2012

Arne Duncan, Secretary of Education  
United States Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Secretary Duncan,

As Administrators for the Delhi Unified School District we are pleased to support the district's Teacher Incentive Fund (TIF) grant application in partnership with the community Training and Assistance Center. We have been active participants in the development of the grant proposal.

We believe in the concept of tying student achievement to the evaluation of teachers. We further support holding school administrators to the same high standard. We strongly endorse a performance-based compensation system and a human capital management system that rewards teachers and administrators when students are successful. To help us be more effective in our duties, we endorse an evaluation of school site administrators that makes student achievement a priority.

As administrators we will be active participants in implementing all aspects of the grant proposal. This initiative has our support and we strongly urge you to give full consideration to the Delhi Unified School District's Teacher Incentive Fund application.

Sincerely,

(b)(6)

Anthony Arista, Principal  
Delhi High School

Francisca Briones, Principal  
Shattuck High School

(b)(6)

Heather Contreras, Ed D  
Principal, El Capitan School

Maria Salazar, Principal  
Schendel School

(b)(6)

Richard Perez, Principal  
Harmony School

Julie Stocking  
Associate Principal

(b)(6)

Robert Pecot,  
Associate Principal



CHAPMAN UNIVERSITY SYSTEM

**July 18, 2012**

**Arne Duncan, Secretary of Education  
United States Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202**

**Dear Secretary Duncan,**

**Brandman University is pleased to have the opportunity to endorse the Teacher Incentive Fund (TIF) grant application of the Delhi Unified School District. The district's vision of tying student achievement to an educator's evaluation will be good for students.**

**Brandman University is committed to working with Delhi Unified School District so that new teachers arriving from our university to the district are fully prepared to meet the highest standards for the profession. Through their TIF proposal Delhi Unified School District will be taking the lead in the Central Valley in connecting student achievement to a teacher's evaluation. This is an exciting proposal, one that Brandman University is pleased to support.**

**Brandman University urges you to give the strongest consideration to the Delhi Unified School District's Teacher Incentive Fund grant application. We believe that if selected, the students and staff of the district will greatly benefit as well as become a role model for the rest of our region to follow.**

**Sincerely,**

(b)(6)

**Niki V. Santo  
Director**



# CALIFORNIA STATE UNIVERSITY, STANISLAUS

801 West Monte Vista Avenue • Turlock California 95382  
Department of Teacher Education 209-667-3357

July 19, 2012

Arne Duncan, Secretary of Education  
United States Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Secretary Duncan,

California State University Stanislaus is pleased to have the opportunity to endorse the Teacher Incentive Fund (TIF) grant application of the Delhi Unified School District. The proposed Human Capital Management System and Performance Based Compensation System will be unique among the many districts we work with. We are excited about how it will change the teaching profession in our state.

California State University Stanislaus is committed to working with Delhi Unified School District so that new teachers arriving from our university to the district are fully prepared to meet the highest standards for the profession. Our long standing relationship with Delhi Unified School District has proven to be successful for both the district and the university with placement of high quality teacher candidates. Through their TIF proposal Delhi Unified School District will be taking the lead in the Central Valley in connecting student achievement to a teacher's evaluation. This is an exciting proposal, one that California State University Stanislaus is pleased to support.

California State University Stanislaus urges you to give the strongest consideration to the Delhi Unified School District's Teacher Incentive Fund grant application. We believe that if selected, the students and staff of the district will greatly benefit as well as become a role model for the rest of our region to follow.

Sincerely,

Sincerely,

(b)(6)

Dr. Juan M. Flores, Professor and Coordinator of Bilingual Programs  
Co-chair, Central Valley Dual Language Consortium

The California State University

Bakersfield • Chico • Dominguez Hills • Fresno • Fullerton • Hayward • Humboldt • Long Beach • Los Angeles • Maritime Academy • Monterey Bay • Northridge • Pomona • Sacramento • San Bernardino • San Diego • San Francisco • San Jose • San Luis Obispo • San Marcos • Sonoma • Stanislaus

PR/Award # S374A120046

Page e92

**DELHI UNIFIED SCHOOL DISTRICT**

**TEACHER INCENTIVE FUND APPLICATION PLANNING TIMELINE**

<b>Date</b>	<b>Type</b>	<b>Topic</b>	<b>Description of Participants</b>
11/2011	Conference Call	TIF	Consultant (Jack Bareilles) Superintendent
11/2011	Conference Call	TIF	Consultant (Jack Bareilles) Superintendent
11/8/2011	School Board Meeting	TIF Introduction	7 Board Members Superintendent Public
12/6/2011	Delhi Teachers Association	Discussion of TIF	9 teachers Superintendent
12/13/2011	School Board Meeting	TIF Introduction	7 Board Members Superintendent Public
1/10/2012	School Board Meeting	TIF Introduction	7 Board Members Superintendent Public
2/1/2012	Delhi Teachers Association	Planning for TIF Application	Liz Rojas, Delhi Teachers Assn., President Superintendent

<b>Date</b>	<b>Type</b>	<b>Topic</b>	<b>Description of Participants</b>
2/14/2012	School Board Meeting	TIF Update	7 Board Members Superintendent Public
2/16/2012	Meeting Discussion	Project Dir. Position	Director, Curriculum & Instruction Tom Quiambao
2/24/2012	DUSD Site Visit  Delhi Teachers Association	Sharing NOHUM TIF Experience Executive Committee	Consultant (Jack Bareilles) 9 teachers 2 Directors Superintendent
3/6/2012	Delhi Teachers Association	TIF Discussion	9 teachers Superintendent
3/13/2012	School Board Meeting	TIF Introduction	7 Board Members Superintendent Public
4/4/2012	Conference Call	TIF Planning Schedule	Consultant Director Superintendent
4/10/2012	Delhi Teachers Association	TIF Discussion on Next Steps	9 teachers Superintendent
4/10/2012	School Board Meeting	TIF Introduction	7 Board Members Superintendent Public

<b>Date</b>	<b>Type</b>	<b>Topic</b>	<b>Description of Participants</b>
4/13/2012	District Staff Meeting Roll Out of TIF	SLO, PBCS	Superintendent 2 Directors 3 Academic Coaches 4 Principals 2 Associate Principals 1 High School Counselor 2 Delhi Teachers Association Officers 4 teachers Project Director 1 Human Resources Assistant 2 Consultants
4/20/2012	Meeting	SLO Development/Rubric	2 Directors Projector Director 1 Associate Principal 5 DTA Leaders 1 teacher
4/27/2012	Meeting	Project Director Position	Superintendent Tom Quiambao
4/30/2012	Schendel/Harmony Schools	TIF Presentation to Staff	Superintendent Liz Rojas, Delhi Teachers Assn., President
5/4/2012	Meeting	PBCS	Superintendent 2 Directors Project Director
5/7/2012	Delhi High School	TIF Presentation to staff	Superintendent Liz Rojas, Delhi Teachers Assn., President

<b>Date</b>	<b>Type</b>	<b>Topic</b>	<b>Description of Participants</b>
5/8/2012	School Board Meeting	TIF Update	7 Board Members Superintendent Public
5/9/2012	TIF Planning Meeting	PBCS, Evaluation	Superintendent 2 Directors Project Director
5/11/2012	TIF Planning Meeting	Teacher Concerns/Feedback	Superintendent 2 Directors Project Director Liz Rojas, Delhi Teachers Assn., President
5/14/2012	District TIF Meeting	SLO Review, PBCS Professional Development	Superintendent 2 Directors 5 Principals 1 teacher Liz Rojas, Delhi Teachers Assn., President Johnny Flores, Delhi Teachers Assn, V.P.
5/15/2012	School Board Meeting	TIF Introduction	7 Board Members Superintendent Public
5/18/2012	Conference Call	TIF Application	Consultant Superintendent
5/21/2012	Planning Meeting	PBCS Review Draft	Superintendent 2 Directors Project Director
5/21/2012	Shattuck/EI Capitan Schools	TIF Presentation	Superintendent

<b>Date</b>	<b>Type</b>	<b>Topic</b>	<b>Description of Participants</b>
5/22/2012	Planning Meeting	Evaluation of Draft	Superintendent 2 Directors 1 Project Director Liz Rojas, Delhi Teachers Assn., President
5/29/2012	Planning Meeting	Review TIF Application	Superintendent 2 Directors 1 Project Director
5/30/2012	Planning Meeting	PBCS Draft	Superintendent 2 Directors Project Director
6/1/2012	Conference Call	TIF Application	Consultant Superintendent
6/6/2012	Planning Meeting	Review various drafts	Superintendent 2 Directors 1 Project Director Liz Rojas, Delhi Teachers Assn., President
6/7/2012	Planning Meeting	PBCS Draft	Superintendent 2 Directors 1 Project Director Liz Rojas, Delhi Teachers Assn., President
6/8/2012	Conference Call	TIF Application	Consultant Superintendent
5/12/2012	School Board Meeting	TIF Introduction	7 Board Members Superintendent Public

<b>Date</b>	<b>Type</b>	<b>Topic</b>	<b>Description of Participants</b>
6/14/2012	Conference Call	TIF Application	Consultant Superintendent
6/15/2012	Planning Meeting	PBCS Draft	Superintendent 2 Directors 1 Project Director
6/18/2012	Planning Meeting	Review Progress to date	Superintendent 2 Directors Project Director Liz Rojas, Delhi Teachers Assn., President
6/21/2012	Conference Call	TIF Application PBCS/Evaluation	Consultant Superintendent
6/22/2012	Planning Meeting	TIF Application PBCS/Evaluation	Superintendent 2 Directors Project Director
6/27/2012	Conference Call	TIF Application PBCS/Professional Development	Consultant Superintendent

## 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.

# Application Reference Charts

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

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

## Please indicate your eligibility classification

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

### **Applications from a single entity:**

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

LEA

### **Group Applications:**

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

2 or more LEAs

One or more SEAs and one or more LEAs

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

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

**Instructions**

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

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

<b>Absolute Priority 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>
<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.	A. Human Capital Management System	1-12	
(1) How the HCMS is or will be aligned with the LEA's vision of instructional improvement;	Aligning the HCMS with our vision of instructional improvement	2-4	
(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,	<ul style="list-style-type: none"> <li>• Likelihood of increasing the number of effective classrooms.</li> <li>• C. Professional Development Systems to</li> </ul>	4-10  27-34	Support Letters from Brandman University and California State University

<p>retention, dismissal, compensation, professional development, tenure, and promotion;</p>	<p>support teacher and principal needs identified through the Evaluation System.</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>	<ul style="list-style-type: none"> <li>• Educator effectiveness outweighs all. The factors in HCMS decisions.</li> <li>• Adequacy of financial and non-financial strategies and incentives for attractions and retaining effective teachers for high-need schools</li> </ul>	<p>5-10</p> <p>11-12</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>	<ul style="list-style-type: none"> <li>• Feasibility of the HCMS modifications in the DUSD context</li> <li>• Table E.1 (Measuring Project Objectives and Performance Measures; items 4 and 5)</li> <li>• Table E.2 (Timeline for Implementation of HCMS, PBCS and Educator Evaluation System Components)</li> <li>• Table E.3 (Timeline for Implementation of Project Tasks and Objectives)</li> <li>• A. Human Capital Management System</li> </ul>	<p>10-11</p> <p>47-48</p> <p>53-54</p> <p>54-55</p> <p>2</p>	<p>Support letters from:</p> <ul style="list-style-type: none"> <li>- DUSD, President, Board of Trustees;</li> <li>- Delhi Teacher Association President;</li> <li>- DUSD Principals;</li> <li>- DUSD Superintendent</li> </ul> <p>High-Need School Chart</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>	B. Rigorous, Valid and Reliable Education Evaluation Systems	12-27	Support letters from: - DUSD, President, Board of Trustees; - Delhi Teacher Association President; - DUSD Principals; - DUSD Superintendent
(1) The frequency of evaluations, which must be at least annually;	High quality plan for multiple teacher and principal observations	15	
(2) The evaluation rubric for educators that includes at least three performance levels and the following--	<ul style="list-style-type: none"> <li>• High quality evaluation rubric</li> <li>• Teacher evaluation: student growth and evaluation of practice</li> <li>• Principal evaluation: student growth and evaluation of practice</li> </ul>	12 19-21 24-26	
(i) Two or more observations during each evaluation period;	High quality plan for multiple teacher and principal observations	15	
(ii) Student growth, which for the evaluation of teachers with regular instructional responsibilities must be growth at the classroom level; and	<ul style="list-style-type: none"> <li>• Rationale: student growth measured by SLOs</li> <li>• Teacher evaluation:</li> </ul>	12-15 19-20	

	<ul style="list-style-type: none"> <li>student growth and evaluation of practice</li> <li>Principal evaluation: student growth and evaluation of practice</li> </ul>	24-27	
(iii) Additional factors determined by the LEA;	<ul style="list-style-type: none"> <li>High quality plan for multiple teacher and principal observations</li> <li>Teacher evaluation: student growth and evaluation of practice</li> <li>Principal evaluation: student growth and evaluation of practice</li> </ul>	15-19 19-20 25-27	
(3) How the evaluation systems will generate an overall evaluation rating that is based, in significant part, on student growth; and	<ul style="list-style-type: none"> <li>Teacher evaluation: student growth and evaluation of practice</li> <li>Principal evaluation: student growth and evaluation of practice</li> </ul>	20 24-27	
(4) The applicant's timeline for implementing its proposed LEA-wide educator evaluation systems.	<ul style="list-style-type: none"> <li>High quality evaluation rubric</li> <li>Table E.2 (Timeline for Implementation of HCMS, PBCS and Educator Evaluation Components)</li> <li>Table E.3 (Timeline for Implementation of Project Tasks and Objectives)</li> </ul>	12 51-52 52-56	

<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:</b> STEM Plan (if applicable) To meet this priority, an applicant must include a plan in its application that describes the applicant’s strategies for improving instruction in STEM subjects through various components of each participating LEA’s HCMS, including its professional development, evaluation systems, and PBCS. At a minimum, the plan must describe—</p>	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		

(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		
(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		
(4) How each LEA will leverage community support, resources, and expertise to inform the implementation of its plan;	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		
(6) How each LEA will ensure that students have access to and participate in rigorous and engaging STEM coursework.	N/A		

<b>Competitive Preference Priority 4</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>
<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:			

(a) An assurance that each LEA to be served by the project has not previously participated in a TIF-supported project.	<ul style="list-style-type: none"> <li>• Abstract</li> <li>• Conclusion</li> </ul>	Abstract document 60-62	
(b) An assurance that each LEA to be served by the project is a rural local educational agency (as defined in the NIA).	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)</p> <p>To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--</p>	<ul style="list-style-type: none"> <li>• Priority 5: Educator Salary Structure</li> <li>• Table E.2 (Timeline for Implementation of HCMS, PBCS and Educator Evaluation System Components)</li> </ul>	<p>58</p> <p>52 (last item on chart)</p>	
(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;	<ul style="list-style-type: none"> <li>• Priority 5: Educator Salary Structure</li> </ul>	58-60	
(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	<ul style="list-style-type: none"> <li>• Priority 5: Educator Salary Structure</li> <li>• Teacher evaluation: student growth and evaluation of practice</li> <li>• Principal evaluation: student growth and evaluation</li> </ul>	<p>58-60</p> <p>19-24</p> <p>24-26</p>	

(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	<ul style="list-style-type: none"> <li>F. Sustainability</li> <li>Priority 5: Educator Salary Structure</li> </ul>	56-58 58-60	Support letters from: -Delhi Teacher Association President -Delhi Principals -Delhi President, Board of Trustees -Delhi, Superintendent
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<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>
<b>Requirement 1:</b> Performance-Based Compensation for Teachers, Principals, and Other Personnel. In its application, an applicant must describe, for each participating LEA, how its proposed PBCS will meet the definition of a PBCS set forth in the NIA.	B. Rigorous, Valid and Reliable Educator Evaluation System	19-24 (teachers) 24-26 (principals)	
<ul style="list-style-type: none"> <li>Design Model 1 or 2</li> </ul>	Requirement 1. Performance-based compensation for teachers, principals/associate principals and other personnel	26-27	
<ul style="list-style-type: none"> <li>PBCS Optional Features</li> </ul>	Requirement 1. Performance-based compensation for teachers, principals/associate principals and other personnel	26-27	

<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--</p> <p>(a) Evidence that educators in each participating LEA have been involved, and will continue to be involved, in the development and implementation of the PBCS and evaluation systems described in the application;</p>	<ul style="list-style-type: none"> <li>• Feasibility of the HCMS modifications in the DUSD context</li> <li>• Commitment of DUSD leadership to implementing the HCMS</li> <li>• Educator Involvement in GAINS development</li> <li>• Educator Involvement during and beyond TIF</li> </ul>	10	<p>Timeline for Educator Involvement</p> <p>Support letters from: -Delhi Teachers Association -Delhi Principals</p>
		11	
		35-38	
		39-41	
<p>(b) A description of the extent to which the applicant has educator support for the proposed PBCS and educator evaluation systems; and</p>	Educator Support	41-42	Support letters from: -Delhi Teachers Association -Delhi Principals
<p>(c) A statement indicating whether a union is the exclusive representative of either teachers or principals in each participating LEA.</p>	Educator Support	41-42 (teachers)  42 (principals)	Support letters from: -Delhi Teachers Association -Delhi Principals (not represented by collective bargaining organization)

<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>	A. Human Capital Management System	2	High-Need School Chart
<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>	A. Human Capital Management System	2	High-Need School Chart

<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		

**DELHI UNIFIED SCHOOL DISTRICT**

**HIGH NEED SCHOOLS CHART**

**TEACHER INCENTIVE FUND**

<b>Name and Location of School</b>	<b>Persistently Lowest-Achieving School (Title I PI)</b>	<b>High Poverty School</b> (Most current percent of students eligible for free or reduced lunch subsidies)	<b>Priority School (ESEA Flexibility)</b>
Schendel Elementary School (K-8), Delhi, CA	No	93.23%	No
El Capitan Elementary School (K-8), Delhi, CA	No	93.13%	No
Harmony Elementary School (K-8), Delhi, CA	Yes	85.98%	No
Delhi High School (9-12), Delhi, CA	No	93.05%	No
Shattuck Educational Park (9-12), Delhi, CA	No	93.33%	No

## Memorandum of Understanding

This Memorandum of Understanding (MOU) is entered into by and between the following entities: Delhi Unified School District (DUSD) and Community Training and Assistance Center (CTAC).

These entities are applying to the U.S. Department of Education (ED) as group applicants for a grant award under the fiscal year (FY) 2012 Teacher Incentive Fund (TIF) General TIF Competition. The purpose of this MOU is to establish the framework through which, if the US Department of Education approves their application, the group applicants will collaborate and to articulate the specific roles and responsibilities of each applicant in implementing the approved TIF project.

### I. Scope of Work

Each group applicant agrees to participate in the proposed TIF project that is set forth in this group application for the FY 2012 TIF competition and conduct activities and carry out responsibilities as may be identified in that application.

### II. If Funded, Each Applicant Understands That It Will Be a Grantee of the US Department of Education

Each group applicant understands that, if the group application is funded, it will be, and assume the legal responsibilities of, a grantee.

### III. Lead Applicant and Fiscal Agent

CTAC will serve as the lead applicant. As the lead applicant, CTAC will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded. As fiscal agent, CTAC understands that it is responsible for the receipt and distribution of all grant funds; for ensuring that the project is carried out by the group in accordance with Federal requirements.

### IV. Use of Funds

Each group applicant that is not the lead applicant agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal requirements that apply to the grant, including any restrictions on the use of TIF funds set forth in the Notice Inviting Applications (NIA), provisions of the approved TIF application, and applicable provisions of the Education Department General Administrative Regulations (EDGAR), including provisions governing allowable costs in section 74.27 (applicable to non-profit organizations) and section 80.22 (applicable to SEAs and LEAs). (See 34 C.F.R.74.27 and 80.22.)

Each group member may charge indirect costs to TIF funds awarded by the US Department of Education based on the grant funds that it receives and obligates, and its own approved indirect cost rate.

## V. Participating LEA Responsibilities

Delhi Unified School District agrees to:

- 1) Implement the human capital management system (HCMS), evaluation systems, performance-based compensation system (PBCS), and other project components described in the approved application.
- 2) Participate, as requested, in any evaluations of this grant conducted by ED or by evaluators working at the request of the group.
- 3) Provide professional development time for teachers and administrators for the purpose of understanding and developing student learning objectives for the educator evaluation systems.
- 4) Implement a tiered approach to professional development informed by educator evaluations.
- 5) Provide CTAC with access to data and school personnel for the purpose of conducting both the TIF evaluation and the professional development audit, and advancing the SLO process.

## VI. Other Members' Responsibilities

Community Training and Assistance Center agrees to:

- 1) Serve as the lead applicant. As the lead applicant, CTAC will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded.
- 2) Serve as technical advisor to DUSD with respect to the implementation of all components of the human capital management system, evaluation systems, and performance-based compensation system.
- 3) Provide the necessary training on developing and implementing Student Learning Objectives.
- 4) Provide training, to establish a high degree of inter-rater reliability among site administrators, on how teacher practice is rated and what evidence is used to assess that practice within the evaluation system for teachers.
- 5) Perform the evaluation of the TIF grant.
- 6) Perform a professional development audit to assess the effectiveness of the TIF-supported professional development activities.

## VII. Joint Responsibilities for Communications and Development of Timelines

Each member of the group agrees to the following joint responsibilities:

- 1) Each member of the group will appoint a key contact person for the TIF grant.
- 2) These key contacts will maintain frequent communication to facilitate cooperation under this MOU.
- 3) These key contacts will work together to determine appropriate timelines for project updates and status reports throughout the whole grant project period.

### VIII. Working Relationship Among Group Members

- 1) DUSD will establish a steering committee to guide program implementation. CTAC will participate in this steering committee.
- 2) DUSD and CTAC will meet quarterly to review budget issues, timelines and any necessary mid-course corrections that may adjust the design or implementation set forth in the grant application.

### IX. Assurances

Each member of the group hereby assures and represents that it:

- 1) Agrees to be bound to every statement and assurance made by the lead applicant in the application;
- 2) Has all requisite power and authority to execute this MOU;
- 3) Is familiar with the group's TIF application and is committed to working collaboratively to meet the responsibilities specified in the TIF application and in this MOU in order to ensure the TIF project's success;
- 4) Will comply with all the terms of the Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR.

### X. Modifications

- 1) Consistent with the group's responsibility to implement the approved TIF application, this MOU may be amended only by written agreement signed by each of the group members. Modifications of this MOU do not relieve members of the group from implementing the content of the approved TIF application; therefore any modification that would require a change in the approved application must be approved by the US Department of Education.
- 2) Moreover, in no case will a modification of this MOU relieve any member of the group of its responsibility to ensure that the MOU details the activities that each member of the group is to perform, or release any member of the group from every statement and assurance made by the group applicant in the application. See section 75.128(b) of EDGAR (34 C.F.R. 75.128(b)).

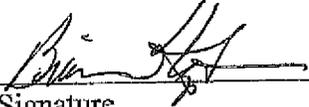
### XI. Effective Date/Duration/Termination

This MOU shall take effect upon the lead applicant's receipt of a notice of grant award of TIF funds from the US Department of Education.

This MOU shall be effective beginning with the date of the last signature hereon, and, if a TIF grant is received, ending upon the expiration of the grant project period. Because any award of TIF funds by ED to support the group application is contingent upon the execution of this MOU by each party to the group application, the members of the group also agree that they will not terminate this MOU prior to the end of the grant project period without ED approval.

XII. Signatures

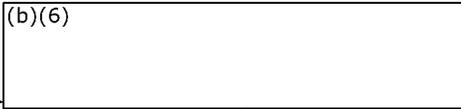
- 1) *LEA Superintendent (or designee) -- required*

  
\_\_\_\_\_  
Signature

7/24/12  
Date

Brian Stephens, Ed.D., Superintendent  
Delhi Unified School District

- 2) *Nonprofit organization CEO (or designee) -- required*

(b)(6)  
  
\_\_\_\_\_  
Signature

7/25/12  
Date

William J. Slotnik, Executive Director  
Community Training and Assistance Center

INDIRECT COST RATE AGREEMENT  
NONPROFIT ORGANIZATION

JUL 1 2011

ORGANIZATION:

DATE: \_\_\_\_\_

Community Training and  
Assistance Center  
30 Winter St. 7<sup>th</sup> Floor  
Boston, MA 02108

AGREEMENT NO. 2011-083

FILING REFERENCE: This replaces  
previous Agreement No. 2008-027  
dated July 1, 2008

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	<u>Effective Period</u>		Rate	Base	<u>Coverage</u>	
	From	To			Location	Applicability
<u>Indirect</u>						
Final	09-01-07	06-30-10	11.78%	1/	All	All Programs
Predetermined	07-01-10	06-30-13	11.78%	1/	All	All Programs

1/ Total direct costs less items of equipment, capital expenditures, alterations, renovations 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: Equipment items having an acquisition cost of \$5,000 or more are capitalized.

Section II - Particulars

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 Community Training and Assistance Center 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 Community Training and Assistance Center were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and applicable 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 cost 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. Questions regarding this Agreement should be directed to the Negotiator.
2. 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.
3. Federal programs currently reimbursing indirect costs to this Nonprofit Organization by means other than the rate(s) cited in this agreement should be credited for such costs and the applicable rate cited herein applied to the appropriate base to identify the proper amount of indirect costs allocable to the program(s).

Section IV - Approvals

For the Nonprofit Organization:

Community Training and  
 Assistance Center  
 30 Winter St. 7<sup>th</sup> Floor  
 Boston, MA 02108

(b)(6)

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Signature   
 WILLIAM J. SLOTRIK  
 EXECUTIVE DIRECTOR

Name

Title

7/11/11  
 Date

For the Federal Government:

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

Signature

Mary Gougisha

Name

Director, Indirect Cost Group

Title

JUL 1 2011  
 Date

David Gause  
 Negotiator

(202) 245-8032  
 Telephone Number

## Delhi Unified School District Key Personnel

**Thomas Quiambao, Delhi High School Teacher**, has served in numerous teaching and leadership positions. Beginning his 11<sup>th</sup> year as a mathematics teacher, he has also headed the Mathematics Department for five years and served as a Mathematics Coach for two years. His numerous achievements and awards recognizing his contributions as a teacher and leader include Merced County Top 10 Finalist Teacher of the Year (2010–2011); Delhi Union School District Teacher of the Year (2010–2011); and Delhi High School Teacher of the Year (2004 and 2011). After earning his B.S. degree in Business from De La Salle University, Manila, Philippines, he was a mathematics instructor at Merced College for seven years. He is currently pursuing a M.S. in Educational Administration from National University. A trained cognitive coach, he has trained teachers in standards-based instruction and helped lead the revamping of DHS's mathematics curriculum to ensure full alignment with state standards.

**Brian Stephens Ed.D, DUSD Superintendent**, is a 29-year educator, entering his 22<sup>nd</sup> year as a school administrator. He has a broad range of experience in: school finance, special education, facilities, modernization, categorical programs and personnel. He has a strong track record of community service and is known for thinking outside the box to solve problems. A graduate of the University of California at Davis (Economics), he earned his M.A. in Education from Humboldt State University and his doctorate in Organization Leadership from the University of La Verne. Dr. Stephens is beginning his second year as superintendent of DUSD.

**Randhir Bains, Ed.D., Director of Special Programs, Assessments and Student Services**, has served the students of the Delhi Unified School District since 1995, when he began his career as a School Psychologist and School Counselor. Since that time, he has been appointed to multiple director level positions within the district, including Director of Curriculum and Instruction, Director of State and Federal Programs, Director of English Learner Programs and Services, and Director of Special Education. He holds bachelor's and master's degrees in psychology from California State University Fresno and a doctorate in education from the University of the Pacific as well as certification in clinical neuropsychology from the Fielding Institute.

**Johnny E. Flores, Delhi Teachers Association Vice President**, is a liberal studies graduate of Merced Community College and California State University Stanislaus. Certified in Bilingual, Cross-cultural, Language, and Academic Development (BCLAD), he has taught in DUSD for 17 years, starting as a first grade teacher at Schendel Elementary School and later transferring to teach second grade at El Capitan Elementary School. A Master Teacher, he has also taught adult education for the past 10 years, as well as coaching boys and girls basketball for the past seven years. He became the Athletic Director six years ago. He was selected coach of the year in 2010 and Teacher of the Year in 2012. Vice President of the teachers association for four of the past 5 years, he has served on the School Site Council Committee, Leadership Committee and Carnival Committee.

**Elizabeth (Liz) Rojas, Delhi Teachers Association President**, graduated from CSU Stanislaus *summa cum laude* in liberal studies. She has taught grades K-6 in DUSD for 16 years; has been a BTSA support provider for five years, working with new teachers as they enter the profession; and for five years was an English as Second Language instructor in the district's adult education program. A member of the Leadership Team at El Capitan Elementary School since 1998, she has been the president of the teachers association for 10 years. In 2007, she was named District Teacher of the Year by the Merced County Office of Education for her work at El Capitan School.

### **Community Training and Assistance Center (CTAC) Key Personnel**

**William J. Slotnik, CTAC Founder and Executive Director**, has overseen the growth of the Center into one of the nation's foremost providers of technical assistance, evaluation services, and policy support in the fields of education and community development. CTAC annually assists more than 90 organizations, school districts and state departments of education. He has provided extensive assistance to state education agency leaders, superintendents, state and local boards of education, unions and leadership teams throughout the United States. He has guided and supported the development of replicable systems of assessment, evaluation, and accountability to determine the performance and effectiveness of school districts, school by school, classroom by classroom, teacher by teacher, and student by student. He has led technical assistance and evaluation initiatives nationally which address such issues as student learning objectives, teacher and administrator evaluation, systemic reform, compensation reform, professional development, state-to-school and state-to-district interventions, and transforming underperforming schools. He has been the lead or co-lead author of numerous evaluations (including *Pathway to Result*, and *Catalyst for Change*, the first comprehensive, longitudinal evaluative studies of the impact of performance-based compensation on student achievement, teacher effectiveness and systems change) and articles, and provides briefings to members of the U.S. Congress, the U.S. Department of Education, state legislatures and departments of education, and the media.

**Jack Bareilles, District Grants and Evaluation Administrator**, brings his extensive expertise in planning, managing, and implementing successful grant programs to the process of developing evaluation plans customized for district needs. He has written, directed, evaluated and consulted on over 40 federal and state grants worth over \$40,000,000 for districts nationwide. With two decades of classroom and administrative experience in both urban and rural settings, he draws on his knowledge of English Language Arts, history, science and content-related teaching strategies and techniques that work in the K-12 classroom. He served as Dean of Students/Discipline at Arcata High School in the Northern Humboldt Union High School District, where he worked extensively with at risk and special needs students. He then started an International Baccalaureate Program at McKinleyville High in that same district. He holds a master's degree in social science with an emphasis in U.S. history as well as a Level II California Administrative Credential and teaching credentials in history/social science, English/language arts, life science and multiple subjects, with a state certificate in Crosscultural Language and Academic Development (CLAD). He is a member of the American Evaluation Organization.

**Peggie Brown, Senior Associate, National School Reform**, previously served as an award-winning Principal and Vice President of the Administrators Association in the Cleveland Public Schools. Her areas of expertise include school improvement planning and implementation, curriculum development, and union-management relations. She also has expertise in both theory and practice of teaching reading, including the alignment of standards, instructional materials, and assessments. She led CTAC's interview team for Denver's landmark pay for performance initiative. She has served as a facilitator of school planning, working with district leaders, principals, teachers, and parents to make data-based decisions. Ms. Brown serves as a trainer for the New York projects involving SLOs for both teachers and principals. She is the Center's expert on parent and community involvement, and she is also an adjunct faculty member at Kent State and Ashland University.

**Bernadette Cleland, Ed.D.** has 17 years' experience as a classroom teacher and 10 years experience as a middle and high school principal. She has been the president of Teaching Learning Consultants, Inc. (TLS) since 2002, working with school districts nationally to support their improvement efforts and implementation of the Danielson *Framework for Teaching (FFT)*. She is a charter member of the Danielson Group and has worked on the development of programs relative to the use of the FFT with Educational Testing Service and Charlotte Danielson. She is one of the co-authors of the *Framework for Teaching Action Tool*, 2009. She and Albert Miller jointly proposed, supervised, and managed all aspects of the Prince George's County Public School's FIRST initiative, a project that implemented the use of the FFT in the district's evaluation model. She has taught graduate level courses on supervision and evaluation, curriculum and instructional practices, and formative assessment, and is currently one of two expert trainers of observers for the *Understanding Teacher Quality* research jointly supported by the Gates Foundation and Educational Testing Service. In addition to working with the FFT, her organization, TLS, is the sole professional development provider for the New England Association of Secondary Schools (NEASC) Commission on Public Secondary Schools. She co-leads the designs and facilitation of three New England regional conferences yearly for the commission. She has a doctoral degree in educational leadership.

**Jeffrey Edmison, Senior Manager, National School Reform**, is responsible for key CTAC education initiatives relating to teacher and principal evaluation, performance-based compensation, school turnaround, and state-to-district collaboration. Mr. Edmison currently serves in a lead role for the Teacher Effectiveness and Principal Effectiveness projects using SLOs in New York State and provides organizational leadership for CTAC's engagements around the nation. Mr. Edmison previously served as Chief Operating Officer for the Christina School District, Delaware's largest district, providing leadership for the *New Directions in Christina* systemic reform effort. Through a methodical implementation of the Standard Bearer Schools process, the district significantly increased student achievement and created foundational changes in the organization. In addition, he has served as the Associate Superintendent of Operations for the West Contra Costa Unified School District in Richmond, California, and as the Regional General Manager for EdisonLearning, Inc. As a reform-minded leader, in both roles, Mr. Edmison led multiple system-wide efforts improving the educational and organizational outcomes for students.

**Joseph P. Frey, Senior Project Director, Senior Associate for National School Reform**, is responsible for key CTAC education initiatives relating to teacher evaluation, teacher licensure and certification, performance-based compensation, teacher preparation, state-to-district and state-to-school assistance, and college readiness. Mr. Frey previously served as the Deputy Commissioner, New York State Education Department (NYSED), Office of Higher Education. His prior positions included the Associate Commissioner, NYSED, Office of Higher Education, and Assistant Commissioner, NYSED, Office of Quality Assurance. Mr. Frey made substantial contributions to the successful New York State's Race to the Top grant award, and NYSED's successful Teacher Incentive Fund grant award. Additional career highlights include Smart Early College High School Program and implementation of an initiative to transform school leadership in New York State. Mr. Frey developed a data-driven Statewide Plan for Higher Education that engaged all four sectors, and a data-driven approach to policy decisions in higher education in New York State. He has played a leadership role in the creation of the state teacher supply and demand analysis. He worked on the development of the Regents' Teaching Policy, Teaching to Higher Standards: New York's Commitment and was responsible for the implementation of the plan and development of the first alternative teacher preparation program in New York State's history.

**Geraldine Harge, Ed.D., Senior Associate, National School Reform**, has extensive experience in project coordination and performance management, and serves as CTAC's project director of the federally funded TIF-LEAP partnership with the Charlotte-Mecklenburg Schools. CMS implemented the CTAC-developed SLO process as part of their performance-based compensation initiative where teachers receive incentives based on students' achieving their learning goals. Dr. Harge is also part of the CTAC team providing the training for the launch and three-year implementation of the new teacher and principal evaluation systems throughout New York State. CTAC is presently training all New York State Education Department's Network Training Teams on how to develop, evaluate and train trainers on Student Learning Objectives (SLOs). She previously served as Superintendent of Schools in Berryessa Union School District, San Jose (CA) and Nye County School District, Tonopah (NV); as Director of Special Education in San Mateo Foster City School District (CA); and as Regional Superintendent, Principal, Counselor and Classroom Teacher in the Albuquerque Public Schools. Dr. Harge has nationally recognized expertise in rural education, special education, and systemic reform. She was honored as Nevada Superintendent of the Year.

**Barbara J. Helms, Ph.D., Senior Associate, Evaluation and Accountability**, has guided CTAC's landmark work in the area of data driven decision-making and the impact of performance management. She is the research and evaluation expert on the instruments and methodologies that CTAC uses to gauge student achievement and other indicators of school progress, and provides professional development to districts using CTAC's data analysis instruments. She previously served as Coordinator, Demographics and Assessment, for the East Hartford Public Schools in Connecticut. She has also served as President of the Northeast Educational Research Association. Dr. Helms has also conducted multi-year evaluations of state and federally funded grants awarded to urban school districts, and was a Switzer Distinguished Research Fellow. She has extensive experience in student achievement data analysis, design and implementation of district data systems, statistical methodologies, and the creation and use of relational databases in teacher evaluation and performance-based compensation reforms.

**Susan E. Kirkendol, Ph.D., Senior Associate, National School Reform,** is a lead member of the team that launched CTAC's content development work for the implementation of Student Learning Objectives (SLOs) in New York State. She is a key trainer for the three-year implementation of the new teacher and principal evaluation systems throughout New York State, delivering effective SLO training modules for a variety of stakeholders including teachers, principals, district and BOCES leaders, superintendents, and state union leaders. Dr. Kirkendol previously served as a Senior Research Program Analyst for Charlotte-Mecklenburg Schools' Leadership for Educators' Advanced Performance initiative. In that capacity she worked with teachers and administrators in low-performing schools to improve teacher effectiveness through the use of data to inform instructional practices. She also designed and implemented teacher professional development opportunities related to using data in a cycle of continuous improvement and the best practices in assessment, and helped facilitate a district-wide data-driven instruction initiative. Additionally, Susan has served as a Professor and Dean at Pfeiffer University and an Associate Professor at Clemson University.

**Joan McRobbie, Senior Associate, National School Reform,** is responsible for projects on teacher evaluation and compensation reform in several states, including directing CTAC's Teacher Incentive Fund project in Henrico County, Virginia. Previously, she served as Chief of Staff and Ethics Officer in the San Diego Unified School District. She has held senior policy and communications positions at WestEd, focused especially on issues of urban school systems and their leadership. Her work has included studies of student achievement within and across states, analyses of the context, policies, structures, and practices affecting achievement. She has published numerous policy studies and briefs and convened multi-state policy seminars to provide policymakers with the best research and thinking on issues of urgent concern. She was a Lucius N. Littauer Fellow at Harvard University, and, previously, as a journalist, she won numerous national, state, and regional awards.

**Albert "Duffy" Miller, Ed.D.** has 12 years experience as a classroom teacher and 16 years experience as a high school principal. He has been president of Miller Educational Consulting Services, Inc. since 2002 and has since been working with school districts nationally supporting their improvement efforts and implementation of the Danielson *Framework for Teaching*. He is a charter member of the Danielson Group, and has worked on the development of programs relative to the use of the FFT with Educational Testing Service and Charlotte Danielson. He and Bernadette Cleland jointly proposed, supervised, and managed all aspects of the Danielson Group's work with Prince George's County Public School's FIRST initiative, a project that implemented the use of the FFT in the district's evaluation model. He has taught graduate level courses on supervision and evaluation and is one of two expert trainers of observers for the *Understanding Teacher Quality* research jointly supported by the Gates Foundation and Educational Testing Service. His organization, Teaching and Learning Solutions, is the sole professional development provider for the New England Association of Secondary Schools (NEASC) Commission on Public Secondary Schools. He co-leads, designs and facilitates three New England regional conferences yearly for the commission. He is also supporting the efforts of AdvancEd, a national accrediting agency, to draft new standards for accreditation.

**Scott Reynolds, Senior Associate, National School Reform**, is a lead member of the team that launched CTAC's content development work for the implementation of Student Learning Objectives (SLOs) in New York State. He has collaborated with state leaders to contextualize, develop, and deliver effective training modules for a variety of stakeholders including teachers, principals, district and BOCES leaders, superintendents, and State union leaders. Mr. Reynolds' expertise with and understanding of SLOs as a research-based and evidence-based practice is often tapped to support other CTAC projects across the country, including regions in California, Ohio, and Florida. Mr. Reynolds previously served the Broad prize-winning urban district of Charlotte-Mecklenburg Schools in the capacity of educator, facilitator, mentor, administrator, professional developer, and curriculum specialist. As the district's first SLO Specialist, he spearheaded the SLO work affecting all levels of the school system under the Leadership for Educators' Advanced Performance initiative, funded by the Teacher Incentive Fund. He also served as a state level professional developer for North Carolina's teacher academy and as Vice President of the Classroom Teachers Association of North Carolina.

**Lee Rutledge, Program Specialist, National School Reform**, contributes to CTAC's teacher effectiveness work. His areas of expertise include Student Learning Objectives (SLOs), evaluation and compensation reform, on which he worked while on the executive board of the Baltimore Teachers' Union. There, after serving on the negotiations team, he was appointed to the joint union-management committee responsible for implementing the landmark performance pay and peer review systems. Mr. Rutledge also taught middle and high school for nine years, and was selected in Baltimore's first cohort of peer-reviewed model teachers. He was appointed by Gov. O'Malley to the Maryland Council on Educator Effectiveness, which established the new state evaluation model for teachers and principals. He has also previously served as a chair of a School Improvement Team in a turnaround school.

**Maribeth D. Smith, Senior Project Director, Professional Development, Curriculum and Instruction**, is one the leading practitioners and evaluators of Student Learning Objectives (SLOs) nationally and has guided design team efforts in Denver, Austin, and Charlotte-Mecklenburg. She serves as lead evaluator and technical assistance provider within CTAC initiatives in educator evaluation systems, systemic reform, and performance-based compensation. She previously served as Associate Superintendent for Educational Planning and Development in Fremont Union High School District (CA). She has provided assistance at the school, district, state, union and board levels throughout the country. She was the co-lead author of *Tying Earning to Learning: The Link Between Teacher Compensation and Student Learning Objectives*; *Focus on Literacy: Professional Development Audit*; *Catalyst for Change* (the summative Denver report on performance-based compensation); and *New Directions in Christina* (the summative report on systemic reform in Delaware's largest district). She is one of the nation's leading experts on school reform and redesign, pedagogy and evaluation, and instructional strategies to improve the student achievement of high needs learners. She was honored as Curriculum and Instruction Administrator of the Year in California.

**Robert Wallace, Testing Coordinator**, began his career as an instructor in the New York state community college system and has been involved in public education in California since 1986, currently serving as Project Director for the Northern Humboldt Union High School District THRIVE Initiative, funded by the federal Teacher Incentive Fund. THRIVE serves high need schools by providing financial incentives, professional development and instructional support to improve student achievement and increase teacher effectiveness in serving low-achieving, high need students. Following a successful career teaching mathematics in urban, rural, and special needs high schools, he served in a wide variety of administrative roles in the Northern Humboldt Union High School District. These included principal at both Arcata High School and McKinleyville High School, Western Association of Schools and Colleges (WASC) Accreditation Chair at Arcata High School, and District Testing and Accountability Director. He holds a masters degree in sociology, with an emphasis in statistics and data analysis. He has broad experience in testing and accountability relative to the California Public School Accountability Act, and he has worked extensively on methodologies to establish the measureable relationship between teacher classroom instruction and student academic growth.

## **CAREER PROFILE**

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### **TEACHING SERVICES**

- Math Department Head for Delhi High School.
- Adjunct Math Instructor for Merced College.
- Initiator of the Algebra 2 Pilot Program for 9<sup>th</sup> Graders.
- Creator of Math Analysis with Honors class.
- Authored the Standards-based Mathematics Curriculum for Delhi High School.
- Expertise in teaching Algebra 1, Algebra 2, Geometry and Math Analysis with Honors.
- Expertise in discipline and classroom management evidenced by outstanding teacher evaluation reports from the Principal.
- Facilitated the increased of CASHEE and CST Proficiency Scores of students since 2002.
- Expertise in AERIES and IGPRO Grading Systems.
- Expertise in classroom technology integration by using the MOBI and IPAD.

### **ACADEMIC COACHING SERVICES**

- Math Academic Cognitive Coach
- Responsible for coaching 9<sup>th</sup> to 12<sup>th</sup> grade math teachers.
- Trained the 6<sup>th</sup> – 8<sup>th</sup> Grade teachers to create a Standards based curriculum.
- Trained the 6<sup>th</sup> – 8<sup>th</sup> grade teachers develop their pacing calendars through vertical articulation.
- In-process of training K – 5 Math teachers.
- Proficient in Longitudinal Data Analysis from Data Driven.
- Conducts teacher training in Longitudinal Data Analysis.
- Leader of the APIP Vertical Teaming for Mathematics.

## **PROFESSIONAL EXPERIENCES**

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### **DELHI HIGH SCHOOL**

#### **DELHI UNIFIED SCHOOL DISTRICT**

**Principal – Summer School, June 2012 – July 2012**

Served as the Summer School Principal for 7<sup>th</sup> – 8<sup>th</sup> grade (Middle School) and 9<sup>th</sup> – 12<sup>th</sup> (High School)

- Instrument in the hiring and recruitment of Middle School teachers for Summer School.
- Responsible for classroom / course assignment for 7<sup>th</sup> – 8<sup>th</sup> grade.
- Created courses for students according to data submitted by the school sites.
- Designed classroom procedures for teachers in relation to discipline and attendance.
- Responsible for overall supervision of Middle School and High School.
- Responsible for discipline procedures of the Summer School program.

## **DELHI HIGH SCHOOL**

### **DELHI UNIFIED SCHOOL DISTRICT**

**Math Teacher/ Math Academic Coach, March 2002 – Present**

Serves as the Math Teacher, Math Academic Coach, and Math Department Head. Objective is to teach Algebra 2 and Math Analysis Standards and be an Academic Math Mentor to the other Teachers.

- Instrument in the adoption of Algebra 1, Algebra 2 and Geometry textbooks.
- Redesigned the Chapter based curriculum to Standards Based Math Curriculum for the high school.
- Developed a highly detailed Pacing Calendar that is aligned to the CST's.
- Authored the departmentalized standards assessments for Algebra 2 and Geometry.
- Authored the Math Analysis with Honors Curriculum.
- Developed the Math Benchmark Testing.
- Responsible for Benchmark data analysis.
- Member of the Curriculum Team that changed the textbooks of K – 6.
- Member of the School's Leadership Team.
- Conducts department meetings.
- Teacher Trainor for Aeries and other classroom computer applications.
- MOBI Superuser

## **MERCED JUNIOR COLLEGE**

**Math Adjunct Instructor and Taekwondo Instructor, January 2004 – Present**

Serves as the Instructor for Intermediate Algebra (Math C) and Taekwondo Instructor for PHED.

- Teacher Intermediate Algebra for college students.
- Taekwondo Instructor for college PE.
- Highly-rated by Merced College students.

## **OAKLAND UNIFIED SCHOOL DISTRICT**

**Instructional Assistant – Special Education - Skyline High School, October 2001**

Served as an Instructional Assistant to the teacher in-charge in Mathematics. Assisted the teacher in giving instruction to SPED Juniors & Seniors who have mild to moderate learning disabilities.

- Suggested alternative teaching methods in Algebra.
- Created formulas that helped the students better understand the subject matter.
- After-school tutor for students who need help with their homework.

## **EDUCATION & TRAINING**

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- **National University – Stockton, CA**  
MS in Educational Administration (to be completed Aug. 2012)
- **National University – Stockton, CA**  
Preliminary Administrative Credential Jul. 2012
- **National University – Stockton, CA**  
Single Subject Teaching Credential Aug. 2005
- **Bachelor of Science in Business Major in Marketing Management**  
**De La Salle University- Manila, Philippines** 1992

## **PROFESSIONAL AFFILIATIONS**

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- Member – California Teacher’s Association and National Educator’s Association
- Instructor and Referee – World Taekwondo Federation

## **RECOGNITION / AWARDS**

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- Merced County Top 10 Finalist Teacher of the Year 2010 – 2011
- Recognized as an Outstanding Teacher by State and Local Dignitaries
- Delhi Unified School District Teacher of the Year 2010 - 2011
- Delhi High School Teacher of the Year 2004 and 2011

## **STAFF DEVELOPMENT**

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- Trained in Academic Cognitive Coaching
- CTAP Ipad Recipient and Training
- Odyssey Online Curriculum Training
- Trained in the Early Assessment Program (EAP) for Mathematics
- Daskala / MDTP Training
- Trained in Intel-Assess Benchmark Assessment
- MCOE SMI Training
- CK-12 Flexbook Training
- MCOE Math Toolkit Training
- Trained in Integrated Math Program Year 1 - 4

***Brian Richard Stephens, Ed. D***

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**Professional Experience**

***Superintendent, Delhi Unified School District*** 7/11 to present  
Acts as the chief administrative officer for the District, responsible for the general administration of all instructional, business or other operations of the District, advising and making recommendations to the Board of Education.

***Assistant Superintendent, Northern Humboldt UHSD*** 7/00 to 6/11  
Responsibilities include the development and preparation of the district budget, lead negotiations with both bargaining groups, direct the maintenance and operations of the facilities, direct new construction and modernization projects, supervise all classified employees, principal of Adult Education, direct transportation services, provide oversight and direction for special education, and assist the superintendent as needed.

***Principal, Arcata High School*** 8/95 to 6/00  
Responsibilities included hiring faculty, curriculum development, implementing and maintaining the school budget, educational technology applications, and community relations. Successfully wrote and supervised the California Distinguished School application, the Digital High School grant and the Library Technology grant.

***Principal, McKinleyville High School*** 7/93 to 7/95  
Responsibilities included hiring faculty, curriculum development, implementing and maintaining the budget, and community relations. The school received a six-year WASC accreditation in Spring 1995.

***Assistant Principal, McKinleyville High School*** 8/91 to 6/93  
Responsible for student discipline and attendance, coordinating all student services, monitoring the Special Education Program, and directing student activities.

***Summer School Principal, McKinleyville Union School District*** 5/90 to 8/92  
Responsibilities included overall organization and supervision, hiring faculty, selecting courses, implementing and maintaining budget, and providing student discipline.

***Social Science Teacher, McKinleyville High School*** 9/84 to 6/91  
Taught Economics, American History, Government, World Geography, and World History.

***Driver Training Instructor, N.H.U.H.S.D.*** 11/84 to 6/91  
Duties included teaching in-car beginning driver skills.

*Summer School Teacher, N.H.U.H.S.D.*  
Taught Economics, Government, and American History

6/86 to 8/89

*Brian Richard Stephens, Ed.D.*

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### Related Professional Experience

*Committee for Yes on Measure Q* 8/10 to 12/10  
Served with parents and community members to help pass the first general obligation bond in the history of the district.

*SPURR, School Project for Utility Rate Reduction* 1/07 to Present  
Serve on board that purchases natural gas in both short and long term markets to provide school districts and community colleges a resource with a limited fluctuation in price.

*North Coast Schools Insurance Group* 9/01 to Present  
As board member provide direction and monitoring on all issues involving risk and liability for member districts (20,000 students). President since July, 2009.

*North Coast Schools Medical Insurance Group* 9/01 to Present  
Represent the District, monitor medical costs and set rate increases for the medical, vision and dental programs (5,000 members).

*Risk Management* 9/00 to Present  
As board member oversee activities and issues concerned with reducing risk to member districts. Chair since July, 2009.

*Negotiations Team Member, N.H.U.H.S.D.* 9/93 to Present  
Represented the District during negotiations with certificated and classified employee organizations.

*Humboldt-Del Norte Athletic Board* 9/93 to 6/00  
Representing the interests of McKinleyville and Arcata High Schools in matters pertaining to athletics.

*Humboldt-Del Norte League Alignment Representative* 9/97 to 1/99  
Represented the H-DN League at the North Coast Section level.

*Association of California School Administrators* 9/97 to Present  
Board member on the Humboldt ACSA charter. Currently, Region 1 board member.

**Varsity Football Coach, McKinleyville High School** 9/87 to 11/92  
Responsible for coordinating the offense, quarterbacks, and running backs. North Coast Section Champion in 1989.

***Brian Richard Stephens, Ed.D.***

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**Varsity Girls' Basketball Coach, McKinleyville High School** 9/86 to 6/89  
Scheduled athletic contests, directed tournaments, managed the budget, and was accountable for the team's performance. North Coast Section Champions in 1987 and 1989.

**Varsity Girls Softball Coach, McKinleyville High School** 9/88 to 6/89  
Scheduled athletic contests, managed the budget, and was accountable for the team's performance.

**Junior Varsity Football Coach, McKinleyville High School** 9/85 to 6/87  
Responsible for all aspects of running the team.

**Class Advisor, McKinleyville High School** 9/85 to 6/87  
Planned activities, organized fundraisers, and supervised student activities.

**Junior Varsity Girls' Basketball Coach, McKinleyville High School** 9/84 to 6/86  
Responsible for all aspects of running the team.

**Education**

**Ed.D, Organizational Leadership, University of La Verne** 9/02 to 4/06

**MA Degree, Education Administration, Humboldt State University** 1/89 to 5/92

**Administration Credential, Humboldt State University** Level I 1/89 to 12/90  
Level II 9/93 to 6/94

**California Teacher Credential, Social Science, Sonoma State University** 9/82 to 12/83

**BA Degree, Economics, University of California at Davis** 9/80 to 6/82

*AA Degree, General Education, Santa Rosa Junior College* 9/78 to 6/80

**Other Education Experience**

*CASBO Chief Business Official training* 9/00 to 5/02

*Brian Richard Stephens, Ed.D.*

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*School Finance for Business Managers,* 10/99 to 12/99  
*Sonoma State University*

*School Business Managers Academy,* 10/95 to 5/96  
*Association of California School Administrators*

*Level II Administrative Fieldwork, School Finance,* 9/93 to 6/94  
*Humboldt State University*

**Community Involvement**

*President, Humboldt Child Care Council* 7/01 to 7/03  
Chair board meetings, represent the agency in the community and provide leadership to the organization.

*Board Member, Humboldt Child Care Council* 10/97 to 2/04  
Provide oversight and policy direction to staff.

*Elder, Budget and Finance Chair, First Presbyterian* 4/95 to 4/01  
*Church Eureka* 4/06 to Present  
Provide guidance and direction for church activities. Develop yearly budget for the church, provide fiscal oversight, and lead the annual stewardship campaign.

*Director, Vacation Bible School, First Presbyterian* 7/00 to 7/09  
*Church Eureka*  
Responsible for all aspects of the program. Number of students increased from 30 to over one hundred.

*President, Arcata Sunrise Rotary Club* 7/03 to 6/04  
Provide leadership and guidance to service organization during term in office.

*Board Member, Arcata Sunrise Rotary Club* 5/01 to 5/08  
Provide leadership and guidance to committees under jurisdiction.

**Member, Arcata Sunrise Rotary Club** 11/95 to Present  
Participate in a variety of community service projects.

**Building Chair, First Presbyterian Church** 9/99 to 2002  
Develop the plans for the renovation of the church plant, select an architect, secure funding, and monitor progress.

**Brian Richard Stephens, Ed.D.**

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**Golf Coach, McKinleyville Middle School** 9/02 to Present  
Begin new program at school for grades 6-8, organize practices and tournaments.

**Youth Baseball Coach, McKinleyville Little League** 3/96 to 6/01  
Organize practices, develop player skills, and provide a positive experience for children.

**Youth Basketball Coach, McKinleyville Service District** 11/98 to 3/01  
11/03 to 3/05  
Organize practices, develop player skills, and provide a positive experience for children.

## Sue Gomes

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### Professional Experience:

- 2009-present**     **Delhi Unified School District, Delhi CA**  
*Director of Curriculum and Instruction*  
Member of the Superintendent's Cabinet, oversees and directs all curriculum and instructional programs in compliance with district directives and California State Standards, constructs and coordinates all district professional development programs, directs the Junior Academy of Medical Sciences and the Academy of Medical Sciences, oversees and monitors the district's Pre-school Child Signature Program (First 5) and Transitional Kindergarten Program, directs the District English Learner (EL) programs, manages all Categorical Funding - Title I, Title III, Title III, Title III-LEAP, Title IV and EIA categorical programs, oversee site principals, and coordinates with the site principals on Single Plans for Student Achievement (SPSA) and SARCs, supervises Academic Coaches, supervises the district Dual Language Academy, coordinates and monitors all on-line learning programs.
- 2007-2009**     **Merced County Office of Education, Merced, CA**  
*Beginning Teacher Support and Assessment (BTSA) Director/Program Coordinator*  
Directed the Merced and Mariposa counties BTSA Induction Consortium of over 200 beginning teachers and mentors in professional development based on the California Standards for the Teaching Profession (CSTP), monitored K-12 implementation of the Formative Assessment for California Teachers (FACT), participated as Williams Team member, wrote and executed the 2008 Induction Program and Common Standards in compliance with the California Commission on Teacher Credentialing Accreditation Committee, authorized by the California Commission on Teacher Credentialing to recommend successful BTSA Induction teachers for a California Clear Credential, consultant to districts on support and coordination of new teacher induction.
- 2006-2007**     **Hilmar Unified School District, Hilmar, CA**  
*Principal, Elim Elementary School, K-5*  
Responsible for the educational direction and supervision of 820 K-5 grade students, 70 certificated and classified staff and assistant principal, established "All Students Can Succeed" and introduced the Professional Learning Communities model based on Rick and Rebecca DuFour, conducted classroom observations and evaluations on all staff members (administrative, certificated and classified), monitored academic accountability (API, AYP) and site categorical funds, created and monitored federal and state site budgets, implemented the 21<sup>st</sup> Century Afterschool Grant, prepared district reports and updated the Single Plan for Student Achievement and School Accountability Report Cards (SARCS).
- 2005-2006**     **Empire Union School District, Empire, CA**  
*Principal, Capistrano Elementary School, K-5*  
Responsible for the educational leadership and supervision of 400K-5 grade students, 25 certificated and classified staff and assistant principal, implemented Reading Mastery program, conducted classroom observations and evaluations on all staff members (administrative, certificated and classified), monitored academic accountability (API, AYP)

and site categorical funds, created and monitored federal and state site budgets, prepared district reports and updated the Single Plan for Student Achievement and School Accountability Report Cards (SARCS).

**1988 - 2005**

**Ceres Unified School District, Ceres, CA**

*K-6 Elementary School Teacher and District Literacy Coach*

Taught elementary grade level curriculum based on the CA Standards, Literacy Coach and District Trainer in Open Court, Great Valley Writing Project, START Smart Program, piloted various curriculum programs including Harcourt-Brace Math and McGraw-Hill, Open Court ELA program,

**Leadership:**

- Association of California School Administrators (ACSA) Charter President Merced CA 2011-2012, 2012-2013
- Association of California School Administrators (ACSA) Legislative Action Team Member, Merced/Sacramento, CA, 2012
- Member of Merced County P-16 Council, 2007- present
- Williams Team and Distinguished School Team Member, 2007-present
- Association for Supervision and Curriculum, Development (ASCD) member
- WestEd and CVELI presenter, 2011-2012
- Ceres Unified School District Teacher of the Year, 1999 and 2000

**Education:**

- Master of Arts in Education - Administration and Supervision, Graduated with Distinction– 4.0 GPA - California State University, Stanislaus, 2008
- Bachelor of Science: Business Administration/Human Resources, Cum Laude – California State University, Stanislaus, 1986
- Level I Administrative Credential, 2006
- Level II (Clear) Administrative Credential, 2009
- Multiple Subjects Teaching Credential, 1987
- Single-subject-matter (departmentalized) courses supplementary authorization: Business , 1987
- ELD/SDAIE Certificate (SB 1969 Authorization), 1998

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## PROFESSIONAL EXPERIENCE

**Community Training and Assistance Center (CTAC), Boston, MA**

**1980-present**

**Executive Director.** Founded (1979) and direct leading national urban technical assistance center.

Management: Plan, coordinate and oversee CTAC's operations – technical assistance, research and evaluation services, and public policy support. Manage training, model programs, special events, development and finances. Supervise staff of nationally recognized executives, policy makers, educators, researchers and organizers. Serve as liaison with U.S. Congress, government agencies, media, and national organizations.

Technical Assistance: Develop, supervise and provide assistance annually to more than 90 public institutions, community organizations, coalitions, and foundations. Design and coordinate services in all phases of management, programming, organizational and leadership development.

Demonstration Projects: Conduct multi-year national demonstrations in School and District Turnarounds, Performance-based Compensation, Teacher Evaluation, Educational Assessment and Accountability, State-to-District Assistance, Desegregation, Service Integration, Neighborhood Revitalization, AIDS/HIV, Elder Advocacy, Refugee Capacity Building, Immigration, School to Career, Youth Leadership and emerging technical assistance centers.

Development: Conduct extensive national development program, successfully including more than 220 foundations, corporations, charitable trusts and public sector sources.

Grantmaking: Serve as re-grantor for more than two decades as a selected national intermediary by the Charles Stewart Mott Foundation.

*Accomplishments:*

### **National School Reform**

*Leadership of School Reform.* Created the nationally acclaimed initiative that develops the capacity of urban school districts to implement systemic school reform, to turnaround underperforming schools, and to evaluate the impact of the reforms on student achievement and system performance. Implemented with increases in student achievement in Albuquerque, NM, Camden, NJ, Christina, DE, Cleveland, OH, Decatur, IL; Duval County, FL; Jackson, MS, Newark, NJ, Palm Beach County, FL, and Salt Lake City, UT.

*Performance-Based Compensation.* Led the technical assistance and conducted the comprehensive research study which supported the Denver Public Schools in implementing the groundbreaking Pay for Performance system for teachers—successfully linking student achievement to teacher compensation for the first time in the United States. Denver's new compensation system was subsequently approved by the teachers' union and the board of education, and supported by \$25 million of new public funding. On a national basis, provide customized assistance and evaluations to districts and states on developing, implementing and evaluating compensation reforms, and secured multiple Teacher Incentive Fund awards.

*School and District Improvement.* Created the *Standard Bearer Schools* in which entire school communities identify and address the *causal* factors that affect student and school performance. As a result, student achievement has increased markedly for all sub-groups in diverse urban districts throughout the nation. The Standard Bearer Schools process is currently being used as a foundation for school and district turnarounds. As an example, when implemented in Lowell, MA, the Standard Bearer school achieved the greatest turnaround of all the state's schools targeted for improvement.

*Teacher and Leader Evaluation Systems.* Serve as technical expert, at the request of the U.S. Department of Education, to the Race to the Top funded states, focusing on both tested and non-tested grades and subject areas. Introduced Student Learning Objectives in Denver, Austin and Charlotte-Mecklenburg. Serve as nation's leading expert practitioner and evaluator of Student Learning Objectives for purposes of evaluation and/or compensation reform at district and state levels.

*State-to-District Interventions.* Led the technical assistance within state-to-district interventions in New Jersey, Ohio and California, with student achievement increases in all participating districts; trained leadership teams from more than 40 states in interventions; served as thought partner and technical assistance provider to Massachusetts on state-to-district and state-to-school strategies; and serve as policy resource to U.S. Congress, and state boards and departments of education.

*National Urban Reform Network.* Established fifteen city coalition of urban school districts, corporate chief executive officers, community agencies and parents to shape national policy on issues of education and family support. The network was one of only three national organizations to testify in the final round of ESEA hearings and the only organization to testify for both parties on IDEA. The Network's major positions were adopted in both pieces of legislation.

*Desegregation.* Led the training which enabled the Cambridge Public Schools to effectively implement an innovative racial balancing plan which introduced Controlled Choice in the United States. This work has been hailed for being integral to the most effective process of school desegregation and equity in the nation.

*Comprehensive District Accountability.* Created a model system of assessment and accountability to determine the performance and effectiveness of a school district—at school, classroom, student and teacher levels. Numerous school districts are implementing this model and developing concrete strategies to address the core issues affecting student academic performance.

*Linking Research to Policy and Practice.* Served as lead author of the first comprehensive, longitudinal studies of the impact of (1) performance-based compensation on student achievement and teacher quality; (2) state interventions on student achievement and district performance; (3) professional development on student achievement and district finances.

## **Community Development**

*Housing and Economic Development.* Assisted community development organizations to preserve and rehabilitate more than 5,000 units of at risk housing, produce 2,110 units of new affordable housing and develop more than 30 minority-owned small businesses.

*Comprehensive Resident-Led Development.* Provided assistance in coalescing and developing Roxbury's Dudley Street Neighborhood Initiative (Boston, MA), the broadest-based effort to revitalize an urban neighborhood in the United States and the first community group in the United States to win the power of eminent domain.

*Housing Preservation.* Provided intensive, on-site initiatives for residents of HUD expiring use

properties to build effective organizational structures and the leadership skills necessary to purchase and maintain their properties as affordable housing.

*Community Revitalization.* Directed the Leaders in Neighborhood Revitalization initiative which has assisted community-based organizations to plan and organize on a comprehensive neighborhood basis, develop infrastructure and leadership projects, build professionally managed organizations, and strengthen collaboration between residents, businesses and government.

*Coalitions and Convening.* Founded and assisted numerous multi-state coalitions and networks, ranging from the National At Risk Task Force to the Network for Neighborhood Action to the Federation of At Risk Residents Organizations.

## **Health and Human Services**

*Capacity Building.* Initiated a program of technical assistance and training to health and human service organizations and collaboratives throughout the United States. In the past twenty years, more than 600 groups have been assisted by this initiative.

*Prevention and Direct Care.* Implemented the landmark national HIV/AIDS project that builds the capacity of communities to develop comprehensive approaches to AIDS prevention and care.

*Consumer Empowerment.* Provided statewide training to consumer boards, comprised of people with HIV or AIDS, to develop more responsive public policy and community program initiatives.

*New Communities.* Built the leadership and strategic capacity of refugee and immigrant organizations, including groups representing African, Brazilian, Central American, Southeast Asian, and South Asian cultures.

*Leadership and Advocacy.* Coalesced and trained elders from African American, Cape Verdean and Hispanic communities. This work was the catalyst for the introduction of major Medicaid access legislation.

## **Newton Community Schools, Newton, MA**

**1977-1980**

**Executive Director.** Responsible for delivery of comprehensive community services and overall organizational management. Increased participation in programs by more than 100%--from 6,100 to 13,000. Won national citations for excellence from National Municipal League (All American City Award, twice), National Alliance for Volunteerism, "Journal of Alternative Human Services," National Community Education Association, U.S. Department of Education and U.S. Conference of Mayors.

Staff Supervision: Supervised central staff, 38 coordinators and more than 600 council members at 24 community schools (more than 90 sites).

Management: Responsible for more than 900 programs annually. Coordinated all budgets. Administered city and school department appropriations, contributions, public and private sector grants. Founder and Executive of non-profit Coalition for Newton Community Education, Inc.

Training: Developed 24 local community councils. Directed training of more than 600 citizen volunteers (80,000+ hours, annually).

Development: First and only Massachusetts community education program funded by both the Massachusetts Department of Education and the U.S. Department of Education.

**Roxbury/Harvard School Program, Boston, MA** 1975-1976

**Coordinator.** Designed and implemented comprehensive career education program as part of Federal district court's desegregation order. Established a collaborative network of Roxbury High School, Harvard University, State Street Bank and Boston's hospitals.

**Data Printer Corporation, Cambridge, MA** 1973-1974

**Administrative Coordinator.** Oversaw the purchase of several million dollars of material.

## **INTERNATIONAL**

**International Conference on Civic Organizations and Democratic Institutions, Kiev, Ukraine, October, 1993**

**Keynote Presenter/Senior Trainer.** Provided keynote address and served as senior trainer of joint US-Romanian-Bulgarian team to Ukrainian non-governmental organizations, small businesses and elected officials.

**The Leadership Institute of South Africa** 1993

**Advisor.** Provided assistance to the only black-run training center in South Africa.

**US-USSR Emerging Leaders Summit, Soviet Union** 1990

**U.S. Delegate.** Served on Commission on Urban Development in Moscow, Sochi, and Ashkabad.

**Caracteres S.A., Neuchatel, Switzerland** 1972-1973

**Translator.** Employed by Swiss manufacturer.

## **UNIVERSITY GRADUATE PROGRAMMING (Partial Listing)**

Harvard School of Public Health, University of Texas LBJ School of Public Affairs, University of Minnesota Hubert Humphrey Institute of Public Affairs, Tufts University and Boston University Graduate School of Education, 1981 - Present

**Guest Lecturer.** Provide lectures on community development, education and public policy.

Boston University Graduate School of Education, Boston, MA 1982

**Director: Policy Institute.** Designed and instructed graduate accredited institute on leadership in education, housing and philanthropy.

## **EDUCATION**

**Harvard University Graduate School of Education, Cambridge, MA**

Ed.M. June, 1976. Administration, Planning and Social Policy.

**The Johns Hopkins University, Baltimore, MD**

A.B. May, 1972. Graduated in three years. Phi Beta Kappa.

## **PRESENTATIONS** (Partial Listing)

Featured Presenter: “State Assistance to Underperforming School Districts—Identifying Levers for Change,” Center for American Progress, Washington, DC, 2010

Featured Presenter: “The Buck Stops Here: Tying What Students Learn to What Educators Earn,” *Kappan* Conversation, National Webinar, 2010

Featured Presenter: “More Bang for the Buck—Leveraging Compensation Reform for School Improvement,” Center for American Progress, Washington, DC, 2009

“Teacher Compensation and Student Achievement,” The Hechinger Institute on Education and the Media – Teachers College, New York City, New York, 2007

“The Debate Over Teacher Pay: New Directions in Compensation and Systemic Reform,” Education Writers Association, Cleveland, Ohio, 2006

“Linking Compensation to Student Achievement,” National Commission on Teaching and America’s Future Partners Symposium, St. Paul, Minnesota, 2006

“The Teacher Incentive Fund,” National Commission on Teaching and America’s Future Partners Symposium, St. Paul, Minnesota, 2006

“Pay for Performance,” The Hechinger Institute on Education and the Media – Teachers College, Denver, Colorado, 2005

Keynote Address: “Examining Performance: Moving from Data to Action,” Illinois State Board of Education and Illinois Principals Association Statewide Conference, Oak Brook, Illinois, 2005

Keynote Address: “Leadership and Capacity Building for Successful Interventions,” Council of Chief State School Officers National Conference, Tempe, Arizona, 2005

Keynote Address: “Learning from the National Experience: Moving from Mission Impossible to Mission Possible,” Council of Chief State School Officers, Tempe, Arizona 2005

“Teacher Pay for Performance: Potential and Pitfalls,” Association for Supervision and Curriculum Development, New Orleans, Louisiana, 2004

“Rewarding Teachers for Student Achievement: National Implications of the Pay for Performance Pilot,” National Press Club, Washington, DC 2004

“When States Supersede School Boards,” The Hechinger Institute on Education and the Media – Teachers College, San Antonio, Texas, 2002

“Improving Student Achievement Through District Accountability Practices,” Association of California School Administrators, San Francisco, California, 2001

“School Interventions and Turnaround Strategies,” Massachusetts Board of Education, Boston, Massachusetts, 2000

“The Impact of the State Takeover,” Advocates for Newark’s Children, local and state officials, Newark, New Jersey, 2000

"Academic Achievement and Diverse Student Populations: Race, Poverty, Language and Culture," Northern California Superintendents' Institute, San Jose, California, 1997

Keynote Address: "Providing Information for Change," The Urban Coalition, Minneapolis/St. Paul, Minnesota, 1995

"Systemic Public School Reform: Contributing Factors and Strategies," American Evaluation Association and the Canadian Evaluation Society, Vancouver, British Columbia, 1995

"Roadmap for Systemic Reform: District Realities and Federal Policies," American Association of School Administrators, New Orleans, Louisiana, 1995

"National Urban Reform Network: Kids Are the Bottom Line," Urban Superintendents of America, Salt Lake City, Utah, 1994

"It's About Time: Moving from Reshuffling to Real Restructuring," American Association of School Administrators, Orlando, Florida, 1993

"Public Schools: Clinics or Learning Environments?" American Association of School Administrators, Orlando, Florida, 1993; National Association of Secondary School Principals, Las Vegas, Nevada, 1993

"Diagnosis: The First Step in School Reform," Association for Supervision and Curriculum Development, Washington, D.C., 1993

Keynote Address: "Restructuring of Public Education: National Perspectives," Administrators Conference on Education, Angel Fire, New Mexico, 1991

Keynote Address: "National Directions for Urban Revitalization," Greater Cincinnati Conference on Communities, Cincinnati, Ohio, 1988

Keynote Address: "Strategies for Empowerment," National Center for Community Education, Annual Leaders' Renewal Institute, New York and New Jersey, 1988

"Community Development," C.S. Mott Foundation's Annual Meeting of Community Foundations and Neighborhoods Small Grants Program, Newark, New Jersey, 1988

Keynote Address: "Resources for Diversity," City-wide Forum of Neighborhoods, Minneapolis, Minnesota, 1987

"Rural Leadership in Community Development," Vermont State-wide Community Development Conference, 1987

## **CONFERENCE LEADERSHIP**

Performance-Based Compensation: Separating Fact from Fiction, April, 2008  
Convened key national, state and local administrators and national policy makers, union leaders, funders and the media to examine the catalysts needed to advance and sustain compensation reform—in the district, the union, the media, philanthropy and the broader community.

Northeast Regional Summits, 1991-1998 and 2000-2009 (annual summits)  
Leadership development for community-based organizations. Catalyst for two multi-state coalitions.

National Reform Action Convention, November, 1992 and April, 1994  
Established and advanced a 15-city platform for national policy on systemic school reform—representing a broad spectrum of constituents including superintendents, board members, principals, union leaders, parents, corporate executives, and human service sector leaders.

Back in Action, Forum on Cutbacks, October, 1986  
Working forum with U.S. Senator on Gramm-Rudman-Hollings legislation. Catalyst for New England Elder Coordinating Council.

Elder Action: Directions for Health Care, October, 1984  
Linked urban elders with major health care policy-makers. Conducted in four languages. Catalyst for introduction of landmark Medicaid access legislation.

Candidates' Morning on Housing and Development, September, 1983  
Boston mayoral forum on rental housing, condominium conversion, and downtown development.

Citizen Action: Influence in Decision-Making, November, 1982  
Presenters ranged from U.S. Secretary of Labor to State Ways and Means Chairman. Topics ranged from school decision-making to public sector labor/management disputes.

New Directions for Citizen Participation, November, 1981  
Presenters ranged from U.S. Congressman to media editors. Topics ranged from cable television access to crime control and prevention.

## **PUBLICATIONS**

Slotnik, W., Levers for Change: Pathways for State-to-District Assistance in Underperforming School Districts, Center for American Progress, © September, 2010

Slotnik, W., "The Buck Stops Here: Tying What Students Learn to What Educators Earn," Kappan (selected by Phi Delta Kappan as a "must read" for 2009-2010), © May, 2010

Slotnik, W. and M. Orland, "Data Rich But Information Poor," Education Week (Commentary), © May, 2010

Slotnik, W., "Take Action on Foreclosure Crisis," The Tampa Tribune, © November, 2009

Slotnik, W., It's More Than Money: Making Performance-Based Compensation Work, Center for American Progress, © July, 2009

Slotnik, W., "Get Performance Pay Right: Six Cornerstones of Successful Compensation Reform," Education Week (Commentary), © July, 2009

Slotnik, W. and M. Smith, Tying Earning to Learning: The Link between Teacher Compensation and Student Learning Objectives, © April, 2008

Slotnik, W. et al., Focus on Literacy: Professional Development Audit, © January, 2008

Slotnik, W. et al., Guide for Standard Bearer Schools: Focusing on Causes to Improve Student Achievement, © March, 2007.

Slotnik, W., et al., New Directions in Christina: Accomplishments for Children, Challenges Ahead, © June, 2006

Slotnik, W. and D. Doyle, "Leave No Parent Behind," Education Week (Commentary),  
© January, 2006

Slotnik, W., "Mission Possible: Tying Earning to Learning," Education Week (Commentary),  
© September, 2005

Slotnik, W., et al., Catalyst for Change: Pay for Performance in Denver Final Report,  
© January, 2004.

Slotnik, W., et al., Informed Decision-Making: An Introduction to Student Achievement and Teacher  
Data Comparisons, © May, 2002

Slotnik, W., et al., Pathway to Results: Pay for Performance in Denver, © December, 2001

Slotnik, W., et al., Myths and Realities: The Impact of the State Takeover on Students and Schools  
in Newark, © May, 2000

Slotnik, W., et al., Advise and Consent: A Study of Collaborative Decision-Making In Denver, ©  
February, 1999

Slotnik, W. and D. Gratz, "Guiding Improvement," Thrust for Educational Leadership,  
© January/February, 1999

Slotnik, W., et al., Winning: How to Advocate for Public Education (and Get What Your District  
Needs), ©1998

Slotnik, W. et al., Best Practices in School-to-Work: Lessons Learned, © September, 1998

Slotnik, W. et al., The Challenges of School-to-Work: A Regional Assessment,  
© September, 1998

Slotnik, W. and D. Gratz, "The Power of Real Accountability," Doubts and Certainties,  
© Spring, 1998

Slotnik, W. et al., Albuquerque Office of Neighborhood Assessment: Performance Assessment, ©  
June, 1997

Slotnik, W. et al., The Voices from the Schools, © June, 1996

Slotnik, W. et al., School Reform in Palm Beach County: Analysis and Recommendations, © March,  
1995

Litwin, J., W. Slotnik et al., "Effective Community Development," Shelterforce,  
© July/August, 1994

Litwin, J., W. Slotnik et al., "Getting the Most from Technical Assistance," Shelterforce,  
© July/August, 1994

Slotnik, W., "Core Concepts of Reform," The Executive Educator, © December, 1993

Slotnik, W. et al., Proposed Reorganization of Camden Public Schools' Central Administrative Structure, © April, 1992

Slotnik, W., et al., "Urban Decay in the U.S. and U.S.S.R.," The Philadelphia Inquirer, October 1, 1990. Written in collaboration with two reform members of the Moscow City Council.

Slotnik, W., et al., Planning: A Manual for Refugee Organizations, © 1990

Slotnik, W., "More than Bricks and Mortar: Leadership for Community Development in the '90's," Neighborhood Network, © 1989

Slotnik, W., "It's Always Better When We're Organized," Neighborhood Network, © 1987

Slotnik, W., et al., Elder Power: How to Set Up and Run an Advocacy Group, © 1986

Slotnik, W., et al., What You Need to Know: A Manual for Developing Youth Leadership, © 1985

Slotnik, W., et al., Organizing for Better Schools: A Primer for Parents, © 1985

Slotnik, W., et al., Making It Work: A Handbook for Local Program Coordination, © 1981

Slotnik, W., et al., Organizing a Community School: A Citizen's Primer, © 1980

Slotnik, W., "Community Leadership in the 80's -- A Grassroots Symposium," Journal of Alternative Human Services, © Summer, 1980 and Congressional Record, © October, 1980

Slotnik, W., "Assuring Citizen Participation," Voluntary Action Leadership, © Spring, 1980

Slotnik, W., et al., Training Volunteers in Community Education, © 1979

Slotnik, W., "Collaborative Programming," Journal of Alternative Human Services, © Spring, 1978

Co-Editor: "The Principal of This School...A Film on the Role of the Principal," Leadership and Learning Cooperative, © 1976

**Education:**

- Administrative Clear Credential Program, August 2006, Humboldt State University.
- MA in Social Sciences with Emphasis in American History, 2005, Humboldt State University.
- Administrative Credential Program, May 2000, Humboldt State University.
- Secondary Education Program, May 1991, Humboldt State University.
- Bachelor of Arts, English Teaching, Minor Subjects of Study: History, Political Science, May 1989, Humboldt State University.

**Administrative Credentials:**

- Level I Administrative Credential, June 2000
- Level II (Clear) Administrative Credential, August 2006

**Teaching Credentials:**

- Social Studies Single Subject Teaching Credential, June 1991
- English Single Subject Credential, 1991
- Biology, General & Integrated Science Teaching Credential, 1996
- Multiple Subjects Teaching Credential, 1996

**Professional Experience:**

**2008-present Owner Redwood Coast Consulting**

Co-writer and evaluator, Del Norte County Investing In Innovation (i3) grant, 2011-  
Lead writer and evaluator, Del Norte County California Math Science Partnership grant, 2011-  
Writer/lead evaluator for fourteen US Department of Education Teaching American History Program nationwide including New York City Department of Education, Los Angeles USD, Richmond, Virginia Public Schools, Orlando Public Schools, Del Norte and San Bernardino Counties and Elk Grove, CA  
Evaluator, Del Norte County Schools, Foster Youth Program, 2011-  
Evaluator and program writer, US Dept. of Education Fulbright-Hays Group Project Abroad program, summer 2010  
Evaluator, California Department of Education Afterschool Program Grant, Del Norte High School, 2009-

**2002-present Northern Humboldt Union High School District, McKinleyville, CA**

Northern Humboldt Union High School District Grants and Evaluation Administrator,  
Writer and co- local evaluator, \$4.6 million US DOE Teacher Incentive Fund grant, 2010  
Program writer/evaluator, Northern Humboldt and five other US Dept. of Education Readiness and Emergency Management Grants for Schools, 2009-  
Foster Youth Support Liaison, Northern Humboldt Union High School District, 2011-  
Program writer/project director for five US Department of Education Teaching American History Programs, 2002-  
Program writer and member of Leadership Team, US Department of Education Grants to Reduce Alcohol Abuse, 2008-2011  
Program writer for 20+ funded Teaching American History Grant Programs, School Technology Grant Program, School and Community Policing Partnership program, Safe Schools Implementation Grant Program, and six Readiness and Emergency Management for Schools grants

**2002-2008 McKinleyville High School, McKinleyville, CA**

Teacher: IB History of the Americas, AP US and European History, US History 2002-2008

**2002-2006 Founder and Coordinator, McKinleyville High International Baccalaureate Program**

- 2000-2002**      **Arcata High School, Arcata, CA**  
Dean of Students
- 1996-2000**      **Arcata High School, Arcata, CA**  
Teacher of history: AP US History, US History, World History, US Government-Economics.  
Teacher of English: English I, English I Basic, American Literature.
- 1991-1996**      **St. Bernard's School, Oakland, CA.**  
Seventh and eighth grade combination class instructor teaching all subjects including US and world history, social studies, English, science, math, art and religion.
- 1989-1990**      **Urawa City, Saitama, Japan**  
English Teacher at Ichiritsu Koko High School and four Jr. High Schools

**Related Experience:**

- Member Board of Trustees, California Council for History Education, 2010-
- Region 1 Representative, California Council for the Social Studies, 2011-
- Region 1 Representative to California County Offices of Education, Curriculum Instruction Committee for Social Science, 2006-2012
- Advisory Board Member, Consultants for Global Programs, 2008-
- California Co-Director, Preserve America History Teacher of the Year Contest, 2004-
- Humboldt County Office of Education History Resource Professional 2004-
- Curriculum Writer: Jr. History Detectives for the Corporation of Public Television, Oregon Public Television and Lion TV, Winter 2007-2008
- Program Writer and Director, Aliens Among Us: Japanese and Italian Aliens Under Siege During World War II, funded by the California Council for the Humanities' California Stories Fund, 2006
- Arcata High School WASC Coordinator 1999-2002

**Professional Organizations:**

- Member: American Evaluation Association
- Member: Organization of American Historians
- Member: National Council for History Education
- Member: California Council for History Education
- Member: National Council for Social Studies
- Member: California Council for Social Studies

**Publications:**

- Using Teaching American History Grants to Build Ongoing Teacher Education, Organization of American Historians Newsletter, August 2004
- Author of Chapter 19: "Surprises" of *Voices of a People's History*, New Press, NY, 2004.
- Professional Development Beyond the Redwood Curtain, Social Studies Review, Spring 2005.
- Teacher Offers Insight Into the Events of Pearl Harbor, The Eureka Reporter, December 7, 2006
- Submarine Attacks the North Coast, The Eureka Reporter, December 10, 2006
- Teaching the Importance of Religion in the Modern Civil Rights Movement, California 3Rs Bulletin, 2011

**Awards:**

- Wells Fargo Stagecoach Legacy Award, November 2005
- Humboldt County Office of Education, Excellence in Education Award, May 2009
- Association of California School Administrators, Humboldt County Branch, Curriculum and Instruction Administrator of the Year, 2012

**Professional Presentations and Curriculum Development:**

- Teaching American History Grant Directors Meeting: Building K-16 Collegiality as part of a Teaching American History Grant. Washington, DC, April 2004.
- Organization of American Historians 2005 National Conference: Building K-16 Collegiality as part of a Teaching American History Grant. San Francisco, CA, April 2005.

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## PROFESSIONAL PROFILE

Award winning teacher, principal and supervisor; has extensive experience assisting school districts on both local and national levels.

- Adept in utilizing a data information platform to work with districts to plan and implement responses to identified needs in their quest to advance individual student and school performance.
- Experienced in successfully representing both management and teacher labor groups on issues that affect the efficient operation of school districts.
- Knowledgeable in recruitment strategies nurtured by staff training toward teacher effectiveness and retention purposes.
- Instructs graduate students at Kent State University and Ashland University, both in Ohio.
- Motivates through a positive and persuasive manner that leads participants to transfer information from conferences, workshops, and in service to their classrooms.
- Presents visionary ideas to educators and community constituents in using theory and current societal practices to advance established goals.

## PROFESSIONAL EXPERIENCE

### **Community Training and Assistance Center (CTAC), 1995 - Present**

Senior Associate, National School Reform

#### **Education Component**

- Partnered in providing technical assistance to school districts which crisscross the nation such as New Jersey, Delaware, Ohio, Georgia, Mississippi, Florida, New Mexico, Colorado, Utah, and California.
- Lead Associate in introducing and training districts around CTAC's most notable model for school improvement: *The Standard Bearer Model*, a data-based process which continues to grow in use around the country.
- Assisted with other successful projects which include Denver's *Pay for Performance Project* and several districts in southern and northern CA's launch of the *Comprehensive District Accountability Model*.

#### **Community Development component**

- Provided on-site service to community groups as part of CTAC's small grants program, *Intermediary Support for Organizing Communities*.
- Facilitated at Regional and National Summits as community organizations met to share and to find solutions to their individual and collective organizational issues. Targeted themes included areas within communication, technology, leadership, financing, inclusion and collaboration.
- Co-leader in developing a School/Parent Handbook "Working Together of Academic Success for All Students" for the Seattle Public Schools (SPS). This handbook, produced in nine languages was the culmination of CTAC's *Parents as Partners* initiative with SPS and was an inclusive collaboration with parents, community agencies, businesses and faith-based institutions.

#### *Areas of Specialization*

- Training at all levels of school district communities including Superintendents, Boards of Education, Senior Level Area Superintendents, Directors, Supervisors, Principals, Students Parents, Students and Business and Agency Leaders.
- Curriculum and Development and Professional Development
- Assisting groups in analyzing, presenting and following through on discoveries from data.

#### **Cleveland Metropolitan School District (CMSD) 32 years of service – 1963-1995**

- Held positions of teacher, coordinator, principal, supervisor, and Assistant Director. Advanced as a specialist in Curriculum and Development and Career Development
- Excelled as a human resources recruitment specialist.
- Developed into a master professional development leader.

#### ***Principal, 9 years***

- Led the instructional program and provided overall leadership of building management and operations.
- Recognized by the City of Cleveland and CMSD for outstanding outreach to parents and the school community.
- Received a Resolution from President George H. Bush for superior implementation of the School Development Program developed by Dr. James Comer of the Yale Child Study Center.

#### ***Supervisor, Reading, English/Language Arts, 6 years***

- Supervised all coordinators of state and federal compensatory programs.
- Created a district-wide model for sharing proven strategies in Reading, English/Language Arts. This served as a springboard for similar models in Mathematics, Science and Social Studies.
- Planned and conducted professional development for all elementary school teachers initially entering the district. Responsibilities extended to conducting periodic in service for all elementary and middle schools and for ongoing requests.
- Advanced lead supervisor responsibilities expanded to serving all elementary school needs in General Education.

#### ***Assistant Director, Auxiliary Services, 5 years***

- Promoted and led the alliance efforts between public and nonpublic schools in the Auxiliary Services Programs. Reading, mathematics, health, and psychological services were provided to non-public students with CMSD as the fiscal agent.
- Managed the day to day operations of ordering and approving school requisitions, other resource needs, budget matters, monitoring, evaluations, professional development and recommendations for hiring and dismissal of personnel.

#### ***Coordinator, Career Education, 4 years***

- Coordinated all components of the K-12 Career Education Program, the "World of Work" which is designed to teach the value of work from an early age and which culminates with middle and high school students engaging in internships in real work businesses partnering with CMSD.

### ***Teacher, Elementary and Middle Schools, 8 years***

- Experimented with alternative teaching methods, repeatedly received grant money for innovative ideas that led to successfully moving each child over a year's growth to reach or meet grade level.
- Advanced rapidly to shared time at school and district offices in General Education.

### ***Areas of Specialization***

- Professional Development
- Curriculum
- Partnering with Parents

### **Kent State University and Ashland University in Ohio, 1995 - Present**

- Teaches university courses to diverse populations of teachers, counselors, social workers, psychologist and professionals in the criminal justice system. Courses focus on research and practical application regarding lingering issues, particularly as they relate to social consciousness, violence and school safety.
- Monitors progress of Social Skills Program in two Cleveland Metropolitan School District schools. This program is based on qualitative and quantitative data to determine the relationship between social behavior and academic success. This project is commissioned through Ashland University and is aimed at following the teachings in the university setting to the applications in a public school setting.

### **EDUCATION**

- Presently – Engaged in University of Academic Services, Doctoral Program, Solihull, England
- MA – Educational Administration, Curriculum and Instruction, Cleveland State University, 1975
- MA – Elementary Education, George Peabody College for Teachers, 1968
- BS – Elementary Education, Tennessee A&I State University, 1963

### **SPECIAL HONOR – 2002**

Selected as a top US Educator through the People to People Program initiated by President Dwight Eisenhower and participated in a sixteen day education and cultural experience in Mainland China and Hong Kong.

### **PUBLIC AND COMMUNITY INVOLVEMENT**

- Representative on Executive Committee – Lake County Education Committee
- Volunteer – St. Vincent Charity Hospital

### **PROFESSIONAL AFFILIATIONS**

- Phi Delta Kappa
- ABA – American Business Women's Association

**Bernadette Cleland**  
8 North Park Drive  
Montpelier, VT 05602

Co-Founder, Teaching Learning Solutions

**Education:** Masters in Curriculum and Instruction, University of Vermont  
Doctoral (EdD) in Educational Leadership

**Experience in Education:**

- 17 years experience as classroom teacher
- 10 years experience as a middle and high school principal
- 3 years experience as adjunct professor: Norwich University, Vermont College, Vermont Technical College
- Adjunct professor at the University of Vermont, Lyndon State College
- 12 years experience as an education consultant

**Professional Experience related to the Teacher Evaluation and the use of Teacher Assessment Criteria (e.g. Framework for Teaching, NYSUT rubrics and similar tools)**

- National Trainer for Educational Testing Service Pathwise Programs using the *Framework for Teaching*
  - Introduction to the *Framework for Teaching (FFT)*
  - Building Understanding of the *Framework for Teaching*
  - *Framework for Teaching* Observation Program (FOP)
  - *Framework for Teaching* Evaluation Program (FEP)
  - Coaching Using the *Framework for Teaching*
  - *Framework for Teaching* Induction Program
  - Classroom Applications using the *Framework for Teaching*
- Charter member of the Danielson Group of Consultants: a group of professionals supporting Charlotte Danielson's work, author of the *Framework for Teaching*
- Co-author of the *Framework for Teaching Action Tool*, published by ASCD
- One of two expert trainers of classroom observers for the Understanding Teacher Quality research project, supported by the Gates Foundation and Educational Testing Service
- One of two academic partners and contractor with the American Federation of Teachers (AFT) in Innovation fund grant to develop and implement teacher assessment criteria, multiple measures, and teacher observation / evaluation models and protocols for districts in New York (NYSUT) and Rhode Island.

**Professional Experience working with School Districts Using teacher evaluation criteria and evidence-based evaluation models**

- President of Teaching & Learning Consultants, Inc. and co-founder of Teaching and Learning Solutions, Inc.
  - Both companies coordinate and facilitate training in the use and application of the *FFT* in schools throughout the country including
    - Los Angeles Unified School District, CA (NYSUT); one of two project coordinators and lead contractors
    - Prince George's County Public Schools, MD
    - St. Mary's County Public Schools, MD
    - SAU #41, Hollis, NH
    - North Country Supervisory Union, Newport, VT
    - Santa Monica/Malibu School District, CA
    - Atlanta Public Schools, GA [through Understanding Teacher Quality study funded by the Gates Foundation]
    - New York State Development of Teaching Standards in consultation with the New York State United Teachers (NYSUT)

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**PROFESSIONAL PROFILE**

***Senior Executive, Educational Leader with Extensive Operational Management Experience in a K-12 Environment***

Highly accomplished executive and educational leader with over 24 years of experience – 12 of those years in a K-12 environment – including a distinguished military career and a Master of Science degree in Mechanical Engineering. Proven ability to successfully create strong educational and operational support foundations by establishing departmental and divisional operational framework, developing and executing short and long-range strategic plans, and ensuring quality execution of services. Results-focused on efficient and effective organizational outcomes by leading a myriad of educational components into a cohesive system to meet district goals and improve outcomes for students, staff, and surrounding community.

Curriculum and Instruction	Professional Development	Student Support Services
Contract Administration	Budgeting and Finance	Alternative Schools
Human Resources	Transportation	Technology Management
Child Nutrition Services	Safety and Security	Risk Management
Strategic Planning	Negotiation Experience	Capital Improvements
Facility Operations	Facility Maintenance	Emergency Response

**PROFESSIONAL EXPERIENCE**

**Community Training and Assistance Center (CTAC)**

Boston, MA

*Senior Manager, National School Reform*

*December 2011 - Present*

- Leads CTAC performance-based compensation initiatives with various districts nation-wide
- Provides leadership, training and technical assistance to states and districts on educator evaluation systems
- Manages and directs school-turnaround initiatives using CTAC's Standard Bearer Schools Process
- Coordinates CTAC Professional Development Audits

**EdisonLearning, Inc.**

New York, NY

*Regional General Manager*

*September 2008 – August 2011*

EdisonLearning is a privately held management company that provides an array of educational and operational services to 350,000 students in 25 states both in the United States and abroad.

- Led and delivered, for all clients within the region, EdisonLearning's 5-Points of accountability: Student Achievement, Academic Design Implementation, Financial Management, Client Satisfaction, and Operational Excellence. Prepared written reports and oral presentations for client and corporate interests.
- Served as school superintendent/CEO for client, \$40 MM annual budget. Increased state-wide assessment scores by 9.1 percent in Communication Arts and 15.5 percent in Mathematics. Achieved AYP in Mathematics for the first time in the District's history.
- Managed finances, revenue totaling more than \$55MM and a \$17 MM profit and loss center including budgeting, accounting, and auditing. Managed human resources for region, executed contracts, evaluated performance, conducted wage and salary analysis, reviewed annual bonus structure.

- Developed and implemented recruitment and staffing plans, professional development plans, curriculum resource modifications, and academic improvement plans.
- Provided superior summer school services to 24,000 students across 20 geographically separated districts and assessment services to clients in 70 schools.
- Directed and implemented technology improvements, operational and academic, and recognized company-wide as the “Tech” Regional leader of the Year 2011. Opened a new elementary school and expanded grade levels and course offerings for an existing high school.
- Developed and optimized the region's operational strategy including prioritization of goals for field operations and modified the business model to meet customer needs.
- Built and maintained relationship with board members, state elected officials, university charter authorizers, and other stakeholders that positively impacted and influenced field operations.
- Directed and prioritized government legislative initiatives to influence and garner positive outcomes for the region.
- Interpreted and ensured school operations were in compliance with all federal, state, and local laws along with all client and corporate policies.

**West Contra Costa Unified SD**  
*Associate Superintendent of Operations*

Richmond, CA  
*September 2006 – September 2008*

West Contra Costa Unified School District serves a diverse student population of 30,000 students in five cities and six unincorporated areas.

- Created the operational framework, led and managed the efficient and effective day-to-day operations of Technology, Child Nutrition Services, Transportation, Risk Management, Facility Maintenance and Custodial Operation, and Capital Improvement Program. Services provided in more than 65 separate schools and support facilities.
- Led departments through top-to-bottom budget review ensuring funds were allocated, executed, and available according to approved strategic plans, state and federal law, and ongoing operational needs. Reallocated and adjusted positions and resources to ensure budgets were balanced.
- Integrated the Operations Division budget planning process in close coordination with the Chief Financial Officer and other senior staff peers to reallocate positions and services to balance budget.
- Re-engineered district-wide technology service upgrades improving data integrity, increasing federal E-Rate revenue, and growing staff confidence in the student information system.
- Revamped the district operational policies and procedure to reflect current operations.
- Served as negotiator for the district leadership team for classified unions – contracts settled for 2006 – 2008 resulting in substantial savings to the organization.
- Met routinely with community leaders and city officials, in five independent incorporated cities, built partnerships and negotiated modified public services for the various school locations.
- Led improvement of the \$870 million capital improvement program, 3rd largest in the state of California, through internal staff restructuring, process changes, and strategic communication with organizational leaders and external customers resulting in significant end user improvements.
- Presented various plans and programs to the Board of Education and community constituents increasing understanding and support for complex initiatives and agendas.
- Upgraded the food service program increasing participation and improving overall food quality.

- Provided ongoing oversight and strategic planning for the risk management program resulting in reduced claims and favorable settlements for the District within a variety of legal matters.

**Christina School District**

*Chief Operating Officer  
Supervisor of Facilities  
Interim Superintendent*

Wilmington, DE  
March 2004 – September 2006

Christina School District is the largest school district in Delaware serving 19,300 students.

- Provided strategic leadership with a reform agenda for 28 schools encompassing more than 2,400 employees. Directly led the following departments: Curriculum and Instruction, Student Services, Alternative and Non-traditional Schools, Special Services, Facilities Custodial and Maintenance Operations, Child Nutrition Services, Transportation, Office of Safety & Security, Procurement, and Facilities Capital Improvements.
- Championed the creation of the Reform Transformation Group where all departments participated in a system-wide ongoing strategic and tactical planning process to improve service delivery.
- Directed the planning, development, and public communication strategy for the district-wide redistricting and new grade configuration plan.
- Developed partnerships with the Latin American Community Center (LACC) and the Metropolitan Wilmington Urban League (MWUL) to develop long-term strategies for improved student achievement and parental involvement.
- Established the Performance Review cycle that focused on monthly review of selected performance indicators for every department, a result of the Reform Transformation Group.
- Established and developed the District's Office of School Safety and Security and the Procurement Department. Procurement saving of \$800,000 in two years.

**Brandywine School District**

*Executive Director of Support Services*

Claymont, DE  
July 2002 – March 2004

- Provided leadership for the Facilities Maintenance and Custodial Operations, Food Service, Transportation, and Major Capital Improvements. Set operating direction for each department and evaluated performance.
- Created and implemented the District's School Safety and Security program including emergency preparedness, significantly improving response.
- Spearheaded negotiations and provided administrative oversight and interpretation for employee group contracts consisting of Food Service, Custodial, and Maintenance Operations holding overall employee compensation to within budgeted targets.
- Oversaw property management services including acquiring, disposing, and leasing of real estate reducing the annual operational cost to the district.

**Christina School District**

*Supervisor of Major Capital Improvements  
Supervisor of Plant Operations and Maintenance*

Wilmington, DE  
June 1998 – July 2002

- Provided leadership for all custodial and maintenance staff. Directed the design and development of plans and specifications for 19 projects totaling approximately \$147 million dollars.
- Directed space planning studies, analyzed and implemented results, and coordinated real estate searches to meet District enrollment projections. Chairman for the Capital Improvement section of the District's five-year strategic plan.



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## CAREER HIGHLIGHTS

- Developed the Smart Scholars Early College High School Program and received funding by the Gates Foundation (\$6 million). This initiative has supported many partnerships between P-12 and colleges, especially community colleges, to work with educationally at risk students to prepare them for college level work and to provide college courses when they are still in high school.
- Developed a data driven Statewide Plan for Higher Education that engaged all four sectors of higher education (SUNY, CUNY, independent and for-profit colleges) in its development.
- Transformed the process whereby for-profit colleges are approved and regulated in New York State. For example, we received Regents approval to require that all sales of for-profit colleges be pre-approved by the Regents to ensure that only reputable organizations will operate in our State; to require ethical standards of all operators, and require any new out-of-state owner demonstrate success in higher education before purchasing schools in New York State)
- Took a leadership role in helping to develop the Regents new policy on teaching and school leadership.
- Developed the grant proposal and implemented a \$3 million grant from the Wallace Foundation to help transform school leadership in New York State.
- Initiated a data driven approach to policy decisions in higher education in New York State. (An overview of Higher Education in New York State – April 2009)
- Played a leadership role in the creation of the State teacher supply and demand analyses over the past four years.
- Helped establish new requirements for enrolling and supporting Ability-to-Benefit students, to make sure that colleges that enroll these students provide them with the necessary academic support to give them an appropriate opportunity at being successful in college.
- Implemented the Student Lending and Transparency Enforcement (SLATE) Act. Assisted colleges to understand the requirements of the new law. Deferred implementation of new regulations because of the inability to secure funding to support its implementation.
- Took a leadership role in the review and monitoring of the CUNY master plan amendment that ended remediation in CUNY's senior colleges. Completed an analysis of the impact of the proposed change which demonstrated that very few students would be denied higher education opportunities with the end of remediation at the senior CUNY colleges.
- Oversaw the development and implementation of a \$2 million Transition to Teaching grant that prepared approximately 1,800 teachers for high need schools in New York City.
- Worked on the development of the Regents 1998 Teaching Policy, *Teaching to Higher Standard: New York's Commitment*. Was responsible for the implementation of the plan, including the development of the first alternative teacher preparation program in New York State's history.

## PROFESSIONAL EXPERIENCE

### **Community Training and Assistance Center (CTAC)**

*Senior Associate for National School Reform and Senior Project Director*

Boston, MA

*March 2011 to Present*

- Provides technical assistance on the district, multi-district and State level in developing, piloting and implementing both teacher evaluation and performance based compensation systems for teachers and principals.
- Presently, working with individual districts in Virginia on separate Teacher Incentive Fund programs and working with a coalition of school districts in Central Ohio by creating an articulated teacher evaluation and performance-based compensation system that is significantly based on student growth at the classroom level.
- Trained teacher union leaders on Student Learning Objectives relating to teacher evaluations in New York State.

### **New York State Education Department**

*Office of Higher Education*

*Deputy Commissioner*

*Associate Commissioner*

Albany, NY

*October 2009 – Present*

*June 2007 – October 2009*

Oversee the operation of the Office of Higher Education within the New York State Education Department. The New York State higher education system encompasses 271 colleges and universities and over 450 non-degree-granting proprietary schools. The Office of Higher Education provides services to postsecondary institutions, professional educators, students, federal, state and local education agencies, researchers, and the public. It is comprised of the following offices:

- The Office of Teaching Initiatives, whose primary function is the certification of teachers and administrators. The Office of Teaching also convenes the State Professional Standards and Practices Board for Teaching, and develops teaching policy in New York State. Additionally, the office is responsible for fingerprint clearance of all applicants for employment in the State's public schools and for investigating educators where issues of moral character have arisen.
- The Office of K-16 Initiatives and Access Programs, which manages the State's opportunity programs, federal grant programs, scholarship programs and other activities related to closing the performance gap for students in grades P-16.
- The Office of Quality Assurance, which reviews and registers all academic programs leading to a college degree, charters all new colleges in New York State, develops the Regents Statewide Plan for Higher Education and oversees all non-degree-granting proprietary schools in New York. The office maintains the higher education data system and research capacity for the Office of Higher Education.
- The National Program on Non-collegiate Sponsored Instruction reviews formal courses and educational programs sponsored by non-collegiate organizations, makes appropriate college-level credit recommendations for the courses and programs evaluated, and promotes academic recognition of these learning experiences to the nation's colleges and universities. The credit recommendations are intended to guide college officials as they consider awarding credit to persons who have successfully completed evaluated non-collegiate sponsored instruction.

- National PONSI serves non-collegiate organizations throughout the country. These include corporations, labor unions, professional and voluntary associations, government agencies, hospitals, proprietary vocational schools, and other non-degree granting organizations. The courses and programs that have been evaluated cover a wide variety of subject areas, including accounting, art, auditing, banking, botany, computer science, counseling, criminal justice, early childhood education, electrical engineering, finance, health services administration, insurance, information technology, management, mathematics, maritime transportation, nautical science, nuclear engineering technology, nursing, office information systems, and psychology.

**New York State Education Department**

*Assistant Commissioner, Office of Quality Assurance*

*October 1999 – June 2007*

Managed the Office of College and University Evaluation, the Bureau of Proprietary School Supervision, and the Office of Research and Information Systems.

**New York State Education Department**

*Coordinator, Office of Higher Education*

*August 1997 – October 1999*

Coordinated the internal operations of the Office of Higher Education (OHE) as well as worked with the OHE managers to implement the Statewide Plan for Higher Education. Initiated efforts to improve the work environment and productivity within OHE and carried out other special assignments as directed by the Deputy Commissioner.

**New York State Education Department**

*Director, Division of College and University Evaluation*  
(dual assignment)

*November 1996 – August 1997*

Managed an operation that oversees academic program approval for all colleges and universities in the State of New York. Also included was the review and approval of any institution requesting degree-granting status in our State. In addition, the office was responsible for any changes to the higher education master plan in New York State, including approval of branch campuses, new program offerings, and extension centers. Finally, the office accredited postsecondary institutions authorized to operate as degree-granting institutions in New York State on behalf of the Board of Regents.

**New York State Education Department**

*Bureau Chief, Teacher Certification Processing Unit*  
(dual assignment)

*November 1996 – August 1997*

This office is responsible for issuing over 40,000 teaching certificates on an annual basis. Certificates are issued in administrative, teaching and support personnel titles. The office provides technical assistance to teacher applicants, teacher education programs and school administrators on issues relating to teacher certification. This office also oversees a regionalized network of BOCES offices involved in providing teacher certification services to the teachers in their districts.

**New York State Education Department**

*Bureau Chief, Bureau of Proprietary School Supervision*

*June 1989 – November 1996*

This office is responsible for regulating approximately 300 non-degree-granting proprietary schools in New York State. It investigates student complaints and conducts investigations of schools believed to have violated Education Law. The Office also licenses schools, teachers, directors, and

school agents. It approves curriculum, and monitors the educational programs in the schools. The Bureau employed 38 staff members located in offices in Albany and New York City.

New York State Education Department  
*Bureau Chief, Bureau of School Food Management and Nutrition* January 1986 – June 1989

This office administers the National School Lunch, Breakfast and Milk Programs in the State of New York, and the annual distribution of approximately \$300 million in federal and State funds to over 5000 public and nonpublic schools. This office employed 34 staff members located in five regional offices and one statewide office. This office also set policy relating to the quality of child nutrition programs in all schools in the State of New York.

**New York State Education Department**  
*Office of Elementary, Secondary and Continuing Education*  
*Executive Assistant to the Deputy Commissioner* October 1981 – December 31, 1985

**New York State Education Department**  
*Office of Occupational and Continuing Education*  
*Associate in Occupational Education Program Planning* March 1980 – October 1981

**Southern Tier East Regional Planning Development Board** Binghamton, NY  
*Human Resource Coordinator*

**Southern Tier East Regional Planning Development Board** Binghamton, NY  
*Criminal Justice Analyst*

## EDUCATION

Master of Arts in Political Science August 1975  
State University of New York at Binghamton

Bachelor of Arts in Political Science 1973  
LeMoyne College, Syracuse

"Management in Human Services" Spring 1977  
A program of the Institute for Local Government  
University College of Syracuse University

"Managing New York State - Level I" Spring 1985  
New York State Governor's Office of Employee Relations

The Executive Leadership Program for Educators: Summer Institute July 2008  
John F. Kennedy School of Government  
Harvard University

## COMMITTEE SERVICE

2004 - 2011 **Higher Education Services Corporation (HESC) Board of Trustees**  
Represent the Commissioner of Education on HESC's Board of Trustees

2000 - 2011

**State Review Officer**

Review determinations made by an impartial hearing officer concerning the identification, evaluation, program or placement of a student with a disability pursuant to the provisions of Article 89 of the Education Law and the Individuals with Disabilities Education Act (IDEA).

Dec 2003 – 2011

**Committee on the Professions**

The Committee on the Professions (COP) was established by the Regents to assist the Board in the regulation of the licensed professions. Composed of three senior department officers designated by the Regents, the COP considers atypical licensure cases wherein applicants seek to meet given requirements by submitting credentials that are “the substantial equivalent” in scope and content to those normally presented. The COP also makes final determinations concerning questions of moral character for purposes of initial licensure. Further, the COP hears and makes recommendations to the Regents concerning requests for restoration of a professional license that has been revoked or surrendered.

October 2008 - 2011

**Instructional Material Advisory Council**

Appointed by Governor David A. Paterson as Chairman of the Instructional Material Advisory Council in March 2009. This Advisory Council is charged with oversight of the implementation of Chapter 219 of the Laws of 2003 which requires that all students with disabilities in institutions of higher education receive the instructional materials required for their courses of study in alternate formats that meet their accessibility needs.

**RECENT AWARDS**

- 2011 2011 Friend of The Council Award – Presented by The New York State Council of School Superintendents to recognize non-member’s contribution to the field of education
- 2011 Special Recognition Award – Presented by the New York State Association for Women in Administration (NYSAWA) in recognition of career achievements which model and emulates the NYSAWA mission
- 2011 Award of Special Appreciation and Recognition – Given by the New York District Superintendents in recognition of outstanding service to the districts superintendents and BOCES of the State of New York
- 2008 The Special NYSFAAA 40<sup>th</sup> Anniversary Recognition Award – for outstanding support to the New York State Financial Aid Administrators Association
- 2008 The Charles C. Mackey Excellence in Leadership Award presented by the New York Association of Colleges for Teacher Education
- 2005 SUNY Disability Service Award for Outstanding Achievement in Promoting Accessibility

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**PROFESSIONAL EXPERIENCE**

Community Training and Assistance Center, Inc., Boston, MA	2008-Present	Senior Associate, National School Reform
San Mateo Foster City School District, Foster City, CA	2005-2008	Interim Director, Special Education
ETS/Pulliam, LLC, Redlands, CA	2003-2005	Educational Consultant
Berryessa Union School District San Jose, CA	2000-2003	Superintendent of Schools
Nye County School District Tonopah, NV	1994-2000	Superintendent of Schools
Albuquerque Public Schools	1990-1994	Regional Superintendent
Albuquerque Public Schools	1981-1990	Principal
Albuquerque Public Schools	1977-1981	Assistant Principal
Albuquerque Public Schools	1973-1977	Counselor
Albuquerque Public Schools	1965-1969	Classroom Teacher

**SUPERINTENDENT ACCOMPLISHMENTS**

2003	California Distinguished Schools, 2 middle schools
2003	Completed comprehensive staff development and student assessment plans
2003	Completed phase I modernization of schools, phase II in progress
2002	Facilitated 20 million dollar sale of surplus property
2002	Implemented standards-based system in curriculum, instruction, assessment and evaluation of staff
2001	Completed joint use agreement with City of San Jose for Youth Center
2001	Developed and implemented grants in technology; Pacific Bell on Diversity; City of San Jose for homework grants
2000	Partnerships with Noyce Foundation, San Jose State, Santa Clara and National Hispanic Universities
1999	Developed K-12 students' assessment plans in Nevada and California
1998-2000	Completed and implemented strategic plans for Nevada and California
1998	Passed bonds for school construction
1997	Instituted Year Round Schedules as enrollment relief for Nevada
1997	Developed seamless partnership with Community College of Southern Nevada Tech Center
1996-1998	Completed first articulated comprehensive curriculum in NV

1996-1998	Negotiated first multi-year contract with teachers' unions in Nevada and California
1995	Completed and implemented facilities master plan for Nevada
1994-1998	Completed revision of Board of Education policies in Nevada and California
1994-1997	Implemented Student Code of Conduct in Nevada
1994-2003	Implemented participatory/site based governance in Nevada and California

## **AWARDS AND HONORS**

2002	Community Member of the Year, Nova Southeastern University, Fort Lauderdale-Davie, FL
2000	Community Builder, Grand Lodge, Tonopah, NV
1999	Nevada Superintendent of the Year, American Association of School Administrators
1998	Administrator of the Year, Nevada School Boards Association
1992	Woman on the Move, nomination, YWCA, Albuquerque, NM
1992	Rising Star, Albuquerque Tribune
1991	Footprints Award, NAACP Albuquerque, NM
1990	Award of Honor, National School Public Relations

## **SELECTED PUBLICATIONS AND PRESENTATIONS**

2008	Preparing ALL Students for Success, Association of California School Administrators, San Francisco, CA
2003	Dissertation: Building Leadership Capacity: A Case Study of Standards-Based Staff Development
2002	"Engaging Internal Public," Danforth Foundation
2001	Organizing Well-being, San Jose State University
1998-2001	Strategic Planning, Nye County and Berryessa Union School District Board of Trustees
1999	New Mexico Legislature, Legislative Education Study Committee, testimony, alternative schedules
1998	Nevada Legislature, Education Sub-committee, testimony on K-16 partnerships
1998	Facilities Master Plan, Nevada School Boards Association
1997	Nevada Legislature, Education Sub-committee, testimony, "Student Behavior Handbook, Model for Nevada"
1996	Parents Rights, Promising Administrative Practices, National School Board Association
1995	Student Behavior Handbook, Nevada Inclusion Conference
1993	Year Round Education: Challenges and Opportunities, National Commission on Time and Learning

## **SELECTED PROFESSIONAL DEVELOPMENT ACTIVITIES**

2008-2011	Teacher Incentive Fund Grantee Conference, Washington, DC
2005-2008	Legal Issues in Special Education, Concord, CA
2004	Standards-Based School Improvement Process, Las Vegas, NV
2002-2003	Standards-Based Supervision and Evaluation of Staff
2000-2002	Master in Governance, California School Boards Association
2000-2002	Stanford University Superintendents' Round Table, Palo Alto, CA
2001-2002	Baldrige in Education, Santa Cruz, CA
1994-2002	Danforth Foundation, American Forum of Superintendents, St. Louis, MO
1994	U.S. Department of Education, Research and Improvement Division, Washington, DC – Grant Allocations
1993	Kettering Foundation National Issues Forum, Davis, CA
1992-1994	Education Reform Conferences, Boston, MA
1988 and 2000	National Year Round Education Conferences, San Diego, CA
1981-2000	Project LEAD, chair, New Mexico and Nevada
1981-1990	Academy of Educational Leadership, chair, Albuquerque, NM

## **SELECTED MEMBERSHIP AND OFFICE**

2009-2011	Albuquerque Cristo Rey Feasibility Study Committee
2003	Gates Superintendents' Academy Steering Committee Association of California School Administrators
2000-2003	San Jose City/School Collaborative
2000-2003	California African American Superintendents, Secretary/Treasurer
2000-2003	Santa Clara County Superintendents Association
1995	Nevada Governor's Commission on Goals 2000
1994-2003	California and Nevada School Boards Associations
1994-2003	California and Nevada School Administrators Associations
1994-2003	American Association of School Administrators, Nevada representative
1994-2000	Nevada Rural Alliance of Superintendents, chair, 1998-2000
1992-1994	New Mexico Governor's Commission on Science and Math
1981-2003	Phi Delta Kappa
	PTA Life Member
	Association of Supervision and Curriculum Development

## **SELECTED COMMUNITY ACTIVITIES**

2009-2010 Governor's Transition Team: African American Student Achievement  
2009-2010 African American Catholic Community Scholarship Group  
2000-2003 Berryessa Citizens Advisory Council, San Jose, CA  
2001-2003 Junior Achievement Board of Directors, San Jose, CA  
2000-2003 Berryessa Education Foundation, San Jose, CA  
2000-2003 Santa Clara County Alliance of Black Educators  
1998-2000 Criminal Justice Council, Nevada  
1994-2000 Rotary Club, Nevada  
1991-1994 Boy Scouts of America, Southwest Council Board of Directors, Albuquerque, NM  
1991-1994 United Way Board of Directors, Albuquerque, NM  
1990-1994 Junior League Community Advisor, Albuquerque, NM  
1989-1994 Albuquerque Library Board of Directors, Albuquerque, NM  
Delta Sigma Theta, New Mexico, public service sorority, president  
Hogares Board of Directors, Albuquerque, NM  
All Faiths Home Board of Directors, Albuquerque, NM  
Educational/Community radio and TV panels

## **PROFESSIONAL PREPARATION**

Nova Southeastern University	2003	Ed.D	Education Leadership
University of New Mexico	1979	Ed.S	Education Administration
University of New Mexico	1975	M.A.	Guidance and Counseling
University of Albuquerque	1964	B.S.	Education

## **CERTIFICATIONS**

Licensed Administrator: New Mexico and Nevada  
Licensed Teacher: New Mexico and Nevada  
Licensed Counselor: New Mexico

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**PROFESSIONAL EXPERIENCE****Community Training and Assistance Center (CTAC)**  
*Senior Associate, Evaluation and Accountability*Boston, MA  
1998 - Present

Oversight of all aspects of quantitative research—including design, data collection, primary and secondary analyses of district student achievement data, analysis of educator and parent survey responses, preparation of results for dissemination—on multi-year research projects (e.g., Denver Pay for Performance Pilot, State Takeover of Newark NJ Public Schools, Collaborative Decision-Making in Denver; Charlotte-Mecklenburg NC Teachers Incentive Fund/Leaders for Educator's Advanced Performance (TIF/LEAP); Christina DE School District Accomplishments for Children Challenges Ahead; Professional Development Audit, Schultz Center for Learning, Jacksonville FL; Decatur IL Standard Bearer Schools; 3 school districts in Santa Clara County, California and 3 districts in Los Angeles County). Coordinates qualitative research activities—including survey and interview design, development of sampling plans, and conducting analysis of responses/results and preparation for dissemination. In collaboration with other members of project team prepares management letters, interim and final reports—including writing results of quantitative and qualitative data analyses, preparing graphics as well as overseeing all final editing and production of documents. Assists with the development of research and foundation proposals.

**Private Educational Consulting**  
*Educational Research and Evaluation Consultant*Auburndale, MA  
1985–Present

Conduct program evaluations on a contract basis with individual school districts in Connecticut including state-funded Priority School District Grant and After School Grant Evaluations (East Hartford, Waterbury, Bristol, etc.) which included early childhood/kindergarten programs and parent education programs and conducted an independent study of the early literacy program "Land of the Letter People." Provide research design, methodology, data analysis, and interpretation on state and federal research projects as well as doctoral dissertations at a variety of universities. Analyze, interpret and provide reports on state testing data for school districts; analyze data for a variety of federal grants including "Invention Convention" a science program for middle school age students at Bridgewater State College.

**Educational Development Center**

Newton, MA

**Lowell's Enhanced Approach for Developing Early Readers**  
*Principal Investigator*Lowell, MA  
2008-2011

Managed the evaluation of a U. S. Department of Education *Early Reading First* program in Lowell, MA. *LEADER* was a 3-year project that employed a quasi-experimental study design to determine the impact of professional development on early childhood teachers' language and literacy instructional practices and children's learning. In the role of principal investigator, oversaw all aspects of the evaluation/research including creating course evaluation and survey instruments, management of data collection ensuring quality and reliability, developing analysis plan utilizing mixed methods and oversees longitudinal analysis to determine the effectiveness of the project. Oversaw training of data collectors on the use of early childhood language and literacy assessment and supervises members of the evaluation team. Provided project leadership with ongoing data analyses to inform and guide continual program improvement.

**Regional Educational Laboratory - Northeast and Islands**

*Senior Research Associate*

2009-2010

Assisted with Reference Desk requests both internally and externally, conducted a preliminary technical assistance secondary analysis for Northern Essex Community College, participated in cross-REL workshop at NCES MIS conference on data-driven decision making.

***Examining the Efficacy of Two Models of Preschool Professional Development in Language and Literacy***

*Senior Research Associate*

2006-2009

Conducted qualitative and quantitative research aspects including methods and instrumentation related to IES Teacher Quality Research Grant using Randomized Controlled Trials to examine the efficacy of two models of professional development over multiple years in West Virginia. Provided leadership in developing qualitative and/or quantitative research methods and instrumentation, with a particular focus on case study methodology and contributed to analyses and the refinement of the analysis plan.

***Understanding Third Grade Reading Performance on the Massachusetts Comprehensive Assessment System (MCAS): A Longitudinal Analysis, 2001-2006.***

*Senior Research Associate*

2007-2009

Conducted secondary analyses of MCAS data in order to determine the nature and extent of the decline in test scores from 2001-2006.

***Trinidad and Tobago Early Childhood Care and Education (ECCE) Study***

*Senior Research Associate*

2007-2008

Analyzed quantitative data and assisted with preparation of findings and report to the Ministry of Education and Intra-America Development Bank.

**East Hartford Public Schools**

*Coordinator, Research, Assessment & Testing*

East Hartford, CT

1989-1998

Administered mandated state testing programs (Grade 4, 6, 8, 10) including analysis and interpretation of test results and presentation to the Board of Education, administration, community, press. Compiled and analyzed demographic information and achievement data for administration, Board of Education, and state agencies including enrollment, minority, and student dropout data. Prepared student enrollment projections, housing and staff requirements.

Prepared state-mandated Strategic School Profiles (district report card) for elementary (9), middle (1), and high (1) schools and the district. Co-chaired district Housing Committee and compiled, analyzed and interpreted enrollment data for town-wide redistricting plan.

Facilitated district's five-year Strategic Plan. Prepared continuation grant proposals for various state grants and conducted grant evaluations. Liaison to the State Department of Education.

**Capitol Region Education Council**

*Project Evaluator, Coordinated Employment Opportunities Project*

Hartford, CT

1995-1998

Designed and implemented evaluation design of three-year federally funded demonstration project. Compiled and analyzed data; prepared presentations for local, state, and national dissemination. Prepared interim, year-end and final evaluation reports for submission to funding agency:

Rehabilitation Services Administration, Office of Special Education and Rehabilitative Services, U.S. Department of Education.

**NIDRR**

*Mary E. Switzer Distinguished Research Fellow*

Washington, D.C.  
1993-1994

Research fellowship sponsored by National Institute on Disability and Rehabilitation Research to conduct research into stress experienced by students with disabilities in mainstream classrooms: "School-Related Stress in Children with Disabilities."

**Institute for Human Resource Development**  
(formerly Corporation for Supported Employment)  
*Vice President for Research*

Glastonbury, CT  
1987-1989

Conducted evaluation activities to assess the efficacy of supported employment programs in Connecticut. Monitored state and federal grants from OSERS, NIDRR, as well as state grants from DMR, DMH, DOE and other agencies. Drafted proposals in response to federal and state RFPs and served on review panel for OSERS. Represented organization at state meetings and served on state committees; participated in presentations at national conferences.

**National Evaluation Systems**  
*Project Manager, Licensing & Certification*

Amherst, MA  
1985-1987

Managed Teacher Certification Testing Programs for State of Oklahoma and District of Columbia including design, implementation, and monitoring of project plans and activities. Maintained client and field contact regarding project activities and negotiations. Organized and facilitated content validation conferences with teachers and administrators from client state/district. Supervised project team members.

**HIGHER EDUCATION TEACHING**

**University of Connecticut, School of Education**  
**Adjunct Faculty, Department of Educational Psychology**  
Taught graduate course in Educational Tests and Measurement.

Storrs, CT  
1996

**PROFESSIONAL MEMBERSHIPS**

- American Educational Research Association
- American Evaluation Association
- American Psychological Association
- National Council on Measurement in Education
- National Association of Test Directors/Directors of Research and Evaluation
- Northeastern Educational Research Association
- Phi Delta Kappa

**PROFESSIONAL HONORS**

- Northeastern Educational Research Association (2010). Award of Special Recognition for Outstanding Dedication and Commitment to Education
- Northeastern Educational Research Association (2002). Leo D. Doherty Award for Outstanding Leadership and Service
- National Institute on Disability and Rehabilitation Research (1993-1994). U. S. Department of Education Mary E. Switzer Distinguished Research Fellow

- Northeastern Educational Research Association (1984). Distinguished Paper Award Recipient *“Stress in School Age Children”* (Helms, Gable & Owen)
- University of Connecticut Research Foundation (1984). Doctoral Dissertation Fellowship
- New England Educational Research Organization (1982). Annual Best Paper Awards Monograph *“A Study of Counselor Perceptions and Their Relation to Parent Perceptions of the Role and Function of the Secondary School Counselor”* (Helms & Ibrahim)
- Northeastern Educational Research Association (1981). New Scholars and Their Work Monograph *“A Factor Analytic Study of Parents’ Perception of the Role and Function of the Secondary School Counselor”* (Helms & Ibrahim)

## **PROFESSIONAL ACTIVITIES**

- Northeastern Educational Research Association: President, board member, secretary, treasurer, program co-chair, presenter, session chair and discussant, member of program committee, website editor and strategic advisory committee.
- American Educational Research Association: proposal reviewer, presenter, session chair.
- National Council on Measurement in Education proposal reviewer and presenter.
- American Evaluation Association proposal reviewer, presenter.
- Sage Publications book reviewer at publisher’s request, 2008 to present.

## **RESEARCH AND DEVELOPMENT EXPERTISE**

### **Research and Evaluation**

- Conducted educational research and evaluation projects for more than 20 years as vice president for research at a non-profit (2/87-10/89); director of research and evaluation of a small school district (11/89-5/98), as part of a project team at a non-profit organization (8/98-10/06) and as private consultant; employing both quantitative and qualitative analyses and methodologies.
- Conducted secondary analysis of K-12 state assessment data for school districts in Connecticut, California, Colorado, New Jersey, Delaware, Illinois, Florida and Massachusetts.

### **Training and Technical Assistance**

- Provided training and technical assistance to: five school districts in California on how to access, analyze and interpret California state assessment data; to the Denver Public Schools on creating necessary databases to conduct a four year pilot study of pay for performance; to Christina (DE) School District for two years regarding analysis and interpretation of their Delaware Student Performance Test (DSTP) and Measures of Academic Progress (MAP) data.
- Provided training and technical assistance to school districts on setting up assessment and accountability capabilities and using data to drive decision-making.

## **EDUCATION**

### **University of Connecticut, Storrs, CT**

Doctor of Philosophy, 1985; Educational Psychology, Measurement and Evaluation

### **University of Connecticut, Storrs, CT**

Master of Arts, 1981; Educational Psychology

### **Central Connecticut State University, New Britain, CT**

Bachelor of Science, 1978; Business Administration

## **PUBLICATIONS**

Clark-Chiarelli, N., Hirschler, J. A., & Helms, B. J. (2010). Teacher Quality Research Reading and Writing: Examining the Efficacy of Two Models of Preschool Professional Development in Language and Literacy TQ LEEP Grant Final Performance Report. Newton, MA: Education Development Center; Submitted to the U. S. Department of Education/IES.

Slotnik, W. J., Smith, M. D., & Helms, B. J. (2008). Focus on Literacy: Professional Development Audit, Boston: Community Training and Assistance Center.

Eggers-Pierola, C., Skiffington, S., & Helms, B. J. (2008). Trinidad & Tobago: Seamless Education System Project Early Childhood Care and Education Study Final Report. Newton, MA: Education Development Center; Submitted to the Government of the Republic of Trinidad and Tobago and the Inter-American Development Bank.

Clark-Chiarelli, N., Hirschler, J. A., Helms, B. J., Gropen, J., & Brady, J. (2007). Teacher Quality Research Reading and Writing: Examining the Efficacy of Two Models of Preschool Professional Development in Language and Literacy TQ LEEP Grant Performance Report Year 2. Newton, MA: Education Development Center; Submitted to the U. S. Department of Education/IES.

Brown, P. L., Helms, B. J., Slotnik, W. J., Smith, M. D., & Barbour, L. S. (2007). Guide for Standard Bearer Schools: Focusing on Causes to Improve Student Achievement. Boston: Community Training and Assistance Center.

Slotnik, W. J., Smith, M. D., Helms, B. J., & Levine, H. J. (2006). New Directions in Christina: Accomplishments for Children, Challenges Ahead. Boston: Community Training and Assistance Center.

Slotnik, W. J., Smith, M. D., Glass, R. J., & Helms, B. J. (2004). Catalyst for Change: Pay for Performance in Denver. Boston: Community Training and Assistance Center.

Gratz, D. B., Helms, B. J., & Slotnik, W. J. (2002). Informed Decision-Making: An Introduction to Student Achievement and Teacher Data Comparisons. Boston: Community Training and Assistance Center.

Slotnik, W. J., Gratz, D. B., Smith, M. D., Helms, B. J., et al. (2001). Pathways to Results: Pay for Performance in Denver. Boston: Community Training and Assistance Center.

Slotnik, W. J., Gratz, D. B., Helms, B. J., et al. (2000). Myths and Realities: The Impact of the State Takeover on Students and Schools in Newark. Boston: Community Training and Assistance Center.

Slotnik, W. J., Gratz, D. B., Helms, B. J., et al. (1999). Advise and Consent: A Study of Collaborative Decision-Making in Denver. Boston: Community Training and Assistance Center.

Coordinated Employment Opportunities (CEO) for Youth and Young Adults with Serious Emotional Disabilities or Mental Illness, Annual Report: Year 3. September, 1998. Hartford, CT. Capitol Region Education Council.

Coordinated Employment Opportunities (CEO) for Youth and Young Adults with Serious Emotional Disabilities or Mental Illness, Annual Report: Year 2. September, 1997. Hartford, CT. Capitol Region Education Council.

Coordinated Employment Opportunities (CEO) for Youth and Young Adults with Serious Emotional Disabilities or Mental Illness, Annual Report: Year 1. September, 1996. Hartford, CT. Capitol Region Education Council.

Helms, B. J. (1990). Central Connecticut Summer Program to Reduce Racial Imbalance: Remedial Component. Capitol Region Education Council.

Helms, B. J., & Moore, S. C. (1993). Perceptions of aversiveness by supported employment supervisors and job coaches. *Educational Training in Mental Retardation*, 28(3), 212-219.

Helms, B. J. & Moore, S. C. (1992, Spring) (Guest Editors) Program evaluation. P. Wehman (Ed.) *Journal of Vocational Rehabilitation*, 2(2).

Helms, B. J., Moore, S. C., & McSweyn, C. A. (1991). "Supported Employment in Connecticut: An Examination of Integration and Wage Outcomes." *Career Development for Exceptional Individuals*, 14(2), 159-166.

Helms, B. J., Moore, S. C., Powell, T. H., & Gould, B. A. (1990). "A Preliminary Study of a Statewide Effort to Develop Supported Employment Services for People with Severe and Prolonged Mental Illness." *Psychosocial Rehabilitation Journal*, 13(3), 43-57.

Caragonne, P. A. & Helms, B. J. (1989). Planning an Assistive Technology Service Delivery Program: The Connecticut Model. In Provision of Assistive Technology: Planning and Implementation. Washington DC: Rehabilitation Engineering Center, Electronics Industries Foundation.

Helms, B. J. (1989). Connecticut's Supported Employment Project. Glastonbury, CT: Institute for Human Resource Development.

Helms, B. J. & Gable, R. K. (1989). *School Situation Survey*. Consulting Psychologists Press, Inc., Palo Alto, CA.

Helms, B. J. (1988). Report to the Appropriations Committee of the Connecticut Legislature on the Corporation for Supported Employment. Glastonbury, CT: Corporation for Supported Employment.

O'Neil, J. M., Helms, B. J., Gable, R. K., David, L., & Wrightsman, L. S. (1986). Gender Role Conflict Scale (GRCS): College Men's Fear of Femininity. *Sex Roles*, 14(5/6), 335-350.

Helms, B. J., & Ibrahim, F. A. (1985). A Comparison of Counselor and Parent Perceptions of the Role and Function of the Secondary School Counselor. *School Counselor*, 32(4), 266-274.

Helms, B. J., & Baum, S. E. (1984). Technical Report on the Identification of Gifted Students Enrolled in Vocational Schools. Connecticut State Department of Education, Division of Vocational Technical Schools.

Ibrahim, F. A., Helms, B. J., Wilson, R. C., & Thompson, D. L. (1984). Secondary School Counselor Preparation: An Innovative Approach to Curriculum Development. *Dialog*, 9, 2-4.

Helms, B. J., & Ibrahim, F. A. (1983). A Factor Analytic Study of Parents' Perceptions of the Role and Function of the Secondary School Counselor. *Measurement and Evaluation in Guidance*, 16(22), 100-106. [Abstract pub. in Vol. X, 1984 of the *Inventory of Marriage & Family Literature*.]

Ibrahim, F. A., Helms, B. J., & Thompson, D. L. (1983). "Counselor Role and Function: An Appraisal by Consumers and Counselors." *The Personnel and Guidance Journal*, 61(10), 597-601.

## **PRESENTATIONS**

Clark-Chiarelli, N., Hirschler, J. A., & Helms, B. J. (2010). *Examining the Effects of a Preschool Professional Development Literacy Intervention: Implications for Universal PreK Policy*. Presentation at the 2011 American Educational Research Association Annual Meeting, New Orleans, LA.

Clark-Chiarelli, N., Hirschler, J. A., Brady, J.P., & Helms, B.J. (2010, June). *Examining the efficacy of preschool professional development in language and literacy*. Presented at the Fifth Annual IES Research Conference, National Harbor, MD.

Mandinach, E., Helms, B. J., van der Ploeg, A, Jackson, S., & Gummer, E. (2010, March). Data use—Helping LEAs and SEAs understand their data needs. Workshop presentation at the 23<sup>rd</sup> Annual NCES MIS Conference, Phoenix, AZ.

Clark-Chiarelli, N., Hirschler, J. A., Helms, B. J., Brady, J. P., & Pereyra, Y. (2009, June). *Teacher quality and preschool children's outcomes in language and literacy*. Presented at the Institute of Education Sciences Research Conference, Washington, DC.

Clark-Chiarelli, N., Hirschler, J. A., & Helms, B. J. (2009, November). *Perfecting our craft: Research on literacy-focused professional development in Universal PreK*. Presented at the National Association for the Education of Young Children Conference , Washington, DC.

Clark-Chiarelli, N., Hirschler, J.A., Helms, B. J., & Brady, J. (2009). *How do language and literacy instructional strategies map on to improvements in classroom environment and child outcomes?* Paper presented at the Institute of Education Sciences Research Conference, Washington, DC.

Hirschler, J. A., Clark-Chiarelli, N., Helms, B. J., & Brady, J.P. (2009, April). *A performance assessment model of professional development*. Presented at the 2009 American Educational Research Association Annual Conference, San Diego, CA.

Ibrahim, F. A., & Helms, B. J. (2008). *A Paradigm Shift for Evaluation Research: Incorporation of Cultural Dynamics in the Evaluation Process*. A paper presented at the annual conference of the American Evaluation Association, Denver, CO.

Clark-Chiarelli, N., Hirschler, J. A., Helms, B. J., Brady, J. P. & Jones, C. T. (2008). *West Virginia Pre-Kindergarten: Who Benefits?* Poster presented Annual Institute of Education Sciences Research Conference, Washington D.C.

Clark-Chiarelli, N., Hirschler, J. A., Helms, B. J., & Brady, J. P. (March, 2008). *Weaving the Strands: Effective Professional Development that Advances the Common Goals within Universal Pre-K*. Paper presented at the annual conference of the American Educational Research Association: New York.

Hirschler, J. A., Clark-Chiarelli, N., Brady, J. P., Helms, B. J. & Gropen, J. (October, 2007). *The Use of Mentoring to Bridge Research and Practice in the Efficacy of a Preschool Professional Development Program*. Paper presented at the annual conference of the Northeastern Educational Research Association, Rocky Hill, CT.

Clark-Chiarelli, N., Brady, J. P., Hirschler, J. A., Helms, B. J., & Pereyra, Y. (June, 2007). *Enriched Environment in Preschool: Necessary, But Not Sufficient*. Poster presented at the Biannual Conference of the Society for Research in Child Development, Boston.

Clark-Chiarelli, N., Brady, J. P. Hirschler, J. A., Helms, B. J., Gropen, J., & Pereyra, Y. (June, 2007). *Teacher Quality in Preschool Language and Literacy: The Marriage of Professional Development*

*and Instructional Coaching*. Poster presented at the Annual IES Research Conference, Washington, D.C.

Helms, B. J. (2005, October). Symposium on Special Education and Rehabilitation Research, a symposium presented at the annual meeting of the Northeastern Educational Research Association, Kerhonkson, NY.

Helms, B. J. (2005, October). *Establishing and Sustaining Research Networks Over Time and Across Distances*, invited pre-session panel at annual meeting of the Northeastern Educational Research Association, Kerhonkson, NY.

Helms, B. J. (2004, October). *Mentoring 101: Mentoring in the Public Schools*, invited paper presented in the annual meeting of the Northeastern Educational Research Association, Kerhonkson, NY.

Helms, B. J. (2004, October). *Symposium on Special Education and Rehabilitation Research*, a symposium presented at the annual meeting of the Northeastern Educational Research Association, Kerhonkson, NY.

Helms, B. J. (2003, October). *Symposium on Special Education and Rehabilitation Research*, a symposium presented at the annual meeting of the Northeastern Educational Research Association, Kerhonkson, NY.

Helms, B. J. (2001, October). *Symposium on Special Education and Rehabilitation Research*, a symposium presented at the annual meeting of the Northeastern Educational Research Association, Ellenville, NY.

Helms, B. J. (1999, October). *Symposium on Special Education and Rehabilitation Research*, a symposium presented at the annual meeting of the Northeastern Educational Research Association, Ellenville, NY.

Espinola, D. L., & Helms, B. J. (1998). *Final Outcomes of Model Demonstration Project*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Ellenville, NY.

Espinola, D. L., & Helms, B. J. (1998). *Coordinated Employment Opportunities*. Paper presented at Keys to the Future: Special Project Directors Meeting, Rehabilitation Services Administration and Current Special Projects, Arlington, VA.

Mooney, F. R., Helms, B. J., & Rindone, D. A. (1998). *Experimental Trial of Connecticut's PC Based Test Performance Enhancement Software*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Ellenville, NY.

Espinola, D. L., Helms, B. J., Gomez, M., & Davis, J. (1997, November). *Transition from School to Work: Coordinated Employment Opportunities – A Model Demonstration Project*. Paper presented at the annual meeting of the New England Chapter of the International Association of Psychosocial Rehabilitation Services, Newport, RI.

Helms, B. J., & Espinola, D. L. (1997, October). *Coordinated Employment Opportunities for Youth and Young Adults with Serious Emotional Disturbance or Serious Mental Illness: A Combined Qualitative and Quantitative Evaluation Study*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Ellenville, NY.

Espinola, D. L., & Helms, B. J. (1997, June). *Coordinated Employment Opportunities for Youth and Young Adults with Serious Emotional Disturbance or Mental Illness*. Paper presented at the annual conference of the International Association of Psychosocial Rehabilitation Services, Vancouver, BC.

Helms, B. J., & Espinola, D. L. (1996, October). *Coordinated Employment Opportunities for Youth and Young Adults with Serious Emotional Disturbance or Mental Illness: Year One Control Group Evaluation*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Ellenville, NY.

Helms, B. J. (1996, April). *School-related stress: Children with and without disabilities*. Paper presented at the annual conference of the American Educational Research Association, New York.

Helms, B. J. (1995, May). *School-related stress and children with disabilities*. Paper presented at the annual conference of the New England Educational Research Organization, Portsmouth, NH.

Helms, B. J. (1994, October). Stress management techniques for school-age students. In *Symposium on Special Education and Rehabilitation Research*, a symposium presented at the annual meeting of the Northeastern Educational Research Association, Ellenville, NY.

Helms, B. J. (1991, October). *Strategic planning*. Presentation at the annual conference of the Northeastern Educational Research Association, Ellenville, NY.

Helms, B. J., & Gable, R. K. (1990, April). *Assessing and dealing with school-related stress in Grades 3-12*. Paper presented at the annual meeting of the American Educational Research Association, Boston.

Helms, B. J., Moore, S. C., & Harvey, P. A. (1989, December). *Perceptions of aversiveness by supported employment supervisors*. Presentation at the annual conference of The Association for Persons with Severe Handicaps, San Francisco.

Helms, B. J., Blechner, B., McGaughey, J., & Oberg, M. (1989, November). *Legal Issues for Persons with Disabilities*. Panel presented at the Fourth Annual Connecticut Conference on Supported Employment, Cromwell, CT.

Helms, B. J. (1989, October). Validity issues when collecting data on supported employment programs. In *Research In Special Education: Focus on Evaluation of Transitional Programs*; a symposium presented at the annual meeting of the Northeastern Educational Research Association, Ellenville, NY.

Helms, B. J., Moore, S. C., Gould, B. A., & Costa, H. T. (1989, August). *A statewide approach to developing integrated employment opportunities for persons with chronic mental illness*. A presentation at the 1989 National Mental Health Consumers Conference, Columbia, SC.

Helms, B. J. & Caragonne, P. A. (1989, March). *Planning an assistive technology service delivery program: The Connecticut Model*. Presentation at Implementing Technology Utilization Workshop, Washington DC.

Helms, B. J. (1988, December). *Barriers to the development of supported employment programs for persons experiencing severe mental retardation: A pilot study*. Presentation at the annual conference of The Association for Persons with Severe Handicaps, Washington DC.

Helms, B. J. (1988, November). *Research in special education: Methods for evaluating supported employment programs*. A symposium presented at the annual meeting of the Northeastern Educational Research Association, Ellenville, NY.

Helms, B. J. (1988, April). *The relationship of levels of integration and wages among Connecticut's supported employment models: A preliminary investigation*. A paper presented at the Young Adult Institute, NY.

Helms, B. J., & Goodman, L. J. (1987, November). *The bottom-line: Are supported employment programs working?* Presentation at the 2<sup>nd</sup> Annual Connecticut Conference on Supported Employment, Cromwell, CT.

Helms, B. J., Gable, R. K., & Owen, S. V. (1986, April). *Causes and consequences of stress in children*. A paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Helms, B. J., Gable, R. K., & Owen, S. V. (1985, October). *The relationship of child stress to demographic, personality, family, and school variables*. A paper presented at the annual meeting of the Northeastern Educational Research Association, Kerhonkson, NY.

Helms, B. J., Gable, R. K. & Owen, S. V. (1985, April). *Stress in school-age children*. A paper presented at the Distinguished Paper Session of the annual meeting of the American Educational Research Association, Chicago.

(1984, October). *Stress in school age children*. In R. Schwab (Chair), *New directions for research on stress and burnout in educational settings*. Symposium conducted at the annual meeting of the Northeastern Educational Research Association, Ellenville, NY. [Recipient of the Distinguished Paper Award.]

Helms, B. J., & Gable, R. K. (1985, April). *Development and validation of an instrument to measure school-related sources and manifestations of stress in children: The School Situation Survey*. A paper presented at the annual meeting of the National Council on Measurement in Education, Chicago.

Helms, B. J., Gable, R. K. & Owen, S. V. (1985, April). *Sex differences in sources and manifestations of school-related child stress*. A paper presented at the annual meeting of the New England Educational Research Organization, Rockport, ME.

O'Neil, J. M., Helms, B. J., Gable, R. K., Stillson, R., Laurence, D., & Wrightsman, L. (1984, August). *Data on college men's gender role conflict and strain*. A paper presented at the annual meeting of the American Psychological Association, Toronto.

Helms, B. J., & Ibrahim, F. A. (1982, April). *A study of counselor perceptions and their relation to parent perceptions of the role and function of the secondary school counselor*. A paper presented at the annual meeting of the New England Educational Research Organization, Lenox, MA. [Selected for inclusion in Annual Best Paper Awards Monograph.]

Helms, B. J., & Ibrahim, F. A. (1981, October). *A factor analytic study of parents' perception of the role and function of the secondary school counselor*. A paper presented at the annual meeting of the Northeastern Educational Research Association, Ellenville, NY. [Selected for including in *New Scholars and Their Work*."]

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## PROFESSIONAL EXPERIENCE

### Community Training and Assistance Center

*Senior Associate, National School Reform* *April 2012 - Present*  
Co-leads CTAC's Student Learning Objective Support Center; lead facilitator providing technical assistance and training to New York State Education Department on implementing Student Learning Objectives; provides technical assistance on improving student learning in low-performing schools by leading teachers and administrators to improve instructional practices and implement data-informed decision-making

### Charlotte Mecklenburg School System

*Senior Assessment Program Analyst* *January 2008 - December 2011*  
TIF/LEAP grant and Accountability Department – Teacher and principal training on student learning objectives (SLOs), data analysis, and teacher designed assessment; research, data preparation, planning for Teacher's Incentive Fund grant; providing ongoing support for administrators and faculty members; liaison for web application developments for roster verification and SLO interface application

### Pfeiffer University

*Dean, School of Social and Behavioral Sciences* *(2006-2008)*  
*Head of the School of Social and Behavioral Sciences* *(1999 -2003); (2004-2006)*  
*Professor of Psychology, Program Chair, Psychology and Human Services* *(1999-2008)*  
*Associate Professor of Psychology, Program Chair, Psychology* *(1994-1999)*  
Coordination of 6 programs in the School, supervision of personnel, budget management, faculty evaluation, scheduling classes and personnel; teaching both inside and outside the departments

### Clemson University

*Assistant Professor of Psychology* *August 1990 to August 1994*

### University of Illinois at Chicago

*Instructor, 1989; Interim Project Director, 1989-1990; Research Assistant* *1986-1990*

### Roosevelt University

*Visiting Instructor* *1987-1989*

### University of Virginia

*Laboratory Instructor, 1985-1986; Research Assistant* *1983-1986*

## TEACHING EXPERIENCE

Business: BUAD 430, Organizational Behavior  
MBA 602, Organizational Behavior

Criminal Justice: CRIM 554, 555, Internship in Criminal Justice

Human Services: HSRV 301, Program Evaluation  
HSRV 410, Field Placement in Human Services

Psychology: PSYC 221, General Psychology  
PSYC 222, Statistics for Psychology  
PSYC 321, Experimental Psychology (Research Methods)  
PSYC 323, Psychology of Adjustment  
PSYC 420, Group Processes  
PSYC 430, Child and Adolescent Psychology  
PSYC 422, Adult Development and Aging  
PSYC 424, Behavior Problems (Abnormal Psychology)  
PSYC 427, Internship in Psychology  
PSYC 436, Organizational Psychology  
PSYC 498, Psychology of Women,  
PSYC 498, Psychology and the Law  
PSYC 521, Personality Psychology  
PSYC 522, Social Psychology  
PSYC 525, History and Systems of Psychology  
PSYC 625, Research Methods and Program Evaluation (graduate)  
PSYC 300, Introductory Statistics (graduate)

General studies: UNIV 204, Seminar in Social Sciences (freshman seminar)  
UNIV 212, Community Mentoring

### Independent Research Projects with Students

- |    |   |           |
|----|---|-----------|
| 1. | 8 honors projects completed                   | 1994-2007 |
| 2. | more than 50 projects with students completed | 1990-2008 |
| 3. | 5 Honors thesis committees                    | 1992-1994 |

### Master's thesis committees, Psychology Department

1. Nine in Psychology Department at Clemson
2. Four external member positions at Clemson (3 in architecture, 1 in Nursing)

## EDUCATION

University of Illinois at Chicago, Ph.D., Social/Academic Psychology	August 1990
University of Virginia, M.A., Social Psychology	May 1986
Virginia Commonwealth University, B.S., Psychology, Summa Cum Laude	May 1983

## PUBLICATIONS

- DePaulo, B.M., Ansfield, M.E., Kirkendol, S.E., & Boden, J.M. (in press). Serious lies. *Basic and Applied Social Psychology*.
- DePaulo, B.M., Kashy, D.A., Kirkendol, S.E., Wyer, M.M., & Epstein, J.A. (1996). Lying in everyday life. *Journal of Personality and Social Psychology*, 70, 979-995.
- DePaulo, B.M., & Kirkendol, S.E. (1989). The motivational impairment effect in the communication of deception. In J. Yuille (Ed.), *Credibility assessment* (pp. 51-70). Belgium: Kluwer Academic Publishers.

- DePaulo, B.M., Kirkendol, S.E., Tang, J., & O'Brien, T. (1988). The motivational impairment effect in the communication of deception: Replications and extensions. *Journal of Nonverbal Behavior*, 12, 177-202.
- Gruder, C.L., Mermelstein, R., Kirkendol, S., Hedeker, D., Wong, S.C., Schreckengost, J., Warnecke, R., Burzette, R., and Miller, T.Q. (1993). Effects of social support and relapse prevention training on the long-term effectiveness of a televised smoking cessation intervention. *Journal of Consulting and Clinical Psychology*, 61, 113-120.
- Kirkendol, S.E. (1996). *Study guide to accompany Social Psychology by Charles G. Lord*. Fort Worth: Harcourt Brace.

## CONFERENCE PRESENTATIONS

- Gruder, C.L., Mermelstein, R., Kirkendol, S., Burzette, R., Zelli, A., & Warnecke, R.B. (1991, March). *A self-help smoking cessation program supplemented with telephone counseling*. Paper presented at the annual meeting of the Society of Behavioral Medicine, Washington, DC.
- Gruder, C.L., Mermelstein, R.J., Kirkendol, S., Koepke, D., Hua, S., & Warnecke, R.B. (1990, May). *Social support and relapse prevention enhance a televised, self-help smoking cessation program*. Paper presented at the World Conference on Lung Health, Boston, MA.
- Gruder, C.L., Mermelstein, R., Kirkendol, S., Koepke, D., & Warnecke, R.B. (1989, April). *Enhancing the effectiveness of a TV-smoking cessation program with social support and relapse prevention training*. Paper presented at the meeting of the Society of Behavioral Medicine, San Francisco.
- Kirkendol, S.E. (1992, March). *Modifying compliance with health communications*. Paper presented at The Meeting of the Southeastern Psychological Association, Knoxville, TN.
- Kirkendol, S.E. (1993, March). *Behavior change following date rape prevention programs*. Paper presented at the annual meeting of the Southeastern Psychological Association, Atlanta, GA.
- Kirkendol, S.E. (1988, April). *Predicting compliance in a media-based smoking cessation program*. Paper presented at the meeting of the Midwestern Psychological Association, Chicago, IL.
- Kirkendol, S.E., & DePaulo, B.M. (1986, August). *Serious lies: First-person accounts*. Paper presented at the meeting of American Psychological Association, Washington, DC.
- Kirkendol, S.E., Gruder, C.L., & Mermelstein, R.J. (1991, March). *Compliance-enhancement in a group-based smoking cessation program*. Paper presented at annual meeting of the Society of Behavioral Medicine, Washington, DC.
- Mermelstein, R., Gruder, C.L., Kirkendol, S., Koepke, D., & Warnecke, R.B. (1989, April). *Predictors of attrition and participation in a group and TV-based smoking cessation program*. Paper presented at the meeting of the Society of Behavioral Medicine, San Francisco, CA.
- Mermelstein, R., Gruder, C.L., Kirkendol, S., Koepke, D., & Warnecke, R.B. (1989, October). *Predicting and Influencing recycling in smoking cessation interventions*. Paper presented at the meeting of the American Public Health Association, Chicago, IL.
- Smith, J.P., & Kirkendol, S.E. (April, 1993). *A comparison of types of military families and their use of family services on the eve of base closure: The case of Myrtle Beach Air Force Base in South Carolina*. Paper presented at the annual meeting of the Southern Sociological Society, Chattanooga.

## PROFESSIONAL SERVICE ACTIVITIES

### Charlotte Mecklenburg Schools

- Core team, Data Wise training group 2008-2010
- Tregoe training, 2010
- School Quality Reviewer, 2009-2011
- Liaison to programmers in development of web application for roster verification, 2011

Liaison to IT consultant in development of web interface for student learning objective processing, 2011-2012

#### Pfeiffer University

Admissions Committee 1995-1996; 1996-1997; 1997-1998; 1998-1999  
Appeals Court adviser for the Judicial Review Board, 1995-1996  
Chair, Committee to evaluate Pfeiffer Graduate Admission Exam, 2003  
Chair, Committee on Principles and Philosophy of Accreditation/Institutional Purpose/Institutional Effectiveness for SACS accreditation report, 2000-2002  
Co-advisor, Psychology Club/Psi Chi Honor Society, 1994-2007  
Faculty Senate 1996-1997; 1997-1998; 1998-1999; 2003-2004  
Honor Board, faculty representative, 2004-2007  
Institutional Review Board, Chair, 1999-2007 (Human subjects review committee)  
Leadership program development committee, 2005-2006  
Phi Delta Sigma (Honor Society), 1994-2007, Vice President, 1998-1999; 1999-2000; President, 2000-2001  
Program Effectiveness Team, 1996-1997  
Research Workshop for Charlotte campus, 2002-2004, annually  
Technology Task Force, Team on Faculty and Staff Development, 1996-1997  
Technology and Learning Team, 1997-1998, 1998-1999  
Web Advisory Board, 1998-1999

#### Clemson University

Honors advisor, 1992-1994.  
Psi Chi adviser, 1992-1994.  
Faculty Search Committee, 1990-1991; 1992-1993; 1993-1994  
Subcommittee on Evaluation 1992-1993  
Curriculum Committee and Advisory Committee, 1991-1992

#### Professional activities

Instructor, QUEST summer camp, 1997, 1998  
RealEducation workshop, January 1999  
Member of Program Committee - Southeastern Psychological Association, 1992, 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2003, 2005  
Chair of paper session, Southeastern Psychological Association, 1995 and 1996  
MYSTAT manuscript reviewer, 1992

#### Community Service (faculty-student collaborations for service learning projects)

Analysis of Alumni questionnaires, Pfeiffer University, 2007  
Analysis of Community Satisfaction Survey, Albemarle Police Department, 2005, 2007  
Analysis of Student Satisfaction with Advising, Pfeiffer University, 2007  
Creation of Parent Participation Questionnaire, Trinity Episcopal School, Charlotte, 2007  
Facilitator, Arbitrary Profiling Study Circle, Charlotte Mecklenburg Police Department, 2005  
Table facilitator, United Agenda for Children town hall meeting, Charlotte, 2004  
Program evaluation of wellness program, Aldersgate Retirement Community, Charlotte, 2005  
Program evaluations for several Retirement Communities, Social Services agencies, Community Nutrition, Group Home agencies, and Youth Activity programs in Stanly and Rowan Counties, 2005-2008

## **ADDITIONAL EMPLOYMENT HISTORY**

Westbrook Hospital, Richmond VA

Medical Secretary, December 1981 - May 1983

Johnston-Willis Hospital, Richmond VA

Operating Room Secretary, September 1981 - December 1981

The Orthopaedic Hospital of Charlotte (now Presbyterian Orthopaedic Hospital)

Ward Secretary Supervisor, April 1980 - August 1981 and May 1978 - December 1979

Quality Care, Inc., Charlotte NC

Home Care Coordinator, December 1979 - April 1980

Charlotte Memorial Hospital and Medical Center (now Carolinas Medical Center)

Data Processing Technician, October 1976 - May 1978

Presbyterian Hospital, Charlotte NC

Phlebotomist and secretary to the clinical laboratory, October 1975 - October 1976

Gowen Oldsmobile, Inc., Charlotte NC (no longer in business)

Sales Department Secretary/Receptionist, May 1973 - May 1975

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## PROFESSIONAL PROFILE

Extensive senior leadership experience in national and statewide nonprofit education policy and research organizations and a major urban school district, combined with an award-winning journalism background. Strong strategic planning and decision-making skills. Proven ability to identify critical issues, develop effective collaborations and programs, broker expertise and ideas, and convene key players to analyze complex problems and formulate creative solutions. Particular expertise in translating complex issues into plain language to facilitate public, practitioner, and policy dialogue and action.

## PROFESSIONAL EXPERIENCE

### **Community Training and Assistance Center (CTAC)**

*Senior Associate, National School Reform*

Boston, MA  
November 2010 - Present

Senior role responsible for coordinating and providing intensive, on-site technical assistance and evaluation services to leaders and staff in school districts and state departments of education on systemic reform initiatives. Projects focus on school districts serving diverse, at-risk populations. Current work includes coordinating CTAC teams to bring multiple kinds of expertise to bear in providing technical assistance to and evaluation of federally funded initiatives that link teacher compensation and student learning.

### **Consultant, Education Strategy/Policy/Communications**

Working with nonprofit clients on multiple projects.

2009-2010

### **San Diego Unified School District**

*Chief of Staff (interim)*

San Diego, CA  
2008-2009

Cabinet role responsible for leading special initiatives for dropout prevention and intervention in this district of 130,000 students. Entailed coordinating cross-program central and site teams for data-driven action to reform programs and intervene with students at risk so that all students would successfully graduate. Required developing and brokering partnerships, internally and externally, and creating strategies to promote common understanding of the problem and concerted, evidence-based action (see [www.sandi.net/dropout](http://www.sandi.net/dropout)). Launched and institutionalized a speaker series for district and community leaders, bringing in speakers to create dialogue on dropout prevention as everyone's problem.

### **San Diego Unified School District**

*Ethics Officer*

San Diego, CA  
2006-2008

Cabinet role responsible for creating and implementing the district's first ever ethics program to raise ethical awareness among the district's 16,000 employees and promote a values-driven culture. With an emphasis on prevention and employee support, developed a research-based strategy that combined an ethical leadership training program required for 750 managers with a broad-based communications approach, its hub being a content-rich website full of user-friendly information, tools, and resources. Recruited and trained a high-level cadre of ethics facilitators/trainers (all district leaders/managers). The successful pilot has been used as a prototype by other large education systems.

**EdSource**  
*Director, Strategic Communication Initiatives*

Mountain View, CA  
2005-2006

Directed agency communication initiatives as the agency redefined itself, transitioning from a statewide policy information provider to a research, data, and information center with projects carrying national significance. Planned and implemented policy and media outreach strategies, including development of critical partnerships, to enhance the mission of promoting informed, thoughtful policy decisions. Oversaw specific communication functions; collaboratively developed and oversaw special projects.

**WestEd**  
*Senior Policy Associate*

San Francisco, CA  
1998-2005

Senior leadership role in policy center at one of the nation's largest nonprofit education research/consulting firms, with scope of work planned to strategically influence federal, state, and local policy. Included consultation, analyses, studies, and communications as well as convening of key education stakeholders. Particular focus on urban systems and leadership. Some highlights:

- Regularly co-led implementation of successful projects such as a study for a Los Angeles civic and business leadership alliance to develop strategies for transforming the governance and structure of the Los Angeles school system; an analysis of a career-technical delivery mechanism in Arizona; an analysis of the education system in Nevada, including recommendations for improving achievement and graduation rates; a collaboration to improve achievement among students in U.S.-Mexico border communities.
- Routinely co-convened high-profile policy seminars in several states for governors' aides, legislators, and other policymakers on urgent education policy issues to promote and support sound decision making on such issues as school finance reform, the achievement gap, and the school leadership pipeline.
- Effectively represented WestEd in five-agency, four-year evaluation of California's multi-billion dollar class size reduction initiative. The other collaborators were RAND, the American Institutes for Research, Policy Analysis for California Education, and EdSource.
- Directed policy publications, the agency's highest visibility products, and served as key spokesperson on urgent issues. Successfully managed development of print and electronic products that regularly exceed standards for clarity and usefulness, e.g., policy briefs used on the floor of Congress, in state legislative hearings, by task forces and professional associations.

**WestEd**  
*California Liaison*

San Francisco, CA  
1996-1998

Served as lead agency point person with California issues and players.

- Developed effective strategy to connect with and influence key state players.
- Convened networks of superintendents and deputy superintendents of California's largest urban school districts; issued joint big-urban position papers that influenced major federal and state legislation, e.g., revamping of federal Title 1 legislation.
- Key source on California class size reduction for national and international print and broadcast media. Led the state on informing practitioners, parents, and the public on

research and practice on CSR (largest state education initiative in history) through publications, electronic updates, speaking and presenting.

**WestEd**  
*Associate Director, Communication*

San Francisco, CA  
1989-1996

- Effectively planned and managed key aspects of diverse communications function, including agency publications operation, public outreach, media relations, and managing consultants.
- Served as special assistant and speechwriter for executive director; managed annual needs assessment meetings with key stakeholders in multiple states.

## **JOURNALISM EXPERIENCE**

Staff writer, Pacific Sun. Contributor to: Health; McCalls; Savvy; San Francisco Examiner; San Francisco Chronicle; San Francisco Magazine; others. Focused on analysis of issues in the health, education, legal, social service systems.

### **Awards:**

- *National Federation of Press Women*, Best Magazine Writing;
- *San Francisco Press Club*, Best News-Feature;
- Lincoln Steffens Trophy (*Sonoma County Press Club*; Sonoma State University), Best Investigative Reporting;
- *California Newspaper Publishers' Association*, Best News-Feature;
- Hospital Council of Northern California, Health Care Economics;
- *California Press Women*, Best Magazine Writing.

## **AFFILIATIONS**

Current:

- Education Advisory Council, Institute for Global Ethics
- Public and Private, Scientific, Academic, and Consumer Food Policy Committee (PAPSAC), Belfer Center, Harvard University

Past:

- California Campaign for the Civic Mission of Schools, Education Committee
- Policy Board, California PreK-18 Alliance
- American Educational Researchers Association
- Education Writers' Association

## **EDUCATION**

- **Harvard University, John F. Kennedy School of Government**  
*Master of Public Administration* (2003), Lucius N. Littauer Fellow (leadership/academic award)
- **Harvard Business School, Executive Education Seminars**, Jan. 2003 and Jan. 2004
- **D'Youville College**, *Bachelor of Art, History, Cum Laude*

## SELECTED PUBLICATIONS

McRobbie, J. (2010, November), Contagious Effects of a District Ethics Code. *The School Administrator*.

Plank, D.N., McRobbie, J., Klasik, D., Mullen, S., and Williams, I. (2008, April). *State-Level Strategies and Policies for Closing the Achievement Gap* (Policy Brief). Berkeley, CA: Policy Analysis for California Education, UC Berkeley. (In "Connecting the Dots and Closing the Gap," papers presented by UC for the state superintendent's P-16 Council.)

McRobbie, J. and Makkonin, R. (2005) *Student Achievement and Graduation Rates in Nevada: Urgent Need for Faster Reform*. San Francisco, CA: WestEd.

McRobbie, J. (2004, March). *School and College Partnerships: The Missing Link*. (Policy Brief). San Francisco, CA: WestEd.

McRobbie, J. and Villegas, M. (2004, January). *La Frontera: Challenges and Opportunities For Improving Education Along The U.S.-Mexico Border*. San Francisco, CA: WestEd.

Koehler, P., Jovicich, C., McRobbie, J., et al (2003) *Creating Excellence For All Students: Transforming Education in Los Angeles* (Report to the Los Angeles Alliance for Student Achievement) San Francisco, CA: WestEd.

Stecher, B.M., Bohrnstedt, G.W., Kirst, M., McRobbie, J., Williams, T. (2002) *Class Size Reduction in California: Findings from 1999-2000 and 2000-2001*. Sacramento, CA: California Department of Education.

McRobbie, J.L. (2001, October) *Are Small Schools Better: School Size Considerations for Safety and Learning* (Policy Brief) San Francisco: WestEd.

Stecher, B., with Bohrnstedt, G., Kirst, M., McRobbie, J., and Williams, T., (2001, May) *Class-Size Reduction in California: A Story of Hope, Promise, and Unintended Consequences*. *Phi Delta Kappan*.

McRobbie, J.L. (2001, May/June) *Seamless Schooling Leadership* (Journal of the Association of California School Administrators).

McRobbie, J.L., (2000) *Career Long Teacher Development: Policies That Make Sense* (Knowledge Brief) San Francisco: WestEd.

McRobbie, J. L. (1998). *Can State Intervention Spur Academic Turnaround?* San Francisco, CA: WestEd.

McRobbie, J. L., Finn, J. J., & Harman, P. (1998, June). *Class Size Reduction: Lessons Learned from Experience* (Policy Brief 23). San Francisco: WestEd.

**Albert “Duffy” Miller**

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Co-Founder, Teaching Learning Solutions  
President of Miller Educational Consulting Services, Inc.

**Education:** Masters in Education Administration  
Doctoral (EdD) in Educational Leadership

**Experience in Education:**

- 12 years experience as classroom teacher
- 16 years experience as a high school principal
- Adjunct professor at the University of Vermont and Lyndon State College
- 12 years consulting experience with districts nationally

**Professional Experience related to Teacher Evaluation and the use of Teacher Assessment Criteria (e.g. Framework for Teaching, NYSUT rubrics and similar tools)**

- National Trainer for Educational Testing Service Pathwise Programs using the *Framework for Teaching*
  - Introduction to the *Framework for Teaching (FFT)*
  - Building Understanding of the *Framework for Teaching*
  - *Framework for Teaching* Observation Program (FOP)
  - *Framework for Teaching* Evaluation Program (FEP)
  - Coaching Using the *Framework for Teaching*
  - *Framework for Teaching* Induction Program
  - Classroom Applications using the *Framework for Teaching*
- Charter member of the Danielson Group of Consultants; a group of professionals supporting Charlotte Danielson’s work, author of the *Framework for Teaching*
- One of two expert trainers of classroom observers for the Understanding Teacher Quality research project, supported by the Gates Foundation and Educational Testing Service
- One of two academic partners and contractor with the American Federation of Teachers (AFT) i3 Innovation fund grant to develop and implement teacher assessment criteria, multiple measures, and teacher observation / evaluation models and protocols for districts in New York (NYSUT) and Rhode Island.

**Professional Experience working with School Districts Using teacher evaluation criteria and evidence-based evaluation models**

- President of Miller Educational Consulting Services, Inc. and co-founder of Teaching and Learning Solutions, Inc.
  - Both companies coordinate, supervise, and facilitate training in the development, use and application of the *FFT* criteria and similar assessment tools in schools throughout the country including
    - Los Angeles Unified School District, CA (NYSED) one of two project coordinators and lead contractors
    - Prince George’s County Public Schools, MD
    - St. Mary’s County Public Schools, MD
    - Calvert County Public Schools, MD
    - Philadelphia School District, PA
    - Santa Monica / Malibu Unified School District, CA
    - Atlanta Public Schools, GA [through Understanding Teacher Quality study funded by the Gates Foundation]
    - New York State Development of Teaching Standards in consultation with the NY State AFT
    - The College Ready Promise (TCRP) – supporting the work to develop and implement a standards based observation / evaluation model for five national charter organizations in CA. (Alliance, Aspire, PUC, ICEP and Green Dot)

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## PROFESSIONAL EXPERIENCE

### Community Training and Assistance Center (CTAC)

January 2012 - Present

*Senior Associate, National School Reform*

- Co-leads CTAC's Student Learning Objective Support Center
- Lead facilitator providing technical assistance and training to New York State Education Department on implementing Student Learning Objectives
- Provides technical assistance on improving student learning in low-performing schools by leading teachers and administrators to improve instructional practices and implement data-informed decision-making

### Charlotte-Mecklenburg Schools (CMS)

2000 - 2012

*Student Learning Objective (SLO) Specialist*

*July 2008 – January 2012*

#### Major Responsibilities

- Lead and integrate the district's work to continuously improve SLO design, quality, and process
- Support school-based staff and district leaders in their implementation and monitoring of SLOs
- Foresee, evaluate, and address implementation issues at the school, zone, and district levels

#### Accomplishments

- Spearheaded ongoing design and process enhancements for the CMS SLO model
  - Facilitated working group meetings of school, zone, and district personnel
  - Evolved the design of the CMS SLO model based on stakeholder feedback
  - Co-developed web-based platforms for SLO communications, creation, and approvals
- Trained district staff in the process of crafting and implementing SLOs in all curricular areas for students in pre-kindergarten through grade 12
  - Developed training materials for teachers, administrators, and district leaders
  - Trained over 1,200 teachers and 70 school administrators in 20 high-needs schools
  - Conducted training and overviews for over 100 district leaders in academic services
  - Received external evaluation finding significant achievement increases in SLO schools
- Provided ongoing support of SLOs to teachers, administrators, and district officials
  - Crafted need-based professional development offerings for schools
  - Co-authored the nation's first *Implementation Guide for Student Learning Objectives*
  - Created an analytic SLO rubric to guide support of and feedback from district experts
  - Consulted teachers and administrators on-site through each phase of the SLO process
  - Informed and updated district executives on SLO progress, needs, and implications
- Connected SLO work to other school reform initiatives at the national, state, and district levels
  - Contributed to national articles highlighting work with non-tested teachers
  - Aligned North Carolina's Teacher and School Executive Evaluation Processes to SLOs

- Informed state and district teams' work on alternative measures to standardized tests
- Conducted School Quality Reviews (SQRs) in a broad spectrum of school contexts
- Served on Managing for Performance teams to train and support schools' use of data

#### *Previous District Positions and Highlights*

- Site Administrator *Title I Summer School* 2008  
Developed curricula, supervised teachers, and grew students half a year in two months' time
- Science and Technology Facilitator *Winterfield Elementary* 2006-2008  
Engaged community, trained teachers, and grew student learning far beyond expected growth
- Classroom Teacher *Idlewild and Winterfield Elementary* 2000-2006  
Advanced student learning of diverse populations (gifted, EC, ESL, et al); served as team lead

#### **STATE-LEVEL LEADERSHIP POSITIONS**

- Vice President and Board Member, Classroom Teachers Association of North Carolina
- District 6 Director, North Carolina Science Teachers Association
- Trainer and Writer, North Carolina Teacher Academy
- State Assessment Item Reviewer and Writer, North Carolina State University

#### **QUALIFICATIONS AND HONORS**

- Presented CMS' SLO model to state and national leaders of the American Federation of Teachers
- Presidential Award for Excellence in Math and Science Teaching State Finalist
- National Board Certified Teacher, Middle Childhood Generalist
- NC Evaluator for the NC Teacher Evaluation Process and Mentor
- NC Curriculum Instruction Specialist, School Administrator, and Teacher
- Cambridge Education/CMS School Quality Reviewer
- State and district presenter on such topics as SLOs, quality instruction, and assessment
- District curriculum writer, professional developer, and three-time award-winning teacher
- Fluent in Spanish

#### **EDUCATION**

- Master of Arts in Education *Curriculum and Supervision* 2006  
University of North Carolina at Charlotte (Charlotte, NC)
- Bachelor of Arts in Education *Elementary Education* 2000  
University of North Florida (Jacksonville, FL)
- Associate of Arts 1998  
University of Florida (Gainesville, FL)

#### **PROFESSIONAL ASSOCIATIONS**

- Association for Supervision and Curriculum Development (ASCD)
- Phi Delta Kappa (PDK)
- National Science Teachers Association (NSTA)
- North Carolina Science Teachers Association (NCSTA)

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## PROFESSIONAL EXPERIENCE

### **Community Training and Assistance Center (CTAC)**

*Program Specialist, National School Reform*

**June 2012 - Present**

Boston, MA

- Provides technical assistance and training for teacher and principal evaluations using Student Learning Objectives
- Provides technical assistance to districts to implement CTAC's Standard Bearer Schools process, a data-informed model for school turnaround which has demonstrated success in districts across the country

### **Baltimore City Public Schools**

*Teaching, Coaching and Mentoring*

**2005 – 2012**

Baltimore, MD

National Academy Foundation High School, English I & English Technology with current MD certification (2010 – 2012)

- Selected by Professional Peer Review Committee as Model Teacher in first cohort
- Developed original curriculum integrating English I and Technology using eReaders to address needs of incoming class
- Student progress: On average, students gained 1.5 grade levels in reading, closing gap to grade level
- Supervising Teacher for two Johns Hopkins University Intern Teachers

Pimlico Elementary/Middle School; Grades 6, 8 English

2007 – 2010

- Coached MD Girls State Chess Champions (2008 – 2010) MD Middle School State Champions (2009)
- Student progress: 4.8 % advanced to 25% advanced; 30.2 % to 38.2 % proficient (MSA Reading)
- Led a Teach for America Content Learning Team, providing professional development to 12 new teachers

Morrell Park Elementary/Middle School; Grades 5, 6

2005 – 2007

- Mentored two first-year teachers through a University of Maryland program

### *Policy and Project Management*

- MD Council on Educator Effectiveness (2010 – 2012, appointed by Gov. O'Malley)
- Joint Oversight Committee, a union-management group directing the work of 8 full-time staff in implementing the new contract (includes peer review and alternate compensation) (2010 – 2012)
- Project Manager, Union Learning Representative program, district-wide, includes developing and conducting training on teachers' use of data and facilitating professional conversations. (2012)
- Baltimore Teachers' Union Learning Representative (2008 – 2010)
- On stakeholder focus group, refined Instructional Framework & Rubric, a district-specific definition of good teaching (2011)

- Served on Student Growth Advisory Group, a panel advising the consultants developing the district's value-added model (2011)
- Contributed to development of TELL Maryland Survey, a statewide perceptual survey of conditions in schools (2008 – 2009)
- Baltimore Teachers' Union Executive Board Member-at-Large (2009 – 2012, elected)
- Baltimore Teachers' Union Co-Chair, New Teacher Steering Committee (2009 – 2012)
- Baltimore Teachers' Union Negotiations Team member on landmark contract; campaigned for passage (2010)
- Baltimore Teachers' Union Building Representative (2005 – 2007, elected)

*Summer Teacher Fellow (2009, 2010, 2011)*

- Project Manager, Para-to-Teacher program re-launch
- Certification liaison for Teach for America
- Prepared Title II Grant application
- Developed web content and policy recommendations for Office of Student Placement
- Coordinated hiring of teachers to train others on new city-developed Instructional Framework and Rubric

**District of Columbia Public Schools**

**2002 – 2004**  
Washington, DC

- Brightwood Elementary, teacher of Grade 5/6 Social Studies
- Coached DC Boys Soccer Champions (2003, 2004)
- WTU Assistant Building Rep (elected)
- Teach for America Corps Member

**EDUCATION**

2002           BA, University of Pittsburgh, Pittsburgh, PA  
2005           MSEd, University of Pennsylvania, Philadelphia, PA

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## PROFESSIONAL EXPERIENCE

### **Community Training and Assistance Center (CTAC)**

November 1999 to Present

*Senior Associate National School Reform*

30 Winter Street, Boston, MA 02108

- Research and writing on educational reform issues
- Evaluations of programs, schools, districts
- Development of data collection tools (surveys, interview protocols, artifact analysis, classroom observation protocol)
- Proposal and report writing
- CTAC Publications: *Pathway to Results; Catalyst for Change; Guide to Standard Bearer Schools; Focus on Literacy; Tying Earning to Learning; and New Directions in Christina*

### **Fremont Union High School District**

August 1989 to November 1999 (Retired)

*Associate Superintendent for Educational Planning and Development*

589 W. Fremont Avenue, Sunnyvale, CA 94087

#### *Leader of Instructional Division*

- Supervision of curriculum and teacher evaluation and development for five high schools, three alternative programs, adult education, and special education
- Planning, development, and delivery of training for 45 certificated, classified, and confidential administrators
- Development/implementation of content/performance standards, curriculum, course outlines; supervision of subject area liaison committees and other job-alike committees and work teams
- Selection/development/delivery of student assessments; analysis and distribution of student achievement data for decision-making; board and community reports and information
- Planning/development/delivery of student services, including guidance, student data management, discipline, residency, alternative placement, summer school, and school climate programs
- Planning/development/articulation/supervision for special education, language acquisition programs, Title I, and all other consolidated programs, state and federal grants, and interagency partnerships related to student learning
- Supervision of school planning process, accreditation, program quality reviews, and coordinated compliance reviews
- Development/implementation of library plan and technology plan, including renewal of library collections, new information systems and connectivity, and technology projects and grants
- Development/implementation/supervision of district textbooks, media, and other instructional materials
- Supervision of new teacher support, including mentors and Beginning Teacher Support and Assessment (BTSA) program

#### *Member of Superintendent's Cabinet*

- Research/development/writing district strategic plan
- Initial draft of board priorities

- Written communications with the Board of Trustees, including weekly letter, bi-monthly agenda, program reports, closed session and special work study sessions
- Development/implementation of Communication Plan, including themes, new publication, and quality criteria
- Personnel planning, including recruitment and hiring, staffing of schools, dismissals, and evaluation
- Employer-employee relations, including development of initial proposal, contract management, grievances, responses to work actions, and interest-based negotiations
- Ongoing development/implementation/review of board policies and administrative regulations
- Annual planning/development/implementation of district budget, budget reductions, property and facilities, including bond election and school remodel/construction

**Other Education Positions** (Details are available)

**Fremont Union High School District**

October 1987 to August 1989

*Coordinator of Curriculum, Staff Development, and Special Projects*

589 W. Fremont Avenue, Sunnyvale, CA 94087

**Fremont Unified School District**

July 1984 to October 1987

*Assistant Principal, Washington High School*

4210 Technology Drive, Fremont CA 95837

**Fremont Unified School District**

December 1981 to July 1984

*Teacher on Assignment/7-12 English Coordinator*

4210 Technology Drive, Fremont CA 95837

**Fremont Unified School District**

January 1974 to December 1981

*9-12 English Teacher and Department Chairperson, John F. Kennedy High School*

4210 Technology Drive, Fremont CA 95837

**Education and Professional Credentials**

1991	Doctoral coursework completed	University of California, Berkeley
1988	Administrative Services Credential, II	University of California, Berkeley
1985	Master of Arts	University of California, Berkeley
1984	Administrative Services Credential, I	University of California, Berkeley
1978	Fellowship, Bay Area Writing Project	University of California, Berkeley
1973	Secondary Life English/History Credential	Cal State, East Bay
1971	Bachelor of Arts	Cal State, East Bay

**Current Affiliations and Relevant Awards**

Phi Delta Kappa, Berkeley Chapter

Association of California School Administrators

Curriculum and Instruction Administrator of the Year, ACSA Region 8, 1994

Curriculum and Instruction Administrator of the Year, STATE ACSA, 1994

## 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.

**Community Training and Assistance Center, Inc and Delhi Unified School District**  
**Gains in Achievement and Innovation Now (GAINS) Initiative**

**BUDGET NARRATIVE**

Delhi Unified School District in partnership with the Community Training and Assistance Center submit a five year request of federal support from the Teacher Incentive Fund (General Competition) for \$8,290,839 with a Non-TIF contribution of \$2,072,432, equaling 25% of total budgeted project costs of \$10,363,271. Specifically, Delhi Unified School District has committed \$1,224,000 in professional development and support systems, as well as \$848,432 in-kind for management and implementation. The district commitment is a combination of Title I, II and III funds, and state funds as indicated in the Non-TIF Funds section of this narrative.

DUSD selected PBCS Design Model 1, with the option for compensation for other personnel:

- 1) Additional compensation for teachers and principals who receive an overall rating of effective or higher under the evaluation system described in the application.
- 2) Of those teachers and principals eligible for compensation under paragraph (1), additional compensation for teachers (and at the applicant's discretion, principals) who take on additional responsibilities.
- 3) The PBCS provides additional compensation for other personnel, who are not teachers or principals, based on performance standards established by the LEA so long as those standards, in significant part, include student growth, which may be school-level growth.

The use of TIF funds to support the PBCS meet Requirements 6 and 7 as specified in the Federal Register.

DUSD is determined to support and sustain our evaluation and performance-based compensation systems – using non-TIF resources that are both financial and non-financial – during and after the grant period.

**Community Training and Assistance Center, Inc and Delhi Unified School District**  
**Gains in Achievement and Innovation Now (GAINS) Initiative**  
**Budget - Federal TIF Funds Years 1 - 5**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Total</b>
<b>Personnel Total</b>	<b>\$1,197,861</b>	<b>\$1,150,966</b>	<b>\$1,036,832</b>	<b>\$940,252</b>	<b>\$975,894</b>	<b>\$5,301,805</b>
<p><b>Delhi Project Director</b> provides oversight and management for successful implementation of the GAINS initiative. The project director manages and monitors daily implementation of the initiative by ensuring fidelity to the timeline and all targets for the HCMS, evaluation system, and PBCS; and participates in data analysis and integration of findings into district operations, and improvements to these systems. The project director supervises the leadership cadre of coaches, including the three academic coaches and the three content area specialists. The project director also serves as primary point of contact to the U.S. Department of Education, assists with preparation and submission of reports to the Department as required, and serves as liaison for the project. 1 FTE, Years 1 - 5. Year one base salary is \$81,138 with increases budgeted at 3.6% in Years 2 and 3.</p>	\$81,138	\$84,059	\$87,085	\$87,085	\$87,085	<b>\$426,452</b>
<p><b>Student Learning Objective (SLO) Specialist</b> - ensures maximum impact of the SLO process on student achievement by providing expertise and training in SLO development to teachers, principals, and district personnel. Works with teachers, principals, and other district personnel to facilitate discussions of demonstrate student needs, ensuring SLOs are focused on the most relevant learning content and assessments. Assists principals in the approval of SLOs, ongoing progress monitoring, and the closeout of SLOs. Works with principals and the SLO Review and Rating Committee to ensure high quality SLOs. Facilitates discussions of formative assessment results to be used as a gauge for mid-course corrections in instructional practices. Collaborates with other coaches and specialists to identify professional development needs of individual teachers and principals. 1 FTE, Years 1 - 5. Year one base salary is \$66,614; annual increases approximately 3.6% .</p>	\$66,614	\$69,012	\$71,497	\$74,071	\$76,904	<b>\$358,098</b>
<p><b>English Learner (EL) Specialist</b> - facilitates the closing of the achievement gap for EL students by providing expertise in best practices for reaching EL students. Works with the other instructional coaches and specialists to analyze EL student achievement data to identify student needs and to inform professional development decisions. Presents workshops and one-on-one trainings on effective instructional strategies for EL students. Conducts teacher observations and provides feedback regarding instruction of EL students. Monitors teacher progress, provides targeted assistance and training, models effective practice, and coaches on an ongoing basis. Participates in training with outside experts to maintain a thorough knowledge base of research-based best practices. 1 FTE, Years 1 - 5. Year 1 base salary \$66,614; annual increases approximately 3.6%.</p>	\$66,614	\$69,012	\$71,497	\$74,071	\$76,904	<b>\$358,098</b>

**Community Training and Assistance Center, Inc and Delhi Unified School District**  
**Gains in Achievement and Innovation Now (GAINS) Initiative**  
**Budget - Federal TIF Funds Years 1 - 5**

**Data Analysis Specialist** - grounds the work of school-based personnel in evidence by producing data displays and disaggregation reports on a regular basis to meet school-based instructional needs and to highlight professional development needs. Facilitates teachers developing and interpreting formative, summative, and EL assessments through site-based workshops and classroom follow-ups. Assists principals in the interpretation of assessment results focusing on student needs and implications for professional development. Works with SLO Specialist and EL Specialist and other instructional coaches to determine areas for targeted assistance at the classroom and school-level. (b)(4); annual increases approximately (b)(4)%.

**Project Financial Specialist**, assists the project director with implementation and administration of the initiative. Specialist performs complex spreadsheet, and analytical work in implementing GAINS including administering incentive payments; maintains detailed records of expenditures, support documentation and authorizations; and assists with reporting requirement. Implements communication strategies for employees on GAINS incentives, and collaborates with team members to make improvements to systems and practices. Specialist also works closely with HR and accountability in determining and tracking eligibility of employees for appropriate incentive amounts. (b)(4) with increases budgeted at (b)(4)% annually thereafter.

**Technology Systems Associate** – will assist the project director and district administration with the successful design, implementation and administration of the technology components for the HCMS, evaluation system, and PBCS. This key position will provide the technology support required when initiating comprehensive technological changes and improvements in a smaller district. The technology systems associate will collaborate with team members to customize technology systems, make improvements to systems and practices, and provide support to teachers and administrators as systems are being implemented. (b)(4) (b)(4) with increases budgeted at (b)(4)% annually thereafter.

**Teacher Training - Professional Development Days** - Professional development is key to the success of this initiative. To provide teachers with ample opportunity to attend professional development and trainings, professional development sessions will be held when school is not in session. 5 days are planned during Year 1, and 3 days are planned during Year 2 for all teachers in the 5 GAINS schools.

**Substitute Teachers** - 150 days of coverage, at \$95.00 per day during Years 1 - 3. To offer the most opportunities for professional development, it will be necessary to hold some professional development sessions during the school day.

Year 1	Year 2	Year 3	Year 4	Year 5	Total
(b)(4)					
\$18,596	\$19,527	\$20,505	\$21,532	\$22,610	\$102,770
\$19,958	\$20,957	\$22,006	\$23,108	\$24,265	\$110,294
\$238,677	\$148,362	\$0	\$0	\$0	\$387,039
\$14,250	\$14,250	\$14,250	\$0	\$0	\$42,750

**Community Training and Assistance Center, Inc and Delhi Unified School District**  
**Gains in Achievement and Innovation Now (GAINS) Initiative**  
**Budget - Federal TIF Funds Years 1 - 5**

**Teacher Performance-based Incentive Compensation** - as described in the grant application, there will be four levels of incentive payments for teachers who are evaluated as effective or highly-effective. Incentives range from \$1,500 - \$3,500.

**Principal Performance-based Incentive Compensation** - as described in the grant application, there will be four levels of incentive payments for principals and associate principals who are evaluated as effective or highly-effective. Incentives range from \$1,500 - \$3,500.

**Other Certificated Staff Performance-based Incentive Compensation** - as described in the grant application, there will be four levels of incentive payments for other certificated staff who are evaluated as effective or highly-effective. Incentives range from \$1,500 - \$3,500.

**Leadership Stipends** are offered for teachers who are rated effective or highly-effective on their performance evaluation. Teachers have the opportunity to earn \$500.00 for serving in a leadership role such as teacher mentoring, specialized coaching or committee leadership.

**CTAC Project Director** provides oversight and management for successful implementation of the GAINS initiative. Serves as liaison and provides technical assistance to district policy and executive leaders, and the GAINS team. Communicates and collaborates in related policy discussions and decision-making processes. Designs, implements and oversees capacity building and accountability tasks. Participates in data analysis and integration of findings into district operations and improvements to the HCMS, evaluation system and PBCS. Serves as primary point of contact to the U.S. Department of Education, assists with preparation and submission of reports as required. (b)(4) Year 1 base salary is (b)(4) with (b)(4) % increases budgeted annually thereafter.

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
	\$310,500	\$327,750	\$334,650	\$334,650	\$341,550	<b>\$1,649,100</b>
	\$21,350	\$21,350	\$21,350	\$21,350	\$21,350	<b>\$106,750</b>
	\$8,550	\$8,775	\$9,000	\$9,150	\$9,150	<b>\$44,625</b>
	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	<b>\$35,000</b>
	\$112,000	\$117,600	\$123,480	\$97,243	\$102,108	<b>\$552,431</b>

**Community Training and Assistance Center, Inc and Delhi Unified School District**  
**Gains in Achievement and Innovation Now (GAINS) Initiative**  
**Budget - Federal TIF Funds Years 1 - 5**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Total</b>
<p><b>Senior Associate, Evaluation, Assessment and Accountability</b> builds the capacity of the district to design, develop and integrate student achievement and instructional management data systems with the HCMS, evaluation system and PBCS. This includes developing appropriate relational databases to allow teachers, administrators and schools to be linked to students for the purposes of associating student achievement with school and classroom factors and practices. Coordinates evaluation and feedback mechanisms of initiative – including student achievement data, surveys, interviews and other components. Develops research strands, organizes and deploys staff during intensive evaluation phases. Conducts quantitative and qualitative data analysis, statistical analyses and modeling. Supports the district with evaluative results and analyses, and prepares annual evaluation reports and presentations. (b) (b)(4) Year 1 base salary is (b)(4) with (b)(4) % increases budgeted annually thereafter.</p> <p><b>Senior Associate National School Reform, Student Learning Objective Specialists</b> - use national expertise to provide on-site technical assistance to districts, states, and school-based personnel in the design, development, and implementation of Student Learning Objectives (SLOs). SLOs are an integral part of HCMS, evaluation systems and PBCS. Specialists work with district personnel to provide professional development on SLOs and ongoing support at all levels. Advise on management and accountability strategies needed to facilitate the SLO process, building local capacity to sustain the program. Serve as advisors to standing committees and teams on an ongoing basis. Facilitate the preparation of documents and training manuals to support SLO implementation. Coordinate with site-based personnel to institute programs to ensure the quality of SLOs including the development of quality rubrics and regular review practices. Train site-based SLO Specialists in the latest knowledge gained from the research and practice of SLOs. 1 FTE, Years 1 - 3; .5 FTE Years 4 - 5. Year one base salary is \$130,000; 5% annual increases are budgeted.</p>	\$36,000	\$37,800	\$39,690	\$41,676	\$51,056	<b>\$206,222</b>
	\$130,000	\$136,500	\$143,325	\$75,246	\$79,008	<b>\$564,079</b>
<b>Fringe Benefits</b>	<b>\$234,020</b>	<b>\$231,164</b>	<b>\$221,279</b>	<b>\$193,260</b>	<b>\$200,872</b>	<b>\$1,080,595</b>
<p><b>Delhi Unified School District Personnel</b> fringe benefits are based on FICA, Medicare, retirement, worker's compensation, life insurance, and health insurance. Percents range from 23% - 27% depending on position.</p> <p><b>Teacher Training - Professional Development Days</b> - fringe includes statutory benefits only.</p> <p><b>Substitute Teachers</b> - fringe includes statutory benefits only.</p>	\$81,735	\$83,061	\$84,991	\$86,357	\$87,780	<b>\$423,923</b>
	\$27,365	\$17,010	\$0	\$0	\$0	<b>\$44,375</b>
	\$1,707	\$1,707	\$1,707	\$0	\$0	<b>\$5,121</b>

**Community Training and Assistance Center, Inc and Delhi Unified School District**  
**Gains in Achievement and Innovation Now (GAINS) Initiative**  
**Budget - Federal TIF Funds Years 1 - 5**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Total</b>
<b>Teacher Incentive Compensation</b> - fringe includes statutory benefits only.	\$35,583	\$37,560	\$38,351	\$38,351	\$39,142	<b>\$188,987</b>
<b>Principal Incentive Compensation</b> - fringe includes statutory benefits only.	\$2,447	\$2,447	\$2,447	\$2,447	\$2,447	<b>\$12,235</b>
<b>Other Certificated Personnel</b> - fringe includes statutory benefits only.	\$980	\$1,006	\$1,031	\$1,049	\$1,049	<b>\$5,115</b>
<b>Leadership Stipends</b> - fringe includes statutory benefits only.	\$803	\$803	\$803	\$803	\$803	<b>\$4,015</b>
<b>CTAC Personnel Fringe Benefits</b> factored at approximately 30% include: FICA, retirement, worker's compensation insurance, dental insurance, and health insurance premiums at a blended rate between individual and family rates.	\$83,400	\$87,570	\$91,949	\$64,254	\$69,651	<b>\$396,824</b>
<b>Travel</b>	<b>\$52,170</b>	<b>\$52,170</b>	<b>\$39,530</b>	<b>\$39,530</b>	<b>\$39,530</b>	<b>\$222,930</b>
<b>Delhi: Grantee Meeting Travel and Topical Meeting Travel</b> include airfare, lodging, and per diem, to attend the 2 day required grantee meeting and 2 day topical meeting.	\$9,480	\$9,480	\$9,480	\$9,480	\$9,480	<b>\$47,400</b>
<b>CTAC Travel</b> is essential for onsite technical assistance, project meetings, SLO development, implementation and training, Professional Development Audit, and project evaluation (including onsite interviews and focus groups). CTAC is based in Boston with staff located at various office locations throughout the county. Travel in Years 1 and 2 is factored at 24 multi-day trips @ \$1,580 per trip for airfare, hotel, meals and local transportation. Years 3 - 5 are factored at 16 multi-day trips per year.	\$37,920	\$37,920	\$25,280	\$25,280	\$25,280	<b>\$151,680</b>
<b>CTAC: Grantee Meeting Travel and Topical Meeting Travel</b> include airfare, lodging, and per diem, to attend the 2 day required grantee meeting and 2 day topical meeting.	\$4,770	\$4,770	\$4,770	\$4,770	\$4,770	<b>\$23,850</b>
<b>Equipment</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Supplies</b>	<b>\$13,900</b>	<b>\$10,550</b>	<b>\$4,300</b>	<b>\$2,400</b>	<b>\$500</b>	<b>\$31,650</b>
<b>Training materials and implementation support documents:</b> Successful implementation requires customized training materials, support documents and development tools. Electronic and hard copy formats will be available as needed.	\$2,500	\$2,000	\$1,500	\$1,000	\$500	<b>\$7,500</b>

**Community Training and Assistance Center, Inc and Delhi Unified School District**  
**Gains in Achievement and Innovation Now (GAINS) Initiative**  
**Budget - Federal TIF Funds Years 1 - 5**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Total</b>
<p><b>Training Videos</b> will provide virtual on-line training in Professional Development, SLO Development and SLO Implementation. They will increase the district capacity for providing training to educators, and provide educators with flexibility to develop their own training schedule. Training videos will bring significant savings in travel and material costs. Two videos are budgeted for Year 1. Each video production will take approximately two days. The estimated cost of one day of video production is \$2,850 including space rental (\$350 a day), filming digital equipment rental (\$1,200 a day), computerized editing equipment rental (\$450 a day) and hardware rental (\$850 a day). Year 2 - 4 are budgeted at 3 days, 1 day and 1/2 day respectively for video production.</p>	\$11,400	\$8,550	\$2,800	\$1,400	\$0	<b>\$24,150</b>
<b>Contractual</b>	<b>\$211,800</b>	<b>\$338,050</b>	<b>\$163,388</b>	<b>\$261,300</b>	<b>\$69,800</b>	<b>\$1,044,338</b>
<p><b>Integrated HCMS and Assessment System</b> – web-based system design, implementation, and training with the capability of integrating multiple measures of evaluation including assessment data, development plans, classroom observations, student learning objectives and other classroom artifacts resulting in an efficient, accessible, aligned system in which human resources, principals, and teachers have the ability to track and carryout high quality evaluation and employment occurrences. Year 1 \$51,800, Years 2-5 \$39,800</p>	\$51,800	\$39,800	\$39,800	\$39,800	\$39,800	<b>\$211,000</b>
<p><b>Professional Development Expertise on Improving the Achievement of EL Students</b> -Technical assistance for conducting training of teachers and principals in research-based strategies for effective instruction of DUSD’s EL population, including collaborative data inquiry and lesson planning; implementation and differentiation of mastery-focused, standards-based English language development; and integrating strategies that support both language acquisition and achievement in core content needs. Includes training of coaches to support effective implementation that results in accelerated language acquisition and rapid EL student academic growth.</p>	\$95,000	\$95,000	\$55,000	\$55,000	\$0	<b>\$300,000</b>
<p><b>Observation Training and Implementation Specialist</b> - teacher observations examine practice in the areas of: planning and preparation, the classroom environment, instruction, and professional responsibilities. Evaluators will be trained to very high standards for rigor and inter-reliability district wide. With the observations conducted by certified evaluators, they provide data which can be used reliably and validly to target needs and strengthen teachers’ pedagogy.</p>	\$35,000	\$36,750	\$38,588	\$0	\$0	<b>\$110,338</b>

**Community Training and Assistance Center, Inc and Delhi Unified School District**  
**Gains in Achievement and Innovation Now (GAINS) Initiative**  
**Budget - Federal TIF Funds Years 1 - 5**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Total</b>
<p><b>Professional Development Audit</b> - A comprehensive professional development audit will be completed during Year 2 and Year 4. The elements of the methodology for the professional development audit include: interviews, surveys, classroom observations the examination of protocols, artifacts and curricula materials, and the development and analysis of a relational database to examine the relationship between the data on student achievement, human resources, finances and professional development services. The PD Audit assists DUSD with planning and evaluating human resource systems and professional development to promote the alignment of Student Learning Objectives, teacher practices and compensation/ incentive systems. It also provides content expertise to the district, and develops the capacity of members of the group to sustain improvement efforts during the initiative and in subsequent years.</p>	\$0	\$136,500	\$0	\$136,500	\$0	<b>\$273,000</b>
<p><b>Evaluation, Interview and Survey Services</b> - interviews and surveys are an integral part of gaining perceptual feedback for project evaluation. Constituent feedback is also essential for mid-course corrections during implementation of the initiative. All educators are surveyed, and individual interviews and focus groups are conducted in the district.</p>	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	<b>\$150,000</b>
<b>Other</b>	<b>\$5,000</b>	<b>\$5,000</b>	<b>\$5,000</b>	<b>\$5,000</b>	<b>\$18,000</b>	<b>\$38,000</b>
<p><b>Educator Surveys, and Parent and Community Surveys</b> - survey administrative costs including development, design, production, printing and scanning of surveys for parents and the community, as part of evaluation services. Approximately 2,500 surveys: Design and printing \$1,100, postage \$2,250, survey processing \$1,500 and subscription to SurveyConsole \$150.</p>	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	<b>\$25,000</b>
<p><b>Printing and Report Dissemination</b> - printing of final project evaluation reports; current projection for 1,000 digitally printed, perfect bound, 150 page reports.</p>	\$0	\$0	\$0	\$0	\$13,000	<b>\$13,000</b>
<b>Total Direct Costs</b>	<b>\$1,714,751</b>	<b>\$1,787,900</b>	<b>\$1,470,328</b>	<b>\$1,441,743</b>	<b>\$1,304,596</b>	<b>\$7,719,317</b>
Total Direct Costs Delhi	\$1,226,761	\$1,146,940	\$963,947	\$959,375	\$924,223	\$5,221,245
Total Direct Costs CTAC	\$487,990	\$640,960	\$506,382	\$482,368	\$380,373	\$2,498,072
<b>Total Indirect Costs</b>	<b>\$122,626</b>	<b>\$136,408</b>	<b>\$110,837</b>	<b>\$107,766</b>	<b>\$93,884</b>	<b>\$571,521</b>
Indirect Costs Delhi	\$65,141	\$60,902	\$51,186	\$50,943	\$49,076	<b>\$277,248</b>
Indirect Costs CTAC	\$57,485	\$75,505	\$59,652	\$56,823	\$44,808	<b>\$294,273</b>
<b>Project Totals</b>	<b>\$1,837,377</b>	<b>\$1,924,307</b>	<b>\$1,581,165</b>	<b>\$1,549,508</b>	<b>\$1,398,480</b>	<b>\$8,290,838</b>

**Community Training and Assistance Center, Inc and Delhi Unified School District**  
**Gains in Achievement and Innovation Now (GAINS) Initiative**  
**Budget - Non-TIF Funds Years 1 - 5**

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Total</u>
<b>Personnel Total - Non-TIF Portion</b> Non-Federal Portion Other Federal Funds	(b)(4)					
<p><b>Superintendent</b> - in full supportive of the GAINS initiative will devote substantial time to facilitate the design and implementation of the HCMS, evaluation system and PBCS. 30% Years 1 and 2, 25% Year 3, 20% Year 4, and 15% Year 5.</p> <p><b>Director, Curriculum and Instruction PreK - 12</b> - The district is committed to providing substantial curriculum and instruction support to the design and implementation of this initiative. 40% years 1 and 2, 35% Year 3, 30% Year 4 and 25% Year 5.</p> <p><b>Director of Special Programs, Assessments and Student Services</b> - The district is also committed to providing the necessary support for special programs, assessments and student services to ensure the successful design and implementation of this initiative. 40% Years 1 and 2, 35% Year 3, 30% Year 4 and 25% Year 5.</p>						
<b>Fringe Benefits - Non-TIF Portion</b> Non-Federal Portion Other Federal Funds	(b)(4)					
	\$0	\$0	\$0	\$0	\$0	\$0
<b>Delhi Unified Schools District Personnel</b> fringe benefits are based on FICA, Retirement, Life Insurance, and Hospitalization at approximately 27%	(b)(4)					
<b>Travel - Non-TIF Portion</b> Non-Federal Portion Other Federal Funds	\$0	\$0	\$0	\$0	\$0	\$0
<b>Equipment - Non-TIF Portion</b> Non-Federal Portion Other Federal Funds	\$0	\$0	\$0	\$0	\$0	\$0
<b>Supplies - Non-TIF Portion</b> Non-Federal Portion Other Federal Funds	\$0	\$0	\$0	\$0	\$0	\$0

**Community Training and Assistance Center, Inc and Delhi Unified School District**  
**Gains in Achievement and Innovation Now (GAINS) Initiative**  
**Budget - Non-TIF Funds Years 1 - 5**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Total</b>
<b>Contractual - Non-TIF Portion</b>	\$244,800	\$244,800	\$244,800	\$244,800	\$244,800	<b>\$1,224,000</b>
Non-Federal Portion	\$36,100	\$36,100	\$36,100	\$36,100	\$36,100	<b>\$180,500</b>
Other Federal Funds	\$208,700	\$208,700	\$208,700	\$208,700	\$208,700	<b>\$1,043,500</b>
<b>The Write Source</b> (Houghton Mifflin Harcourt) K-12 writing program is approved by the California Department of Education as an aligned Common Core Standards curriculum. Write Source is based on the “Six Traits of Effective Writing” and covers the mandated writing prescribed by the Common Core Standards in all content areas. All K-12 teachers, Academic Coaches, and all administrators will receive intensive training on all six traits and be expected to implement the rigorous curriculum with fidelity. Frequent follow-up trainings, inter-rater reliability sessions on scoring student writing submissions, and classroom observations will result in accountability to ensure high quality instruction and increased student academic growth and achievement. (Title I Funds)	\$98,222	\$98,222	\$98,222	\$98,222	\$98,222	<b>\$491,110</b>
<b>RtI - Response to Intervention</b> is a three tiered framework that structures the district’s intensive interventions and instructional supports for at risk student population. This research based framework will be implemented at all schools in the district through the Student Study Team (SST) process to identify and coordinate the tiered interventions and instructional support for all at risk students. All K-12 teachers will be professionally trained on the structure and how to provide the necessary data driven interventions to their at risk students within the three tiers. The effects of each intervention for all at risk students will be quantified and monitored through the data conference process. (Title II funds)	\$47,200	\$47,200	\$47,200	\$47,200	\$47,200	<b>\$236,000</b>
<b>Positive Behavior Interventions and Supports (PBIS)</b> is a research based and CDE approved hierarchical behavioral decision making framework that focuses educators on teaching students school-wide, and classroom specific behavioral expectations. All teachers will be rigorously trained by the district’s PBIS Committee on how to create and teach explicit classroom and school-wide behavioral expectations. The effect of explicitly teaching behavioral expectations is predicted to result in a significant increase in student achievement as a result of an increase of student attendance, classroom participation, and a reduction in rates of suspension. (Title II funds)	\$43,204	\$43,204				<b>\$86,408</b>

**Community Training and Assistance Center, Inc and Delhi Unified School District**  
**Gains in Achievement and Innovation Now (GAINS) Initiative**  
**Budget - Non-TIF Funds Years 1 - 5**

**English Learner (EL) Assessment Program** - EL Assessments are the cornerstone to determining the effectiveness of English language instruction and acquisition of English Learner students. Focusing on grade 4 and 9-12 EL students, the district, in collaboration with the Tulare County Office of Education, will create rigorous English Language Development benchmark assessments for these grade levels that will be administered twice each school year. Through the process of grade level data conferences, teachers will disaggregate and analyze benchmark assessment data to determine their professional development needs as they relate to curriculum usage, instruction and assessment. (Title III funds)

**Accelerated Reader** is a computer-based reading management system designed to provide supplemental support to existing classroom Reading/Literacy programs for grades K–8. It is designed to increase the amount of time students spend reading independently. Students choose reading-level appropriate books or short stories to read from which they are tested. Accelerated Reader tests are administered to determine student growth in reading/literacy. The computer-based management system provides students with immediate feedback on their performance and provides records to inform teachers and parents on individual student reading/literacy growth. All K-8 schools will receive upgrades to the current Accelerated Reader computer-based management system and all K-8 teachers will receive professional development on how to increase the effectiveness of the Accelerated Reader program in their classroom instruction guaranteeing exceptional student growth in reading/literacy. (State)

**Special Education Assessment System** - The framework within which special education assessment decisions will be made is RtI. The district’s RtI model requires the implementation of data driven interventions that are specifically based on individualized student learning profiles before a student is formally recommended for special education assessment. The district will invest in a new generation of neuropsychological assessments that will be used by the district’s special education staff to create the individual student learning profiles. All teaching staff, including special education staff, will be trained on how to use the individual student learning profiles to differentiate their teaching and meet the instructional needs of their at risk students. (State)

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Total</u>
	\$20,074	\$20,074	\$20,074	\$20,074	\$20,074	<b>\$100,370</b>
	\$27,100	\$27,100	\$27,100			<b>\$81,300</b>
	\$9,000	\$9,000				<b>\$18,000</b>

**Community Training and Assistance Center, Inc and Delhi Unified School District**  
**Gains in Achievement and Innovation Now (GAINS) Initiative**  
**Budget - Non-TIF Funds Years 1 - 5**

**Professional Development** - For years 1 and 2 of this grant award, we have budgeted TIF funds to provide 5 days of professional development for each of those years. However, we understand that strengthening educator practice is an ongoing process and requires additional time for professional development either during or outside of the school day. Either way, additional expenses will be incurred (e.g., substitute teachers, stipends for teachers, outside experts and/or educational materials). DUSD is committing a portion of its State and federal resources to provide professional development in years 3-5 of the grant period. As the new educator evaluation system evolves and the coaches and specialists work closer with the teachers and principals, more needs will be identified that have to be addressed. Some of the professional development may be for the entire faculty of a school, some directed at specific content areas and/or some based on specific needs of individual teachers. These additional dollars to support ongoing professional development gives DUSD the flexibility to utilize its coaches and specialists and to employ outside experts to provide professional development in a variety of settings with individuals, small groups of teachers or for an entire school staff. (Title II, State)

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Total</u>
			\$52,204	\$79,304	\$79,304	<b>\$210,812</b>
<b>Other - Non-TIF Portion</b>	\$0	\$0	\$0	\$0	\$0	\$0
Non-Federal Portion						
Other Federal Funds						
<b>Direct Costs - Non-TIF Portion</b>	<b>\$448,244</b>	<b>\$448,244</b>	<b>\$420,112</b>	<b>\$391,982</b>	<b>\$363,850</b>	<b>\$2,072,432</b>
(b)(6)						
Other Federal Funds	\$208,700	\$208,700	\$208,700	\$208,700	\$208,700	<b>\$1,043,500</b>
<b>Total Indirect Costs</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Project Totals - Non-TIF Portion</b>	(b)(4)					
Non-Federal Portion						
Other Federal Funds						



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

OMB Control Number: 1894-0008  
Expiration Date: 04/30/2014

Name of Institution/Organization: Community Training and Assistance Center/  
Delhi Unified School District

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$1,197,861	\$1,150,966	\$1,036,832	\$940,252	\$975,894	\$5,301,805
2. Fringe Benefits	\$234,020	\$231,164	\$221,279	\$193,260	\$200,872	\$1,080,595
3. Travel	\$52,170	\$52,170	\$39,530	\$39,530	\$39,530	\$222,930
4. Equipment	\$0	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$13,900	\$10,550	\$4,300	\$2,400	\$500	\$31,650
6. Contractual	\$211,800	\$338,050	\$163,388	\$261,300	\$69,800	\$1,044,338
7. Construction	\$0	\$0	\$0	\$0	\$0	\$0
8. Other	\$5,000	\$5,000	\$5,000	\$5,000	\$18,000	\$38,000
9. Total Direct Costs (lines 1-8)	\$1,714,751	\$1,787,900	\$1,470,328	\$1,441,742	\$1,304,596	\$7,719,317
10. Indirect Costs*	\$122,626	\$136,408	\$110,837	\$107,766	\$93,884	\$571,521
11. Training Stipends	\$0	\$0	\$0	\$0	\$0	\$0
12. Total Costs (lines 9-11)	\$1,837,377	\$1,924,308	\$1,581,166	\$1,549,508	\$1,398,480	\$8,290,839

**\*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 / 2010 To: 06 / 30 / 2013 (mm/dd/yyyy)  
 Approving Federal agency:  ED  Other (please specify): \_\_\_\_\_ The Indirect Cost Rate is 11.78 %
- (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: Community Training and Assistance Center/Delhi Unified School District

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

**SECTION 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)						

# 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>	Community Training and Assistance Center, Inc.
<b>Applicant's DUNS Name:</b>	1308480470000
<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

Community Training and Assistance Center, Inc.

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	1,197,861.00	1,150,966.00	1,036,832.00	940,252.00	975,894.00	5,301,805.00
2. Fringe Benefits	234,020.00	231,164.00	221,279.00	193,260.00	200,872.00	1,080,595.00
3. Travel	52,170.00	52,170.00	39,530.00	39,530.00	39,530.00	222,930.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	13,900.00	10,550.00	4,300.00	2,400.00	500.00	31,650.00
6. Contractual	211,800.00	338,050.00	163,388.00	261,300.00	69,800.00	1,044,338.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	5,000.00	5,000.00	5,000.00	5,000.00	18,000.00	38,000.00
9. Total Direct Costs (lines 1-8)	1,714,751.00	1,787,900.00	1,470,329.00	1,441,742.00	1,304,596.00	7,719,318.00
10. Indirect Costs*	122,626.00	136,408.00	110,837.00	107,766.00	93,884.00	571,521.00
11. Training Stipends						
12. Total Costs (lines 9-11)	1,837,377.00	1,924,308.00	1,581,166.00	1,549,508.00	1,398,480.00	8,290,839.00

**\*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: 07/01/2010 To: 06/30/2013 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is 11.78 %.

(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 Community Training and Assistance Center, Inc.	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)**