

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



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

**TIF General Competition**

**CFDA # 84.374A**

**PR/Award # S374A120048**

**Grants.gov Tracking#: GRANT11189302**

OMB No. , Expiration Date:

Closing Date: Jul 27, 2012

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

**Application for Federal Assistance SF-424**

\* 1. Type of Submission:

- Preapplication  
 Application  
 Changed/Corrected Application

\* 2. Type of Application:

- New  
 Continuation  
 Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

07/27/2012

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

**State Use Only:**

6. Date Received by State:

7. State Application Identifier:

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

Education Achievement Authority of Michigan

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

4535496461

\* c. Organizational DUNS:

0783463510000

**d. Address:**

\* Street1:

3022 W Grand Blvd

Street2:

\* City:

Detroit

County/Parish:

\* State:

MI: Michigan

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

48202-6022

**e. Organizational Unit:**

Department Name:

Division Name:

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

Prefix:

Dr.

\* First Name:

John

Middle Name:

\* Last Name:

Covington

Suffix:

Title:

Chancellor

Organizational Affiliation:

\* Telephone Number:

313 456-3755

Fax Number:

313 456-3011

\* Email:

John.covingtonj@michigan.gov

**Application for Federal Assistance SF-424**

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

U.S. Department of Education

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

84.374

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:**

Project PEP (Pay for Excellent Performance), a performance for pay system that is part of a statewide educator compensation-restructuring model.

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	35,701,382.00
* b. Applicant	(b)(6)
* 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:

Locations	Schools	Congressional
Detroit City School District	40 PLP schools	13
Kalamazoo Public Schools	3 PLP schools	16
Flint, School District of the City of	3 PLP schools	15
Lansing Public School District	2 PLP schools	18
Saginaw, School District of the City of	2 PLP schools	15
Battle Creek Public Schools	1 PLP school	17
Grand Rapids Public Schools	1 PLP school	13
Pontiac City School District	1 PLP school	12
Port Huron Area School District	1 PLP school	10
Southfield Public School District	1 PLP school	12

-

## 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>David Lerch</p>	<p>* TITLE</p> <p>Chancellor</p>
<p>* APPLICANT ORGANIZATION</p> <p>Education Achievement Authority of Michigan</p>	<p>* DATE SUBMITTED</p> <p>07/27/2012</p>

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

<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 type="checkbox"/> a. bid/offer/application <input checked="" 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: Education Achievement Authority  
\* Street 1: 3022 West Grand Blvd Street 2: \_\_\_\_\_  
\* City: Detroit State: MI: Michigan Zip: 48202-6022  
Congressional District, if known: \_\_\_\_\_

<b>6. * Federal Department/Agency:</b> U. S. Department of Education	<b>7. * Federal Program Name/Description:</b> Teacher Incentive Fund CFDA Number, if applicable: 84.374
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<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____
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**10. a. Name and Address of Lobbying Registrant:**  
Prefix \_\_\_\_\_ \* First Name n/a Middle Name \_\_\_\_\_  
\* Last Name n/a Suffix \_\_\_\_\_  
\* Street 1 \_\_\_\_\_ Street 2 \_\_\_\_\_  
\* City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

**b. Individual Performing Services** (including address if different from No. 10a)  
Prefix \_\_\_\_\_ \* First Name n/a Middle Name \_\_\_\_\_  
\* Last Name n/a Suffix \_\_\_\_\_  
\* Street 1 \_\_\_\_\_ Street 2 \_\_\_\_\_  
\* City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature: David Lerch  
\* Name: Prefix Dr. \* First Name John Middle Name \_\_\_\_\_  
\* Last Name Covington Suffix \_\_\_\_\_  
Title: Chancellor Telephone No.: 313 456-3755 Date: 07/27/2012

**NOTICE TO ALL APPLICANTS**

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

**To Whom Does This Provision Apply?**

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

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

**What Does This Provision Require?**

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

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

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

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

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

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

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

**Estimated Burden Statement for GEPA Requirements**

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

**Optional - You may attach 1 file to this page.**

	Add Attachment		
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## 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**

Education Achievement Authority of Michigan

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

Prefix: Dr. \* First Name: John Middle Name:

\* Last Name: Covington Suffix:

\* Title: Chancellor

**\* SIGNATURE:** David Lerch

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

---

SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS

**1. Project Director:**

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	MiUndrae		Prince	

Address:

* Street1:	3022 West Grand Blvd
Street2:	
* City:	Detroit
County:	
* State:	MI: Michigan
* Zip Code:	48202-6022
* Country:	USA: UNITED STATES

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

913 638-5907	313 456-3011
--------------	--------------

Email Address:

esselmanm@michigan.gov
------------------------

**2. Applicant Experience:**

Novice Applicant     Yes     No     Not applicable to this program

**3. Human Subjects Research**

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

Yes     No

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

Yes Provide Exemption(s) #: 

--

No Provide Assurance #, if available:

**Please attach an explanation Narrative:**

--	--	--	--

## Abstract

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

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

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

---

## You may now Close the Form

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

\* Attachment:



## Project Abstract

During the 2011-2012 school year, the Education Achievement Authority of Michigan (EAA) was established by the Michigan legislature with the mandate to radically change the approach to educating students who are trapped in the state's lowest performing schools. Chancellor John Covington, a nationally recognized veteran of school reform has been given the mandate and authority to take control of the persistently poor performing schools throughout Michigan and to carry out a radical new approach to improving the performance in those schools and the students that attend them. He has the authority to bypass current state education regulations, change the way teachers and school administrators are evaluated and paid and to use state funding in ways that he feels will improve the quality of instruction.

Project PEP (Pay for Excellent Performance) is a single-applicant proposal for the Main TIF Competition with a five-year request for \$35,892,342 as part of a statewide educator compensation-restructuring model. It will be used in conjunction with a new salary configuration that is performance-based rather than based on tenure or length of service. After the first year, all teachers will be hired on a flat-rate pay basis with Individual teaching increments based on demonstrated competence in a field of teaching and proven performance in the classroom. Salaries of administrators will also be set at a flat rate with increments based on demonstrated ability to improve student growth as well as their capability to motivate those under their command.

PEP will be used as a PBCS for more than 2,219 certified teachers and administrators working directly with approximately 46,545 students currently attending or will attend 60 Michigan schools currently rated persistently low performing in ten school systems throughout the state. PEP will provide supplemental pay based on a proven performance-based evaluation system outlined in the grant proposal. In addition, the structure of the EAA budgeting process is set up to create an annual fund balance whereby an allotment of funds will be available to guarantee that the supplemental pay for outstanding performance by teachers and school administrators can be sustained partially during the grant period and fully after the end of the five-year grant.

Over the five years, Project PEP will offer incentives that are in addition to a new salary schedule. Incentive pay is being provided in conjunction with the EAA schools implementation of a totally revised approach to the education of students in struggling schools.

All classes in EAA of Michigan schools are student-centered with students grouped by skill level rather than age or grade. EAA's choice of a student growth model, which includes a rigorous and comparability of performance assessment is aligned with the Michigan student growth model requirement as well as supported by current research and best practices. The EAA PBCS evaluation system is designed to provide more valid performance ratings than do traditional teacher evaluations.

There are two methods by which the PEP will measure academic progress using each student's longitudinal data as measured by the Performance Series Adaptive Assessment: value-added models and growth/projection models. The value-added model uses multivariate, longitudinal test data to provide summative measures of the impact of districts, schools and teachers on the rate of its students' academic progress. The growth or projection model uses data from the current completer cohort to estimate the coefficients for a model to be used to make projections to future attainment levels for students who have not yet reached the grade level for which the projections are to be made.



The assessment instrument used for these two methods, the Performance Series is a nationally normed adaptive assessment which has proven high reliability and validity at the standard necessary to determine whether or not the student is on track for postsecondary readiness by grade 12 and it is sufficiently sophisticated to measure the range of levels of achievement around the standard established for each grade level.

When the new EAA of Michigan reform structure is completely set up, there will be no question about the value of integrating technology, instructional interaction, and peer interfacing as the basis for instructional reform. There will also be a new structure for an ongoing evaluation of student growth and teacher performance, with compensation tied to instructional competence and knowledge. EAA is the avenue for the reform and PEP provides the ability to implement such a system.

## Project Narrative File(s)

---

\* 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



Table of Contents

(1) Aligned with LEA’s clearly described vision of instructional improvement..... 1

(2) Increase the number of effective educators in the schools, especially in high-need schools..... 2

    (i) *The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application* ..... 5

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(1) LEA has finalized a high-quality evaluation rubric, with at least three performance levels under which educators will be evaluated ..... 14

(2) Each participating LEA has presented – ..... 15

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## **Education Achievement Authority of Michigan The PEP Project**

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

The Educational Achievement Authority of Michigan (EAA) has set up a coherent and comprehensive Human Capital Management System (HCMS) composed of a fair, equitable pay system that encourages motivation and rewards excellent performance. Hence, the name **PEP**, an acronym for **Pay for Excellent Performance**, which serves as the basis for the compensation structure for EAA, the newly created agency set up by Michigan as a local educational agency (LEA) to operate Persistently Low Performing Schools whenever they are assigned to the EAA by an Emergency Manager or the Michigan State Department of Education's School Reform Officer. EAA's HCMS is defined by its commitment to increasing the effectiveness of all staff and its ability to effectively use the time, personal skills, capabilities, experiences, and knowledge of the individual employee.

#### **(1) Aligned with LEA's clearly described vision of instructional improvement**

EAA's HCMS system is aligned with its vision of instructional improvement. Its vision is like nothing ever before created in the U.S. or elsewhere. EAA's system of instruction is based on student-centered learning designed to promote a new learning culture. It embraces a personalized, mastery-based, blended model for teaching and learning. It responds to educational experts' continued call for a "new" instructional pedagogy in which students assume ownership for their learning under the guidance of teachers who serve as facilitators (Presnky, 2009). Learning is defined by "any time a student learns at least in part at a supervised brick-and-mortar location away from home and at least in part through online delivery with some element of student control over



time, place, path, and/or pace” (Horn & Staker, 2011). It embraces a learner-centered paradigm of education in which not only pedagogy, but also assessments and support systems are changed as well (Watson & Reigeluth, 2008). It allows students the time and resources needed to master those learning targets necessary for them to graduate from high school, college, start a career, and enter the work-force ready. It is expected that students will not only master core academic subjects, but they will also develop those skills which will be in demand that support innovation, including creativity, critical and analytical thinking, and problem solving (Casner-Lotto & Barrington, 2006; Woock & Wright, 2008, & Partnership for 21<sup>st</sup> Century Skills, 2008).

While the EAA’s direct-run school leaders are granted unprecedented autonomies, each ascribes to a few non-negotiable principles for the radical transformation of the traditional paradigm of public education. These non-negotiable principles include a student-centered computer-based learning platform, common assessments, global partnerships, individualized learning plans for all students and the use of technology as a teaching and learning tool.

**(2) Increase the number of effective educators in the schools, especially in high-need schools**

EAA was set up to increase the number of effective educators in its participating schools, which are all currently designated high-need schools (Persistently Low Performing) by the state of Michigan. It is the new agency that was established by the Michigan legislature to radically change the approach to educating students in the state’s lowest performing schools that are labeled Persistently Low Performing (PLA).<sup>1</sup> The Michigan Department of Education uses a straight classification of the lowest performing 5% of schools as determined by Michigan standard assessments, growth data, achievement gap data in all five tested content areas, and graduation rate data (for high schools).

There are 846 school districts in Michigan with Detroit being the largest. Sixty-six school systems in Michigan enroll more than 5,000 full-time equivalent (FTE) students in grades K-12. Of



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that group, EAA will take over Persistently Low Performing schools from 10 of the largest districts including: 1) Detroit City School District (66,132 K-12 enrollment) (40 PLP<sup>2</sup> schools); 2) Kalamazoo Public Schools (12,504 K-12 enrollment) (3 PLP schools); 3) Flint School District (9,606 K-12 enrollment) (3 PLP schools); 4) Lansing Public School District (12,754 K-12 enrollment) (2 PLP schools); 5) Saginaw School District (7,896 K-12 enrollment) (2 PLP schools); 6) Battle Creek Public Schools (5,393 K-12 enrollment) (1 PLP school); 7) Grand Rapids Public Schools (17,091 K-12 enrollment) (1 PLP school); 8) Pontiac City School District (5,430 K-12 enrollment) (1 PLP school); 9) Port Huron Area School District (9,757 K-12 enrollment) (1 PLP school) and 10) Southfield Public School District (7,561 K-12 enrollment) (1 PLP school).

**Starting July 1, 2012, EAA will assume the administrative operation of 55 public schools in the 10 largest school districts with PLP schools and 5 charter schools over a five-year period.** On July 1, 2012, 15 schools from Detroit City School District were assigned to EAA by the Emergency Manager for Detroit Public Schools including: Mary McCloud Bethune (K-8) enrolling 678 students; Brenda Scott (K-8) enrolling 734 students; Burns (K-8) enrolling 489 students; Central High (9-12) enrolling 851 students; Denby High (9-12) enrolling 1,149 students; Ford High (9-12) enrolling 1,136 students; Law (K-8) enrolling 652 students; Murphy (K-8) enrolling 603 students; Mumford High (9-12) enrolling 896 students; Nolan (K-8) enrolling 564 students; Pershing High (9-12) enrolling 925 students; Phoenix (K-8) enrolling 372 students; Stewart (K-8) enrolling 501 students; Trix (K-8) enrolling 376 students; and Southeastern High (9-12) enrolling 1,230 students. On July 1, 2013, EAA will assume the administration of an additional 30 PLP schools, and beginning July 1, 2014 the number of PLP schools will increase to 60 (55 public schools and 5 charter schools) and remain at that level through year five.

EAA will not continue the operation of schools as they were organized. All positions are vacated. Existing administrative and teaching staffs are given the opportunity to apply for available



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positions, but do not have the right to remain in their current position. That required the hiring, selection and placement of 15 principals by July 1<sup>st</sup> first and the selection of between 400-450 teacher positions by September. As a result, EAA will operate, and the PEP teacher incentive project will affect more than 2,219 certified teachers and administrators working directly with 46,545 students currently attending 60 Michigan schools rated Persistently Low Performing.

The student recruitment process began in November 2011 with a marketing campaign, including TV, print and radio ads and "foot soldiers" going door-to-door in Detroit neighborhoods encouraging parents to enroll. As a result, more than 60 principals applicants and 1,100 teacher applicants were received nationwide. The recruitment, selection and placement process will be continued as it assumes control of the increasing number of schools over the five-year period.

In January 2012, EAA entered into collaboration with the Harvard University Graduate School. They jointly developed and executed the initial recruitment and final selection of the inaugural principals. The collaboration included the development and implementation of a human capital strategy to recruit, attract and select highly effective principals. The plan looked at how best to build a strategic hiring pool, what key messages were critical to attract leadership to the EAA, and how to ensure the best fit as it relates to the final selection process.

Within the strategic alliance, a principal pipeline was created in order to engage with a number of candidates including those principals with a proven track record and those novice principals with the right mindset as well as non-traditional avenues. In addition, a recruiting strategy was established that included a mixture of networking, referrals, social media, preferred providers and residency programs.



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

EAA uses a broad range of human capital decisions to determine educator effectiveness that is based on the PEP evaluation system described in this application proposal. The PEP Performance-Based System addresses all TIF recommended elements including a sophisticated data monitoring system. The plan provides accurate and reliable data related to hiring, teacher and principal evaluations, and a sound pay structure tied to student performance. The PEP Performance-Based System includes a value added model that includes valid tested assessment instruments. And the program is fully sustainable based on the ability of EAA to create a fund balance that is linked to a tiered salary base.

Upon hiring, EAA will place all teachers in a three-tiered pay structure based on years of experience (less than 3-years experience, 3-5 years and 6 or more years), in the classroom for one year only. During year two, returning teachers will be placed at a level commensurate with their evaluation score. Beginning with year 2, all newly hired teachers will be paid at a flat rate regardless of years of experience. During the 2012-2013 school year, Master Teachers and Educational Specialists will be selected based on their knowledge of curriculum, ability to oversee instructional implementation and capacity to oversee the performance of their peers. Master Teachers and Education Specialists will receive higher compensation with additional responsibilities of serving as an instructional resource to other teachers. Master Teachers and Education Specialists serve as the leadership team, along with the principal, to offer instructional support and to carry out regular classroom observations. Education Specialists are assigned classes; however, their schedule allows them to carry out support activities and to work with Master Teachers to plan professional development, to analyze cumulating data, and to participate in teacher performance evaluations. Stipends are limited to the Master Teacher and Education Spe-



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cialist category. Master Teachers receive a \$15,000 stipend and Education Specialists receive an additional \$20,000 annually in addition to their salary as part of their participation in the PBCS. Master Teachers are paid \$8,000 more annually than the classroom teacher and Education Specialists receive \$16,000 more annually than regular classroom teachers as part of their base pay. The stipends are in addition to the base pay amount.

EAA set up the PEP performance evaluation system based on a teacher's ability to teach effectively in the multi-faceted instructional environment. As part of the new performance evaluation structure, EAA staff used the SAS® EVAAS® Value-Added and Growth Models as the basis to develop the initial matrix used for the PEP performance-based system. The result is a new system, where all teachers receive ratings in three categories directly as they relate to the seven major components. They include: 1) Student Academic Growth, which is based on student progress on Michigan required tests, chosen standardized tests and teacher-generated assessments; 2) Instructional Practice/Professional Competence, which reflects regular observations by administrators on factors such as lesson development, classroom practice, use of technology support for classroom instruction and management, data analysis, setting appropriate expectations for students; and 3) Empowerment, or Individual Service Planning (ISP) an approach for students to serve their school and their community in a variety of settings.

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

PEP gives weight score for educator effectiveness. The PEP teacher evaluation plan is weighted to measure their participation as a cooperative participant on instructional teams as part of a multi-unit school organization, in order to plan, implement, and evaluate instructional programs for individual students in the instructional unit (which replaces the traditional age-graded classroom (Jeter, 1981; Romberg, 1985). Teachers' work involve the organization of learning materi-



als so that students can make effective progress through their learning activities, arrangement of the learning space to allow for students to work alone or together to achieve particular learning goals, keeping efficient electronic records in order to trace each student's individual progress, and helping each student through his unique learning process. Additionally, teachers are responsible for providing resources and removing obstacles so students can learn efficiently.

The PEP teacher evaluation plan is weighted to measure progress in setting up a classroom environment that is built upon the assumption of individual differences. Teachers must show how students are engaged in the planning and carrying out of their own organized program as an active learner, by communicating with peers and engaging in learning activities. The PEP teacher evaluation plan is weighted to measure their use of instructional approaches using a variety of resources and technologies including printed materials, audiovisual materials, direct experiencing of phenomena, and their constructive use of space and equipment. The PEP teacher evaluation plan is weighted to measure the use of a problem-based approach to learning. Using this concept, the teacher's role has been changed from the traditional disseminator of information to an active curriculum designer and learning facilitator. Teachers must possess the facilitation skills needed for reflecting, posing problems, questioning, modeling, choosing appropriate strategies and assessing learning.

**(iii) The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience to inform human capital decisions, and applicable LEA-level policies that might inhibit modifications needed to use educator effectiveness as a factor**

The EAA PEP project is feasible because it is built on the successes of previously funded TIF pay-for-performance programs operating in Kansas City, Missouri and Seattle, Washington and is structured around successful performance measurements used as part of the Teaching's Teacher Advancement Program (TAP), SAS® EVAAS® Value-Added and Growth Models, The



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Tennessee Educator Acceleration Model (TEAM), The Tennessee Value-Added Assessment System (TVAAS), the Measures of Effective Teaching (MET) project, The Performance Assessment for California Teachers (PACT), the Formative Assessment System Continuum of Teacher Development (FAS Continuum), The Framework for Teaching, the National Board Certification assessment system (NBPTS), and the Classroom Assessment Scoring System (CLASS). It is also feasible because EAA staff has previously worked to change LEA-level policies that often inhibit or prevent the facilitation of modifications needed to use educator effectiveness as a factor in human capital decisions. It will be successful because current EAA staff has extensive experience and training in all aspects of teacher and administrative compensation programs that reward excellence. Additionally, all have worked in school systems that had a history of policies and procedures that provide incentive pay to be approved, set up properly and structured so that it can be sustained without increasing the total cost of school operations.

John Wm. Covington, Ed.D. is currently serving as the first Chancellor of the Education Achievement Authority of Michigan, a newly created statewide system of schools developed to dramatically redesign public education for Michigan's persistently lowest achieving schools.

Dr. Covington was responsible for setting up and supervising the Kansas City School District's federally funded TIF program. He is known nationally as an education innovator and creative problem solver with a proven track record of success in both rural and urban schools. He has worked in various school districts throughout the country and spent an extensive part of his professional career serving public school districts throughout Alabama. Prior to being named chancellor, Dr. Covington served as the superintendent of the Kansas City, Missouri Public Schools, the first African American to serve as superintendent of Pueblo City Schools, Pueblo, Colorado, and Superintendent of Lowndes County Public Schools in Alabama. In addition, he served in Alabama's Montgomery Public School System as an assistant superintendent and executive as-



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sistant to the superintendent. Prior to his tenure in Montgomery, Dr. Covington served in numerous professional capacities including classroom teacher, counselor, Director of Guidance, Assistant Principal and Principal in Macon County, Troy City and Eufaula City Public Schools. Dr. Covington earned his B.S., M.S., Ed.S. Degrees and an AA Certification from Alabama State University. He also holds a M.Ed. Certification from Troy University the AA Certification and Ed.D. Degree from Auburn University. He received a Ph.D. Degree from the University of Missouri in May in Transformational Leadership and Urban Policy. In 1994, Dr. Covington was selected as a distinguished alumnus of his alma mater, Alabama State University. Dr. Covington was named a Japan Memorial Fulbright Teachers' Scholar in 2005, the recipient of the NAFEO (National Association for Equal Opportunity in Higher Education) award in 2007, and was selected to participate in the Broad Foundation Class of Fellows graduating from the Broad Superintendents Academy in 2008. Dr. Covington received the Public Administrator of the Year Award in May 2010 from the Greater Kansas City Chapter of the American Society for Public Administration. In November 2010, Governing Magazine recognized Dr. Covington as one of seven nationally recognized Public Officials of the Year. Each year, the organization selects public servants from across the country for their "extraordinary contributions to exceptional governance." Dr. Covington's focus is on improved student achievement, uncompromising accountability and equitable opportunities for all students to receive a high quality education. Noted author Frederick M. Hess, "Covington may well be seen as the avatar of an era in which leaders increasingly fuel improvement by stripping and recycling excess and inefficiency from lethargic systems." Dr. Covington has received many awards and citations for the contributions he has made to public education, and holds membership in various professional and civic organizations. Dr. Maria Goodloe-Johnson, Deputy Chancellor, Instructional Support and Educational Accountability was Superintendent of the Seattle, WA Public Schools and responsible for setting up



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and supervising the Seattle School District's federally funded TIF program that includes teacher and principal incentive pay. Seattle's new performance management system has provided the district with the foundation needed to be successful.

Dr. Rebecca Lee-Gwin, Deputy Chancellor, Business/Fiscal Affairs and Operations; Dr. Mary Esselman, Chief Officer, Accountability, Equity, and Innovation; and Dr. MiUndrae Prince, Associate Chancellor, Human Capital, Equity and Accountability are part of the support staff to Dr. Covington that worked together in Kansas City specifically to eliminate or modify policies that had inhibited the use of educator effectiveness as a factor in recruiting, selection, rewarding or firing educators based on their performance. The team developed and began the implementation of the Transformational model, which included the TIF funded PIONEER Program (Pay Incentives based On Need for Excellent Education Reform) Project that involved administrators and faculties from 10 high-need schools to participate in the PIONEER pay incentive project each year. The PIONEER pay structure has halted the reward of unsatisfactory teachers and principals and has created a new process that supports administrators in their role of evaluating the professional staff.

**(iv) The commitment of the LEA's leadership to implementing the described HCMS, including all of its component parts**

EAA has an administrative staff and governing board that is commitment to implementing the PEP plan, including all of its component parts. Gov. Rick Snyder, working with Detroit Public Schools Emergency Manager Roy Roberts set up the EAA Board of Directors, all committed to dramatically redesigning public education in Michigan's lowest performing schools. They worked with the Michigan legislature to create the EAA as a revolutionary independent entity, serving as a statewide school system, with the authority to operate schools that includes improving the strategic management of human capital. They are committed to using EAA as an agent to



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set up a necessary and powerful strategy for improving classroom instruction that ultimately leads to better student outcomes. The commitment to the success of PEP is from the Education Achievement Authority Board, which oversees EAA. It is made up of two members appointed by Detroit Public Schools (DPS), two members appointed by Eastern Michigan University (EMU) and seven members appointed by the governor. The governor asked Roy Roberts to serve as chair of the executive committee who selected Dr. John Covington as Chancellor for the system.

**Detroit Public Schools appointees** include: **Roy Roberts**, Emergency Manager of the Detroit Public Schools and **Sharlonda Buckman**, CEO and Executive Director for Detroit's Parent Network. **Eastern Michigan University appointees** include: **Mike Morris**, Chairman and CEO of American Electric Power (AEP) and **Dr. Jim Stapleton** from the Board of Regents at Eastern Michigan University and Vice Chair of the Eagle Administrative Services board. **Governor Snyder Appointees include: Mike Duggan**, President and CEO of Detroit Medical Center (DMC); **Carol A. Goss**, President and CEO of The Skillman Foundation; **Reverend Dr. Joseph Ralph Jordan**, Pastor of Corinthian Baptist Church in Hamtramck; **Mark A. Murray**, President of Meijer, Inc. in Grand Rapids; **Dr. William F. Pickard**, Chairman and CEO of VITEC and also Chairman and CEO of Global Automotive Alliance and **Shirley Stancato**, President and CEO of New Detroit, Inc. All have stated publically their commitment to restructuring the tiered educator compensation system based on years of service and replacing it with one that provides higher pay for excellent teaching in high performing schools.

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

PEP is part of the HCMS structure of EAA that includes adequate financial and nonfinancial strategies and incentives, that are part of the performance based compensation system (PBCS)



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structure capable of attracting effective educators to work in the assigned high-need schools and retaining them in those schools. The new EAA-PBCS is a significant departure from current pay systems used by most public school districts throughout Michigan. The PEP base pay and incentive structure not only provides teachers and administrators a complete base pay, but also offers incentives designed to reward outstanding educational practices. Teachers and Principals who have been selected using this system have shown enthusiasm for the new pay structure and the additional compensation that is based on new roles and responsibilities, their accomplishments in the classroom and the performance of their students.

The PEP HCMS system including the PBCS component provides the basis for compensation using a multi-faceted approach. **The individual pay component** emphasizes the acquisition of knowledge and the individual educator's understanding and demonstration of applied skills needed for the job. Under the individual pay component, the 2012-2013 school year base salary for elementary school principals is \$120,000 and \$130,000 for high school principals.

During the initial years that EAA is being formed, principals are offered a \$25,000 signing bonus if they remain and complete three years of service at the school. Salaries remain at the initial level with annual increases based on performance as detailed in this TIF application proposal.

All teachers will be paid a flat rate based on years of service for the 2012-2013 school year. Base salary will be assigned in the following ways for the first year only: teachers with less than 3 years of teaching experience in high-need schools - \$50,000; 3-5 years - \$55,000; and 6 years or more - \$60,000. At the end of year one, all newly hired teachers will be hired at a flat rate. Subsequent salary increases will be based on performance only. EAA will use the teacher evaluation system to determine which teachers qualify for additional compensation. In this way, the EAA salary schedule is different than most district systems that simply award salary based on years of



service and level of education. All EAA employees are eligible for the Michigan Benefits Package and participate in a 401-K retirement plan.

The new general pay structure is designed to halt the reward of unsatisfactory teachers and supports administrators in their role of evaluating the teaching staff. However, it has proven to be very attractive for the initial stages of implementation. Even with the end of tiered base pay popular in many school systems, EAA received 178 applications from throughout the United States for the 15 principal positions and 772 applicants from throughout the nation for the 200 teaching positions.

Those principals and teachers who have been hired have said that they are interested in working in EAA schools because, in part, it offers a competitive base pay and significant rewards and additional compensation for working in "hard-to-staff" schools. They were attracted because of the PEP salary augmentations, which are given to master and specialist teachers who take on more responsibility and authority, and work a longer school year than the typical classroom teacher. They support the PEP system that provides that all teachers are eligible for pay incentives that are based on multiple teaching evaluations, classroom-level achievement improvement and school-level achievement growth using a value-added model. They recognize the value of professional educator salaries that are determined by more than years of teaching experience and professional development credits.

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

PEP is part of a rigorous, valid, and reliable HCMS educator evaluation system. It is a school administrative and teacher evaluation system using a comprehensive approach to performance evaluation that considers multiple measures of performance. Teacher and principal performance evaluations are the major focus for reforming the pay structure used at the EAA. Because EAA is a newly formed agency of the state, with authority to set up a performance evaluation system that



is not tied to any pay structure used by Michigan school systems, and free of union contracts, it could set a pay structure based on experience rather than length of service. The law also allows for the agency to put immediately into place a pay structure that is not based on a tiered system used by most school systems throughout the state. The new structure provides for annual budgetary savings that can sustain continuous pay-for-performance.

All administrators and faculties in EAA schools were newly hired beginning in July 2012 and are fully informed and support the assessment system. They understand that higher pay is granted for excellent principal, teacher and school performance, as judged by their highly trained peers based on student achievement gains (value-added) as well as differentiated professional levels and additional duties. PEP is a value-added assessment based on a statistical model to measure growth in student achievement from pre-to-post-testing.

**(1) LEA has finalized a high-quality evaluation rubric, with at least three performance levels under which educators will be evaluated**

EAA has a finalized high-quality evaluation rubric that includes four performance levels under which all EAA teachers and principals will be evaluated. The PEP rubric measures teachers' ability to teach, their knowledge of the subject of subjects taught, and their understanding (Empathy) of the students they teach. Within each of the three areas, performance raters will judge four levels of teacher performance as it relates to **instruction, student assessment, the styles of teaching used by the teacher as compared and adjusted to the learning styles of the students they teach and the feasibility of implementing a student-center system education.**

Raters score 4 for the highest performance level (Highly Effective), 3 for the next highest (Effective), 2 for average performance (Adequate) and 1 (Unsatisfactory) for the lowest based on the consensus of trained professional evaluators.



**(2) Each participating LEA has presented –**

**(i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels**

EAA has a clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels. The EAA performance pay plan was developed with these elements included in its plan. The performance pay plan provides compensation rewards for teachers, principals and schools that increase student performance, actively involve school staffs in professional development and training, and align community and school resources with school and EAA goals. As a result the EAA plan was able to attract its first set of highly effective teachers and administrators; and includes a program design that encourages participating schools to assess student learning effectively in all grades and subject areas. EXPLORE<sup>3</sup>, PLAN<sup>4</sup>, and ACT<sup>5</sup>), as well as, computer adaptive assessments can be used in all grades where appropriate tests are available, and through common assessments in non-tested grades and subjects.

PEP will provide all EAA schools with information and data included in the EVAAS Value-Added Assessment System (TVAAS) developed by William Sanders, who pioneered the value-added assessment methodology in Tennessee

The PEP rubric measures instructional skills based on proper observation and value-added scores that have been shown on a variety of statistical models mentioned above. However, it should be noted that the value-added measurement is only one of multiple measures that are correlated within the PEP rubric. Student growth that is part of a teacher evaluation includes observational scores contrasted with value-added scores. Both are used as measures of teaching practices that are designed to correlate with measures of student learning gains.



**(ii) Evidence, such as current research and best practices, supporting the LEA's choice of student growth models and demonstrating the rigor and comparability of assessments**

EAA's choice of a student growth model, which includes a rigorous and comparability of performance assessment is aligned with the Michigan student growth model requirement as well as supported by current research and best practices. The EAA PBCS evaluation system is designed to provide more valid performance ratings than do traditional teacher evaluations. Last year, Governor Snyder set up **The Michigan Council on Educator Effectiveness** to provide tools that improve teacher effectiveness. Its responsibility is to recommend a teacher tenure reform plan, by determining how teachers are evaluated, including looking at how student test scores can play a role. The PEP model includes five criteria recommended by MCEE for the selection and review of observation instruments and related materials to be used by Michigan school districts: 1) The instruments will be aligned with relevant state and national standards. 2) The instruments will be used both for describing practice and supporting ongoing educator learning/development. 3) A rigorous and ongoing professional training program will accompany the instruments. 4) Independent research on the reliability and the validity of the instruments will be available. 5) Demands of the process will be reasonable (people involved, time taken, and cost).

PEP also includes the elements recommended by MCEE including:

1. **A Pilot Phase** with personnel buy in, understanding, and local learning whereby the PEP performance evaluation will be tried out and its feasibility and fairness analyzed;
2. **A Phasing Period** where the PEP rubric is used without consequences so that professional staff can understand its use, and become familiar with the requirements; and
3. **Professional Training** where evaluators are trained and those trained learn how the evaluation fairly assesses individual performance.



PEP also includes the use of multiple observations whereby teachers are observed presenting several lessons by principals over several days of work. The PEP evaluation process will also be regularly audited by having outside observers determine its reliability by comparing observations of a subset of teachers to those of school their supervisors.

MCEE recommends and PEP includes the provision for an operational procedures system that includes timelines for the annual training and retraining of performance evaluators and school leadership. It includes the steps of an appeals process as part of a PEP handbook and it will include the PEP rubrics with an explanation of the performance evaluation process. PEP will also be part of the technology that is used by the EAA, whereby individuals have instant access to data used for accessing student progress, as well as current research on the reliability and validity of the instruments similar to PEP.

**Student Growth Model/Value-Added Model Pilot** - MCEE recommends a pilot study of several alternative student growth models and value-added models and one or two tools for evaluating administrators. PEP is designed as a student growth model that allows educators to examine both the student growth data and teacher and administrator observation data to better understand how evaluation can work. PEP highlights the strengths in existing models. There are two methods by which the PEP will measure academic progress using each student's longitudinal data as measured by the Performance Series Adaptive Assessment: value-added models and growth/projection models.

- 1) A value-added model that uses multivariate, longitudinal test data to provide summative measures of the impact of districts, schools and teachers on the rate of its students' academic progress.
- 2) A growth or projection model that uses data from the current completer cohort to estimate the coefficients for a model to be used to make projections to future attainment levels for



students who have not yet reached the grade level for which the projections are to be made.

The assessment instrument that is being used for these two methods, the Performance Series is a nationally normed adaptive assessment which has proven high reliability and validity at the standard necessary to determine whether or not the student is on track for postsecondary readiness by grade 12 and it is sufficiently sophisticated to measure the range of levels of achievement around the standard established for each grade level. Because simplistic models lack the reliability and precision necessary to provide policymakers and educators with the information they need, the following principles will be included in the methodology for either a value-added or growth/projection model.

**Principles for a Value-Added Model-** The value-added measure will be based on all of a student's previous years' performance data on an assessment instrument to determine the teacher, school or district's estimated impact on its students' academic progress. The inclusion of multiple years of data from multiple subjects for each individual student adds to the protection of an educational entity from misclassification in the value-added analyses. Additional protection for educators is provided through robust and sophisticated modeling. The robustness is necessary because sometimes students underperform on a single test and because more low achieving students are likely to miss tests than high achieving students. The value-added measure will:

- Apply to all students, regardless of achievement level;
- Be sophisticated enough to match performance from differently-scaled assessments;  
and
- Accommodate different classroom practices such as team teaching and self-contained classrooms.



The value-added model will show whether, on average, the students in that educational entity fell below, met, or exceeded the state's expectation for improvement in a particular grade and subject. Using the statistically robust and reliable model described above, EAA will provide value-added reporting at the district, school, and teacher levels.

**Principles for a Growth/Projection Model** - The growth or projection estimate for an individual student will be based on all of that student's previous performance data on an assessment instrument for students with at least three prior test scores to determine the student's likelihood of meeting future academic standards. This measure will:

- Accommodate students with missing test scores
- Use all test data over grades and subjects for each student in the analyses without adjustment for race and poverty
- Not require that test scores be vertically linked or make assumptions about the overall shape of the growth curve (so that policymakers have flexibility in the future as to its testing options)

If the model is part of an accountability system, it will report that projected proficiency level and incorporate this measure into the school accountability system as a way for schools to meet the state's expectation for annual improvement. The model will report whether, on average, the students in the school or district fell below, met, or exceeded the necessary target for improvement. This growth/projection reporting will include results for individual students, results by specific test, results disaggregated by the subgroups required by federal law, and results disaggregated by the highest and lowest-performing quartile of students by school and grade. The growth/projection model could also include data systems to permit the reporting of results disaggregated by individual teacher and individual classroom or subject level, matching teachers with



students, but the growth/projection model will not be used as a summative teacher measure.

Rather, the teacher value-added report will be used for that purpose.

Both kinds of information, value-added measures and student projections to future performance, will be obtained from the same longitudinal data structures. Both can and will be linked to other information for program evaluation or institutional research. Both kinds of metrics provide meaningful information for educators for school improvement. Results of the value-added and projection modeling will be available to educators and policymakers through a web-based, secure-access, drill-down system of reporting.

The levels of performance that will be used to determine compensation are as follows:

**Level 5 - Most Effective:** Teachers whose students are making substantially more progress than the growth standard/state or district average (the teacher's index is above the growth standard by 2 standard errors or greater).

**Level 4 - Above Average Effectiveness:** Teachers whose students are making more progress than the growth standard/state or district average (the teacher's index is equal to or greater than the growth standard by 1 but less than 2 standard errors).

**Level 3 - Average Effectiveness:** Teachers whose students are making the same amount of progress as the growth standard/state or district average (the teacher's index is below/above the growth standard by -1 but less than 1 standard error).

**Level 2 - Approaching Average Effectiveness:** Teachers whose students are making less progress than the growth standard/state or district average (the teacher's index is equal to or less than the growth standard by -2 but less than -1 standard errors).

**Level 1 - Least Effective:** Teachers whose students are making substantially less progress than the growth standard/state or district average (the teacher's index is below the growth standard by less than -2 standard errors).



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The EAA has defined the highest level of effectiveness as above +1 while the lowest level is below -2. This makes it easier for a teacher to be deemed “Most Effective” than “Least Effective.” Most of the evaluation rubrics use a comprehensive approach to teacher evaluation, which considers multiple measures of performance including student achievement gains in addition to teachers’ instructional practices. All evaluate teachers based on multiple indicators of performance that take into account both teaching practices and teaching outcomes.

Thus, the EAA value-added PEP merit-based pay structure incorporates multiple factors including evaluations by principals and peers. No teacher’s or school administrator’s income will be based on a single measurement. Further, PEP merit pay bonuses are substantial and that the EAA budgeting process includes an annual fund balance that will withstand future budget shortfalls since it would be viewed as something above and beyond salary. Teachers not qualifying for bonuses in a value-added or merit-based system will be provided additional support through increased professional development in their determined area of weakness. Funding for high quality professional development will continue so that instructional practices linked with high student achievement are available to all EAA school personnel.

The PEP system has been developed with attention to the statistical rigor necessary to provide precise and reliable growth measures. For example, it addresses the following three considerations inherent to a statistically robust and reliable approach:

- How to dampen the effects of measurement error, which is inherent in all student assessments
- How to accommodate fractured student records (missing data) without introducing major biases by either eliminating the data for students with missing scores, using overly simplistic imputation procedures, or by simply using very few test scores for each student



- How to exploit all of the longitudinal data for each student when all of the historical data are not on the same scale

In addressing these considerations, The value-added measure is based on a multi-year average and takes into account all of a student's previous year's performance data on an assessment instrument (rather than just 1 – 2 years of data in 1 – 2 subjects) to determine the teacher/school/district's estimated impact on its students' academic progress. It has a mechanism for addressing students with missing data and assesses the impact at both the individual level as well as the group level and can accommodate different tests or changes in testing regimes. Finally, it allows for comparisons among teachers at different schools, within the schools within one district or across the state as the EAA acquires additional allows for the possibility that a teacher may be very effective in one subject and very ineffective in another, will accommodate team teaching and students who move from one teacher to another over the course of a school year and finally provides shrinkage estimates which protects against misclassifying teachers when there are small numbers of students.

EAA developed PEP beginning with the review of the Framework for Educator Evaluations that serves as a guide for the development of a system of educator evaluations. This Framework, developed by the Michigan Association of Secondary School Principals (MASSP), Michigan Education Association (MEA), American Federation of Teachers-Michigan (AFT-MI), and the Michigan Elementary and Middle School Principals Association (MEMSPA), has served as a basis for EAA educator evaluations.



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

EAA has completed the development of a high-quality plan that includes annual multiple teacher and principal observations, which includes the identification of the individuals, by position and qualifications, who will be conducting the observations, the observation tool that will be used, the events to be observed, the accuracy of raters in using observation tools and the procedures for ensuring a high degree of inter-rater reliability. EAA and the Harvard University Graduate School of Education (HGSE) worked together to develop the initial teacher recruitment plan that included criteria for the recruitment and final selection of EAA candidates for principal and teacher positions. Included, as part of the teacher selection process was the Teacher Demonstration Day, whereby teacher candidates conducted a mini-lesson and were rated on their performance using the observation rubric that includes the factors developed as part of the PEP pay-for-performance evaluation criteria. Consultants from the HGSE faculty who are part of the Universities Institute for Educational Management, worked with EAA staff to develop the assessment instrument. It is the basis of the PEP pay for performance model that is consistent with assessment instruments used by the Teacher Assessment Program and the Tennessee Teacher Performance program.

**Identification of The Persons by Position and their Qualifications** –EAA has developed an initial group of educators who will serve as the catalyst for selecting individual school raters and will provide the means to achieve consistency among raters in all schools on performance tasks.

The first task will be to provide schools with the tools for:



1. Selecting raters who have sufficient knowledge of the skills being measured and the rating criteria being applied,
2. Designing tasks with a clear idea of what constitutes poor and good performance,
3. Developing scoring guides that minimize the level of inference raters must make to apply the criteria to student work,
4. Providing sufficient training for teachers to learn how to apply the criteria to real examples of student work, and
5. Monitoring the scoring process to maintain calibration over time.

Initially, only the principals, assistant principals, and other instructional leaders who have been trained and who have met the certification requirements on the observation rubric will conduct observations. EAA staff will provide guidance to schools to ensure consistent scoring and calculations. Most importantly, EAA will analyze the observation implementation and results each year to ensure that each school provides the appropriate training and the right guidance to continuously improve the PBCS observation system. EAA will use survey data, focus groups, and the data from the classroom observations themselves to make the PEP system better each year. The lead group of principals has the background and will have the appropriate training to set up individual school training specifically tied to conduct rating sessions. They will also be trained to train their school raters in:

6. Rater Error Training (RET) designed to increase accuracy by decreasing common “rater errors” or “rater biases”,
7. Performance Dimension Training (PDT) setting appropriate performance dimensions used in the school,
8. Frame of Reference Training (FOR) showing accuracy in rating the teaching of Michigan vs. Common Core performance standards, and



9. Behavioral Observation Training (BOT), detection, perception, and recall of actual performance.

All 15 of the initial principal's group will be part of school teams that conduct observations. A sampling of the group (with qualifications) is listed below. The resumes of all other principals (including qualifications) are included in the Appendix.

**Jacquelyn Caldwell - (New Principal of Burns Elementary/Middle School)** transitioned to education in the Detroit Public Schools from the business world because of her love and dedication to serving children. She has worked in many capacities during her 17 years of service. She has served as a middle school science teacher where she was Science Fair Coordinator and lead science teacher. In addition to her effective classroom teaching, she successfully served as Curriculum Coordinator, Instructional Specialist, Literacy Coach, Academic Engagement Officer, and Principal in the Detroit Public Schools.

Jacquelyn has participated in many programs and was integral in assisting with writing a School Improvement Grant (SIG) where students have made incremental academic gains in its first year and are still 'on the move' to bridge the achievement gap through extended learning time, in-school suspension, and extensive use of technology. Jacquelyn earned an undergraduate degree in Business Administration from Nazareth College in Kalamazoo, Michigan and a teaching certification and Masters of Curriculum and Instruction from the University of Detroit Mercy in Detroit, Michigan. She is now in her final semester as a doctoral student at the University of Phoenix majoring in Curriculum and Instruction and Educational Leadership.

**Dr. Donnie R. Davis, Jr. - (New Principal of Mumford High School)** is a Metropolitan Atlanta native by way of California's San Francisco Bay Area. As a transient student, he attended four elementary, two middle, and three high schools. Dr. Davis received his B.A. in Journalism, and M.Ed. in Social Studies Education, from Georgia State University.



His career in education has provided him with experience in the Atlanta Public Schools (APS), the Clarke County School District, the Georgia Department of Education, and Ivy Preparatory Young Men's Leadership Academy. Dr. Davis received his doctoral degree in Educational Administration and Policy from the University of Georgia in May 2012.

**Alexander Cintron - (New Principal of Phoenix Elementary/Middle School)** began work in education as a Bilingual-Spanish and English as a Second Language (ESL) Social Studies Teacher. Throughout his teaching tenure, he focused on rigorous academic instruction and developed socio-cultural programming to improve the school climate. He has an Educational Specialist Certificate in Curriculum and Instruction with a minor in Administration and Supervision. He was later appointed Migrant Director and Project Manager where he provided academic and technological services to thirty-two schools that serviced limited English proficient (LEP) students and migrant families. Mr. Cintron was chosen as Principal to take the helm of a Persistently Lowest Achieving (PLA) school. His leadership has had a positive impact on curriculum and instruction resulting in an improvement in school climate. He is a strong proponent of the Turnaround Model and committed to closing the achievement gap. According to the count day records, the rate of attendance was at 98.3 %. Star Math and Star Reading have shown remarkable growth under his leadership among the various cohort groups from 25 to 80%. His schools data demonstrates MEAP 2011-12 scores in reading have increased 10%.

Mr. Cintron completed his undergraduate work at Michigan State University with a double major in Psychology and Anthropology. He earned a Master's degree at Wayne State University and is near completion of a PhD from their College of Education.

**Hannah Irvin - (New Principal of Law Academy Elementary/Middle School)** received her undergraduate degree in Elementary Education from the University of North Carolina. Ms. Irvin spent seven years teaching at Forest View Elementary School in Durham, North Carolina. In her



years as a classroom teacher, her team showed consistently high student growth. Ms. Irvin also mentored several student teachers and served on the school's governing committee. For three years, she planned and coordinated the Summer Connections program, which provided free summer enrichment opportunities for students from her school. Ms. Irvin earned a Master's degree at the Harvard Graduate School of Education (HGSE) in the School Leadership Program. She served as the resident principal at the Frank M. Sokolowski School in Chelsea, Massachusetts where she worked with teachers and the Instructional Leadership Team to strengthen team functioning, implement the Achievement Network's interim assessment and data cycle, and improve instruction through various observation protocols.

**Lori Johnson - (New Principal of Southeastern High School of Technology and Law)** is a founding Advisor of University Preparatory High School, with more than 18 years of experience in the field of educating and preparing urban students for graduation and post-secondary success. She began her career in education teaching in a DPS high school before moving into the Charter sector where she has spent the last 9 years at University Prep High School, first as an Advisor/teacher and more recently in the role of Administrator. As a founding teacher at University Prep, she was successful in graduating over 90% of the school's first class of 2007. Other career highlights include Grade Team Leader, Leadership Team Member, Cultural Committee Lead, Curriculum Development, and Director of the Parent Academy Group. Ms. Johnson currently holds a Bachelor's Degree in Secondary Education and a Master's of Education Degree in Education Leadership from Wayne State University.

**The Observation Tool** - EAA has developed a high-quality observation tool used in the PEP plan for multiple teacher and principal observations. PEP utilizes an assessment rubric for the observation tool used for classroom observation by trained evaluators that is designed to measure **the Ability to Teach, the Knowledge of the Subjects Taught, and the Empathy for their**



**Students.** Within each of the three areas, performance raters judge four levels of teacher performance including **Instruction, Assessment, Teaching/Learner Styles and Preparation**. Raters score 4 for the highest performance level and 1 for the lowest based on their professional judgment.

**The Events To Be Observed** –Educators will be observed by leadership teams that include the principal, assistant principal, and/or other instructional leaders trained in the observation protocol. The PEP Rubric was designed for the 50% observation component. Furthermore, during year one, EAA will work with the leadership teams in all schools to review and revise the PEP System along with the training. All teachers will be observed four times annually, with two observations occurring during each semester. All observations will be conducted unannounced. All designated observers must participate in required observation training (3 days).

**Judging performance in the area of Instruction** - 1) Content Standards, 2) Engaging Students, 3) Instructional Approach, 4) Instructional Methods, 5) Use of Instructional Resources, 6) Facilitation, 7) Communication, 8) Use of Time, 9) Subject Knowledge, 10) Knowledge of Student Learning Styles, 11) Critical Thinking, 12) Instructional Planning, 13) Student Interaction, 14) Performance Assessment, and 15) Student Expectations.

**Judging performance in the area of Assessment** - 1) Day to Day Measurement, 2) Subject Measurement, and 3) Use of Data.

**Judging performance in the area of Teacher/Learner Styles** - 1) Setting Expectations, 2) Interaction, 3) Use of Resources and 4) Use of Proven Teaching Approaches

**Judging performance in the area of Preparation** - 1) Interaction with Parent, 2) Involvement in School Activities and 3) Professional Development.

**The Accuracy of Raters in Using Observation Tools** - Research on the technical quality of performance assessments provides information about agreement among raters (reliability of the



rating process), the reliability of student scores, the fairness of performance assessment for different population groups, and the validity of scores for particular inferences.

**Agreement Among Raters** - When student growth is measured against student centered learning using a blended approach, judgment becomes an important factor. In a school that has been rated as Persistently Low Performing, student performance tasks are more diverse and much more complex, i.e., classes with a wide divergence of knowledge, motivation and backgrounds, and classroom instruction is done through teacher facilitation and project activities, it becomes more difficult to develop scoring criteria that fully reflect the quality of student thinking. EAA will train qualified raters to score well-constructed, standardized performance tasks with acceptable levels of consistency using thoughtful rating criteria. But it is the quality of individual judgment that is the most important component of rater proficiency.

**Procedures For Ensuring a High Degree of Inter-Rater Reliability** - Evaluation teams look at 15 areas of instruction, three areas of assessment, four areas of teacher/learner styles and three areas of preparation when rating the performance of a teacher. Raters must have knowledge of a variety of subject areas, teaching methodologies, teaching and learning styles, available instructional resources – especially related to technology, remedial and enrichment programs, as well as a host of activities designed to engage students in learning. Inter Rater Reliability (IRR) is important because: 1) it helps to determine the strengths and weaknesses of assessors of teacher performance; and (2) reduces various types of rater errors, including personal interpretations of the PEP Rubric, memory-based errors, and scale-based errors. EAA has developed IRR training as a means of ensuring a high degree of inter-rater reliability for all PEP raters. IRR is conducted in a group session, during which the rater teams observe a videotape of teacher performance segments, make independent ratings of each segment, and then discusses the reasons for their differences of opinion. During the course of the training program, subject matter experts (SME)



provide raters with individual-and group-level feedback regarding their performance in comparison to EAA policy procedures and benchmarks. Such personalized feedback provides raters with insight into the way that they typically make performance ratings.

At the same time, the discussion assists the cadre of raters in reaching some degree of consensus, such that when they return to evaluating teacher performance in the classroom, they will be doing so with a common frame of reference.

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

EAA staff members have experience measuring student growth at the classroom level, and have already implemented components of the proposed educator evaluation systems. They are part of a highly qualified team of experts, managers, researchers and other personnel who will oversee the PEP and the tasks that will make it successful. The expertise of the staff described below represents the broad range of abilities and talent that will ensure quality and timely completion of all components of the project.

Dr Covington, the Chancellor has the specific experience setting up and supervising the Kansas City Missouri School District federally funded TIF program (PIONEER) that includes teacher and principal incentive pay based on measures of student growth at the classroom level and components similar to those in the proposed PEP educator evaluation systems.

Deputy Chancellor, Dr. Goodloe-Johnson also has direct experience setting up and supervising the Seattle School District federally funded TIF program that includes teacher and principal incentive pay based on measures of student growth at the classroom level and components similar to those in the proposed PEP educator evaluation systems. Dr. Covington's executive staff that includes Dr. Rebecca Lee-Gwin, Dr. Esselman and Dr. Prince worked with him in Kansas City to set up the PIONEER incentive pay program. They have gained extensive experience develop-



ing on measures of student growth at the classroom level and components similar to those in the proposed PEP educator evaluation system.

EAA has additional professional staff capable of providing leadership support to PEP. Mr. Tyrone E. Winfrey, Sr., Chief of Staff, was the former president of the Detroit Board of Education. Mr. Winfrey has served as Associate Director in the Office of Undergraduate Admissions for the University of Michigan and Director of the University of Michigan Detroit Admissions Office. Mr. Adel Haddad, Chief Technology Officer has more than 22 years experience in the information technology field, most recently as Chief Information Officer for Technology Experts, Inc. in Hammond, Indiana. Each has experience implementing programs designed to improve student achievement in a school system and measuring student growth at the classroom level. Each has also been actively involved in the implementation of school and administrative performance

**(5) In the case of teacher evaluations, the EAA performance evaluation system -**

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

The PEP evaluation system evaluation system bases the overall evaluation rating for teachers, in significant part, on student growth. PEP provides the basis for compensation using a multi-faceted approach, based in significant part, upon student growth. **The individual pay component** will emphasize the acquisition of knowledge and the individual teacher's understanding and demonstration of applied skills in the classroom. It relies on an evaluation system that not only discriminates between proficient and unsatisfactory performance, but it identifies and rewards outstanding teachers based upon student performance outcomes.

**Two Major Elements of the General Pay Structure - 1) Professional Base Pay -** Professional

base pay is the starting point for all EAA salaries. Base pay is an amount that represents a starting professional salary for teachers taking into consideration their professional and experiential background. Nearly all-further salary adjustments are determined by using the base. In subse-



quent years, teacher leader and master teacher positions will be added to the scale; however, the base pay in these categories is based on additional duties and responsibilities. **2) Performance Credit** - The evaluation credit comprises a key measure of each teacher's individual performance. The evaluation process is designed to meaningfully encourage and assist certificated employees to perform up to, and above, an agreed upon set of standards.

**Performance - Based Compensation** - *Multiple measures of teacher performance*. Teachers will be eligible to earn additional compensation in a variety of ways. The Performance Based compensates teachers primarily based on gains in student academic achievement: school-based and/or individual student achievement growth, and individual classroom-based student achievement growth and a combination of one or more of the following: 1) demonstrated advanced skills and knowledge (e.g., meeting evaluation benchmarks); 2) assuming additional responsibilities (e.g., peer assistance and review, providing professional development to colleagues, mentoring other teachers); and 3) working effectively in hard-to-staff schools. Multiple measures of teacher effectiveness will be used to address the concerns that teachers will not earn bonuses if their students' scores initially do not show significant improvement, and it will ensure that teachers who meet other important teaching evaluation criteria are rewarded.

PEP will use data driven objective measures of student achievement gains, which includes the general assessment for grades 3-8 is the Michigan Educational Assessment Program (MEAP); the high school general assessment for all students in grade 11 (Michigan Merit Examination [MME]); the alternate assessments for students with disabilities, (MI-Access) and teacher developed performance tests along with the nationally normed online adaptive tests—Performance Series and classroom level common assessments..



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Data will not be constructed with quotas, or numeric or percentage limits on the number of teachers who can receive an award within a school. If every teacher contributes to improving student achievement, every teacher should be able to earn more.

Teacher evaluations will be made up of three components: **50% will be observation data; 35% will be a student growth; and 15% will be professional growth** selected by the educator and his/her supervisor from a list of state board approved options.

PEP will use a range of measures of excellence, ensuring that a wide variety of teachers are eligible, not just those in subjects/grades in which testing occurs. A portion of the award will be tied to an individual teacher's students' success, even if part of the award is for school-wide success. Incentives will be clearly aligned with intended performance outcomes and expectations for teachers and principals. Higher achievement yields greater rewards; lower achievement yields lower or no rewards. Performance awards will be criterion-based, so that everyone meeting a previously agreed-upon standard earns the award. This will eliminate the concern that the reward system could breed unhealthy competition among teachers.

Performance rewards will be significant. Research indicates that pay-for-performance models should include the possibility for performance rewards in the thousands, not hundreds of dollars— incentives significant enough to make a difference to teachers (e.g. at least 5% of salary) and appropriately reward them for their achievements. The goal is to produce incentives that are adequate to recruit and retain top teaching and school leadership talent and to make additional work worth the effort for teachers. Thus, each participating teacher and principal will earn up to \$10,000 annually based on his/her success in the areas of **Student Growth** - gains in student academic achievement and school-based student achievement growth; **Professional Growth** including assuming additional responsibilities; working effectively in hard-to-staff schools and participation in Job-Embedded Professional Development. **Empowerment** includes performance



measured by plans that are uniquely designed to encourage individual student's personnel growth beyond academic knowledge but based on the application of that knowledge. Additionally, the top three schools with the highest school-based performance will receive \$75,000, \$50,000 and \$30,000 each year with the highest ranked school receiving the greatest amount.

Performance reviews will take place at least four times during the school year and be conducted by teams of teachers and administrators who are trained and certified as raters. Such an evaluation system will minimize teacher concerns about potential bias or favoritism. The system will be comprised of multiple methods of gathering evidence of the teacher's impact on student learning (e.g. ongoing informal observations, student achievement growth in formative assessments, and lesson and unit plans).

**(ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners**

The EAA PEP performance evaluation system includes elements for evaluating the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners. Wraparound is defined as a philosophy of care and a team-based planning process aiming to provide individualized, coordinated, and family-driven care to special students who have specific needs covered by the Individuals with Disabilities Education Act (IDEA) as it relates to early intervention, special education, and related services for children with disabilities. Wraparound also relates to students who do not speak English as their primary language and who have a limited ability to read, speak, write, or understand English with limited English proficiency, or "LEP." These individuals may be entitled language assistance with respect to a particular type or service, benefit, or encounter. PEP PBCS evaluation includes the provision of meeting Federal



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and Michigan laws applicable to IDEA, Title VI of the Civil Rights Act of 1964, and the Title VI federal regulations, prohibiting discrimination based on national origin. All teachers will be rated in their ability to meet the needs of these special students. Raters will look at how teachers work with individual families, service providers, and key members of the family's social support network collaborate to build a plan [Individual Education Program (IEP)] that meets the needs of the identified student and family.

Wraparound will be part of a school-wide plan and monitoring progress and will serve as a point of convergence for instruction. Recently, the National Wraparound Initiative has spurred increased efforts to further define and operationalize key components and processes. Instruments and further research about fidelity have become available and are likely to strengthen the use of wraparound in performance evaluation. Two main fidelity instruments are currently available and will be reviewed: (1) The Wraparound Fidelity Index (WFI) designed to assess adherence to 11 core principles of wraparound; and (2) Wraparound Observation Form (WOF) designed to assess the fidelity of wraparound team meetings by an independent observer.

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

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

The overall performance PBCS evaluation rating of EAA principals is based on student growth. It is made up of the design elements of successful performance-pay plans and recommendations for implementation based on: **Student Growth**: School-wide and individual growth as measured by the value-added growth model (the most significant factor considered in rating teachers and the principal) and **Professional Growth**: Participation in professional training (both teachers and school administrators) which manifests itself on a regular basis in classroom practices, performance on the teacher evaluation tool, receipt of national board certification.



**Student Growth** - Performance on integrated assessment system that includes: The general assessment for grades 3-8 is the Michigan Educational Assessment Program (**MEAP**); high school general assessment, administered to all students in grade 11, is the Michigan Merit Examination (**MME**); alternate assessments for students with disabilities, named **MI-Access**, involving several assessments which are called Functional Independence, Supported Independence and Participation. These alternate assessments are for students with mild, moderate, and severe cognitive impairment, respectively. Students that use alternate assessments are students with the most significant cognitive disabilities. Growth measurement also includes a nationally normed adaptive assessment and local common assessments (**measures of individual student growth in the classroom**) and **Value-Added Growth** based on statistical analysis of historical academic achievement data for each student that predicts individual achievement scores. (Student's actual scores are used to determine the amount of growth achieved and are also compared to the projected scores to determine whether a student's performance is at a rate similar to, lower than or higher than the student's previous growth.) Although considering student growth as the main factor, the EAA PBCS assessment of principals also includes additional measures recommended by the National Association of Secondary School Principals,<sup>6</sup> including indicators such as: 1) Graduation rates and/or promotion rates, 2) Participation in advanced courses (including but not limited to Advanced Placement and International Baccalaureate, dual-enrollment, pre-AP and similar rigorous courses), 3) Implementation of innovative program enhancements such as career and technical education (magnet programs), 4) STEM initiatives, 6) community service components, 7) College and work readiness activities, 8) College attendance rates, 9) School climate data, 10) Parent participation, 11) School and community collaboration, and 12) Teacher retention/transfer rates.



Both the quantitative and qualitative data pertaining to the academic and nonacademic indicators will be carried out through: self-assessments; EAA team visits to the school; school documentation of classroom observations; faculty meeting agendas; records of leadership team, department, team, or grade level meetings; records or minutes of the leadership teams, business partnership, or parent organization meetings; etc.; climate surveys (parent, staff, students, and community); as well as teacher, other school staff, parent, and student evaluations

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

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

The crucial role that EAA principals play in improving teaching and learning is to focus on student growth. To do this, they will be knowledgeable about current academic content and pedagogical techniques. They will be able to work with teachers to strengthen individual instructional skills. They will work with their faculty to collect, analyze and use data in ways that prove excellence. They will be able to rally students, teachers, parents, local health and social service agencies, youth development groups, local businesses, and other community residents and partners around the common goal of raising student performance. And they will be judged on their leadership skills and knowledge to exercise the autonomy and authority to pursue these strategies. EAA's recognizes that leadership requires focusing the entire school and the school community on student growth. And EAA is training its school leaders to operate as a community using a team approach that works. School leadership teams are made up of a principal, the master teachers, the lead teachers and a subject leadership team. When individual functions are assigned, the master teachers coordinate curriculum development for the student-centered classroom with teacher leadership teams. Lead teachers coordinate instructional strategies by subject area, and classroom teachers facilitate instructional implementation. A set of teachers representing the various levels work together to supervise school-wide testing and ongoing instructional coordi-



nation. All work together to promote parent involvement and public engagement. Volunteer community coordinators from each Parent Teacher Organization (PTO) are recruited to help with the development of local organizational supports and other opportunities for students and families.

**(B) Establishing a collaborative school culture focused on continuous improvement**

The EAA performance evaluation system evaluates, among other factors, a principal's practice in focusing on every teacher, and the school community generally, on establishing a collaborative school culture focused on continuous improvement. As part of their performance evaluation, EAA principals are judged on how they work with school teams and with leadership teams in other EAA schools to build a collaborative culture and the foundation for continuous student-centered success. EAA will work with the principals this fall to study and problem-solve issues that impact student success, with ways to develop the collaborative relationship that promotes a culture that permeates the entire EAA system of schools and ultimately each of the individual EAA school communities.

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

Generally, co-teaching services, means the provision of specially designed instruction and academic instruction provided to a group of students with specific disabilities and non-English speaking students. EAA strongly encourages the use of integrated co-teaching services based on the needs of its students, by offering such services at needed grade levels, or designated subjects. Implementation of integrated co-teaching will be gradually phased into all EAA schools. To meet the individual needs of specified students in a particular school, the EAA principal will have the authority to recommend and develop a combination of services, including, but not lim-



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ited to, integrated co-teaching for some classes, special class(es) for a portion of the day, a special education teacher or other supports in other general education classes for the remainder of the day. The specific recommendations will be indicated in the student's IEP.

The determination of whether integrated co-teaching services are an appropriate recommendation for an individual student with a disability or language barrier must be made by the individual school based on the recommendation of the principal and teachers. For some students, integrated co-teaching will be an alternative to placement in a special class with the added benefit of having both a special education and a general education teacher deliver the curriculum to the student.

For each student, whether the general education classroom is the least restrictive environment for the student to receive his or her special education services will be made in consideration of, but not limited to the following factors: the classes in which integrated co-teaching is offered and the match to the student's needs; the extent of special services the individual student needs to access, participate and progress in the general education curriculum; the similarity of needs of the other students with disabilities in the class; the potential effect of the class size on the student's learning needs; any potential benefits and harmful effects such services might have for the student or on the quality of services that he or she needs; and whether the extent of the modifications or adaptations and the professional or material resources needed for the student will consistently detract from the opportunities of other students in the group to benefit from instruction.

The services provided are a product of the needed services for identified students. Principals will have the flexibility and authority to set up integrated co-teaching services to the extent such services are needed consistent with EAA's requirements for special services.



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

Personalized, on-demand and job-embedded professional development in both pedagogy and content will help teachers shift their role in the classroom to one of facilitator and prepare teachers to implement the Common Core. In-class cameras as well as real-time analytics will help teachers provide appropriate support to students as well as build their own capacity.

The EAA will provide teachers with an electronic portfolio which teachers will use to capture their personal goals and objects, manage their professional development activities, gain access to real-time feedback from walkthroughs and observations and collaborate in local, national and international professional learning communities.

“Just in time” PD will be provided through nested content within each curriculum map contained in the teaching and learning platform. As shown in the example below, teachers will have access to exemplary lesson plans, a search tool to search for videos of teachers teaching model lessons for the content within the unit, a virtual PLC which links all teachers teaching the same course within the EAA to allow for real-time collaboration, a “pinterest-type” folder to teachers to collect and maintain ideas and personal resources, a space to upload student work for use in plc meetings and a file with articles from professional journals tied to the content being taught. The teaching and learning platform will also contain a link to dashboard reports for teachers to monitor their own performance. As shown in the sample report below, teachers will have real-time access to their progress related to each teaching standard, trend data on prior observations as well as links to on-demand professional development videos and forums, coaching opportunities and other opportunities directly linked to improving their effectiveness. Principals will have the opportunity to prescribe professional development, which teachers can access anytime, anywhere. A peer-to-peer network that provides video of EAA teachers who have been evaluated as



“highly effective” will be available so teachers can observe, collaborate and build capacity on an on-going basis. In classroom cameras will be used for coaching and for documenting improved competency as part of the digital portfolios.

A talent pipeline will target teacher retention as ongoing opportunities will be available for the development of teacher leaders and the preparation for aspiring administrators as well as an elite program which will provide additional support for principals and other district leaders through a joint MBA/PhD. program.

**(1) Use the disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual educators and schools**

The EAA PEP - PBCS system uses disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual educators and schools. The PEP project staff will identify professional learning needs related to student learning by reviewing individual certification needs, classroom-level disaggregated student achievement and behavioral data related to content area skills, school initiatives, the School Improvement Plan, and school and team goals. Twice annually each EAA School will identify professional learning needs through a classroom-by-classroom analysis of disaggregated student achievement data by content and skill areas, subgroups needing special assistance, and other school data. EAA, in turn will identify professional learning needs through a school-by-school analysis of disaggregated student achievement by content area and skills, behavioral data, and other district data and the results of the semi-annual needs assessment.

Teachers will meet with school administration to review the individual professional learning plans and progress in order to identify additional individual professional learning requirements based on performance appraisal data and priorities for students, grade levels, content areas, or the



whole school. Principals will use information from annual performance appraisals of educators to identify professional learning needs for individuals, teams, or whole-school faculty.

PEP requires that all evaluation team leaders participate in both on-demand professional development and professional development delivered by site-based teacher leaders during the school day—results in student academic growth. Once observation teams are set up at each school, they become qualified (certified) PEP performance raters by successfully completing four 6-hour days of training. The goal of the training is to prepare evaluators to rate employees using the PEP materials as they are intended. Additionally, the training is designed to provide raters with the tools to offer effective feedback during his performance review.

## **(2) Provide professional development in a timely way**

Professional Development will be provided for administrators, teachers and counselors in three areas: skills development, professional certification and professional growth. At least twice annually, all teachers will be able to receive training and/or retraining in skills as recommended in their performance evaluation. Skills Development training will be carried out each spring and summer with topics updated each year based on a review of all school's performance data.

Professional Development will be provided for administrators, teachers and counselors in three areas: skills development, professional certification and professional growth. At least twice annually, all teachers will be able to receive training and/or retraining in skills as recommended in their performance evaluation. Skills Development training will be carried out each spring and summer with topics updated each year based on a review of all school's performance data.

PEP training will be also be offered each summer for rater teams. It is designed to teach how to carry out objective ratings including how multiple reviews can be collectively reliable. PEP rater training will also include way for the teams to present constructive criticism based on a teacher or principal's performance without creating a negative reaction.



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

The EAA PEP project provides school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices. Ongoing, Job-Embedded Professional Development will include an integrated, results-driven, job-embedded professional development component. Teacher compensation will not be considered in isolation but instead must be part of a comprehensive teacher quality system that supports teacher development and best practice. If teachers are to be paid based on performance, teachers will need the tools and the time to learn and implement the skills that foster higher levels of performance. This requires opportunities for professional development during the school day. School schedules will be structured so that collaborative learning communities can develop, where teachers have time to work with each other and to create improved learning opportunities for their students. The professional development program will be school-based and focused on the instructional needs of individual students and strengths and weaknesses of teachers. It will be developed and directed by teacher leadership teams who will provide ongoing coaching and individual assistance to teachers in their classrooms to help further improve their skills and knowledge. The component will provide teachers the opportunity to observe accomplished classroom practitioners, collectively analyze student work, reflect with peers on their own practice and use individual school and central office developed data to determine areas that may need improvement.

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

The EAA PEP project offers professional development that will improve instructional and leadership practices, and is guided by the professional development needs of individual educators as



identified in paragraph (c)(1) of this criterion. Professional Development will be used to address learning needs related to identified student achievement goals for those students to which teachers are assigned; aligned with the individual's level of development. School Principals and School Advisory Councils will generate a school-wide Professional Development Plan that includes research- and/or evidence-based professional development aligned to identified classroom-level needs for student achievement, responds to educators' level of development, and specifies how the plan will be evaluated. EAA will generate a system-wide Professional Development Plan that is research- and/or evidence-based and proven to increase student achievement. School principals and their leadership teams create and implement Leadership Improvement Plans that are based on school and classroom disaggregated student achievement and behavior data and the needs of student groups not making AYP, and contain clearly defined professional learning goals that specify measurable improvement in student performance, improvements in teacher effectiveness, changes in administrator practices resulting from professional learning, and an evaluation plan that determines the effectiveness of the Leadership Plan.

**(d) Involvement of Educators**

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

Last year, Governor Snyder set up **The Michigan Council on Educator Effectiveness**, created by Public Act 102 of 2011, to provide tools that improve teacher effectiveness. Its responsibility is to recommend a teacher tenure reform plan, by determining how teachers are evaluated, including looking at how student test scores can play a role. The recommendations by the Council has the support from teachers unions and groups representing school boards and administrators. Based on input from educators throughout Michigan, the Council recommended a program that



includes the elements included in EAA's PBCS. PEP was developed in coordination with the Michigan pilot project and will serve as a model for developing a fair, transparent, and feasible evaluation system for teachers and school administrators throughout Michigan.

The PBCS as developed for teachers and principals was first introduced in the EAA's community based strategic planning conversations. The EAA held 13 sessions across the state of Michigan. The TIF grant was discussed with both teachers and administrators during the hiring and onboarding process.

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

**All EAA educators support the elements of the proposed PBCS and the educator evaluation systems of the EAA PEP project.**

The use of the PBCS PEP for teachers and principals has support as a model for developing a fair, transparent, and feasible evaluation system for teachers and school administrators throughout Michigan. After being extensively discussed throughout Michigan by educators and practitioners, has gained support by Governor Snyder (letter in Appendix). His endorsement is important because of the political ramifications on pay-for-performance plans that will be developed by the Michigan State Department of Education for use throughout the state in the future. EAA has held sessions across the state of Michigan outlining the complete PEP model. The TIF grant was also discussed with both teachers and administrators during the hiring and onboarding process. Teachers and principals supporting the program signed letters of support, which are currently contained in their personnel files (Agreement in Appendix). EAA staff will work with teacher unions statewide, as well as groups representing school boards and administrators who are involved in the process when it comes to linking evaluations to student performance. During



the interview process, the majority of the principals and teachers indicated their support for the PEP flat pay combined with PBCS.

### **(e) Project Management**

Each of the people who work with the PEP project will be chosen based on their ability to provide leadership as well as manage the implement the components of the project. They must be able to set educational standards and goals and establish the policies and procedures necessary to make the components work well at each school. They must effectively communicate to the teachers, support staff, counselors, librarians, coaches, and others who can make it happen, EAA's desire to create world-class students in every school assigned to it. They must be able to work with staff to develop effective student growth opportunities as well as manage the monitoring of school's progress. They must understand how to train and motivate teachers and other staff; manage counseling and other student services; prepare budgets; and handle effective relations with parents, prospective and current students and the community.

### **(1) Identifies and defines the roles and responsibilities of key personnel**

**Project Management** - The EAA PEP management plan has identified and defined the roles and responsibilities of key personnel involved in the project. It provides information on an effective project management that identifies persons who will provide administrative and management duties for its efficient and effective operations. Included in the management plan as full-time salaried positions are the positions of Director of the PEP Teacher Incentive Program (1.0 FTE funded by TIF), and an Administrative Assistant (1.0 FTE funded by TIF). In addition to these positions, the Chancellor has assigned EAA personnel responsibilities to assist with the overall planning, implementation, and success of PEP. It is important to note that key contractual individuals who will not be full-time salaried individuals with EAA will assume important responsibilities. These include the Program Evaluator, curriculum specialists, and adjunct teachers who



will teach specialized courses. Support positions will include technicians and paraprofessionals that provide on site support to schools staff.

The Director will devote 100% of his/her time to the PEP Project. Given the importance of this position, it will be placed at a director's level reporting directly to Dr. Covington, Chancellor of EAA. This position will be advertised and posted according to EAA policies and procedures.

**Fiscal Management** - Upon notification of a grant award from the Teacher Incentive Fund, Dr. Lee-Gwin, EAA's Chief Financial Officer will establish a fund account for the PEP Project. Her office will be responsible for maintaining files for audit in cooperation with the Director of the PEP Teacher Incentive Program. All transactions for purchase requests will be initiated through purchase orders and requisitions initiated by the building principals and approved by the Director of PEP Teacher Incentive Fund and EAA's Chief Financial Officer. All equipment purchased through the project will be maintained by the PEP office in accordance with the Education Department General Administrative Regulations (EDGAR), Code of Federal Register 34, Subtitle, and A, Section 80.32. Equipment will be appropriately marked to identify the funding source and date of purchase.

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

The EAA management plan allocates sufficient human resources to complete PEP project tasks. The fiscal responsibility for this project rests with EAA Board of Directors and the Chancellor. EAA Central Administration exists specifically to support the instructional work in the district. EAA staff members serve as a resource to all EAA schools. The governance approach was built on the model used by a number of school systems across the country have adopted components of elements of the EAS with impressive results. As a result, the combined EAA and district organizations will be much smaller than existing school districts, allowing for far more dollars to be spent where they are needed most, in the classroom.



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The central office personnel who will work directly with the operation and success of the PEP project include primarily the Dr. Covington's Executive Team including: Tyrone E. Winfrey, Sr.; Dr. Maria Goodloe-Johnson; Dr. Rebecca Lee-Gwin; Dr. Mary Esselman; Dr. MiUndrae Prince; Pamela Miller Malone; and Adel Haddad. These individuals are among the most qualified individuals in the nation who have the qualifications to set up and oversee the operation of the PEP project schools, but also to carry out the district's Transformational Model, which is the most comprehensive plan in the nation to turn around a school system. Responsibility for the planning, development, and implementation of the PEP project is the shared responsibility of the Chancellor, his executive staff including building principals and key faculty.

Dr. MiUndrae Prince will serve as the PEP project overseer and will provide leadership and also share in responsibility for the PEP professional development including rater training. Dr. Prince will devote approximately 15% of his time to the PEP project oversight. Dr. Esselman will assist with the overall planning, implementation, and success of the project. She will provide 15% of her time to the project. Dr. Maria Goodloe-Johnson will provide oversight to the structure of the principal and teacher observation process and help with its implementation. She will devote approximately 10% of her time to the PEP project. Dr. Rebecca Lee-Gwin, the Chief Financial Officer will approve contracts, arrange payment of salaries, serve as the final approval for all expenditures for materials and supplies, and complete the annual financial status report required by the state and federal government. She will devote approximately 15% of her time to the PEP project. Mr. Tyrone E. Winfrey, Sr. will work to validate the use of the PEP model as possible statewide HCMS plan that meets the criteria set by the state for creating pay-for-performance compensation systems in all public school districts. He will devote approximately 5% of his time to the PEP project. Mr. Haddad will devote approximately 5% of his time to the project. Dr. Judy



Berry will provide assistance with the project's compliance with federal regulations and the development and promotion of PEP. She will work with the PEP project 5% of her time.

**(3) Includes measurable project objectives and performance measures**

The Purpose of the PEP performance based compensation system program is to set up a performance-based teacher and principal compensation systems in schools designated as Persistently Low Performing by the State of Michigan. The PEP systems includes measurement of gains in student academic achievement, teacher classroom evaluations conducted at least four times during each school year, and other factors such as measurement, resulting in significant bonuses for highly effective educators with supplemental pay for classroom teachers who take on additional responsibilities and leadership roles as part of the project.

**PEP program goals include:** (1) improving student achievement by increasing teacher and principal effectiveness; (2) reforming teacher and principal compensation systems so that teachers and principals are rewarded for increases in student achievement; (3) helping ensure the ability to attract and retain effective educators; and (4) creating and setting up a sustainable performance-based compensation (PBCS) system.

**PEP Performance Measures include:** *Measure 1* - The number of teachers and principals, who are rated as Highly Effective, Effective, Adequate and Unsatisfactory, as measured by PEP performance measurement and the number who are not rated; *Measure 2* - The number of teachers teaching in a high-need field or subject, such as teaching English learners, students with disabilities, mathematics, and science, who are rated as Highly Effective, Effective, Adequate and Unsatisfactory, as measured by PEP performance measurement and the number who are not rated; *Measure 3* - The number of teachers and principals who were rated as Highly Effective, Effective, Adequate and Unsatisfactory, as measured by PEP performance measurement and the number who are not rated in the previous year and who returned to serve in the same high-need



school; and *Measure 4* - The number of EAA schools participating in a TIF grant that use the results of PEP to make school HCMS decisions: recruitment; hiring; placement; retention; dismissal; professional development; tenure; promotion; or all of the above.

**(4) Includes an effective project evaluation plan**

The EAA management plan includes an effective project evaluation plan. It includes appropriate methods for judging the success of the grant. The evaluation will include both formative and summative components for each of the five years to document progress toward achievement of the primary legislative objectives. The primary objectives are consistent with the specific objectives. Each is tailored to the goals of TIF and to the indicators (of success) outlined in the Objective Guide prepared for the U.S. Department of Education by the American Institutes for Research. All objectives and instruments for evaluation of this program are consistent with those outlined by the TIF regulations.

Qualitative data will be obtained through individual school evaluation teams' classroom observations, teacher interviews, meetings, and surveys of students, audits of enrollment and retention, and academic achievement testing to ensure that each teacher is achieving its performance goals. This information will be used to identify incentive pay for individuals and for schools. Also, these observations serve to produce recommendations that are useful in making needed changes. Survey instruments and consistent interview protocols will be developed prior to implementation. Surveys will include both scale items and open-ended questions. A schedule of periodic reviews of both the formative and summative data will be included in the evaluation plan and established for each site pending notification of grant award. The formative evaluation will assess the effectiveness of the recruitment phase, the placement phase, and the implementation phase of the PEP Project. The formative evaluation will be conducted during all aspects of the project with the goal being to create feedback loops to staff and others for the purpose of improving all



aspects of programming. Additionally, ongoing assessments will be conducted to determine whether the project is sound educationally and addresses teacher and student needs.

Several evaluation methods will be used to be sure that have been proven to be objective and produce data that is quantitative. The evaluation will include interview methodology, whereby the PEP Teacher Incentive Fund Project Director, building principals, performance evaluation team raters and the participating teachers will be requested to delineate outreach, recruitment and placement activities and perceived outcomes based on the recruitment phase. Interviews will seek to determine the extent to which recruitment strategies are consistent with the primary objective of determining high quality teaching.

Formative data collection techniques will include site visitations to observe school and classroom implementation. Samples of faculty, staff, and students will be randomly selected and interviewed on site to determine if program implementation is proceeding effectively. Program faculty and staff will be surveyed to determine the extent to which the project is being implemented as proposed. It will be important to include items on the survey related to their support of the TIF mission and goals, as well as their support of specific program policies. The Director off the PEP Teacher Incentive Program will be interviewed and administered the surveys to determine from his/her perspective those factors associated with effective implementation.

An audit and analysis of the performance measurement criteria will be used to determine the scope and sequence of all areas measured and to ascertain if they are adequate to achieve the objectives of the project. They are designed to measure whether a large majority of students are making significant gains in achievement and that all students are exposed to quality instruction offered by the teacher being measured.

The formative evaluation will also use a myriad of strategies to obtain other qualitative and quantitative indicators of program progress to ensure that implementation is congruent with the



TIF's goals and to ensure that the four primary objectives are achieved. Data will also be collected from teachers and other educational staff, parents, and students directly involved in the project. Included in the evaluation schedule will be planned monthly meetings between the Director of the PEP Teacher Incentive Fund and the Program Evaluator to review data and to revise the evaluation plan as needed to meet the demands for new data or information about the program. Information will be disseminated and discussed at periodic intervals with the school board, district administrators, Director of the Teacher Incentive Fund, and building principals.

The summative aspect of the evaluation will focus on the collection of enrollment data at the end of each school year 2013-2018. The evaluation will measure attainment of the objectives to identify the highest performing teachers, principals and schools and on the compilation of academic achievement data during this same period. Evaluation instruments will measure whether the majority of students are making gains in achievement and if project teachers are the reason for individual student achievement. Quantitative evaluation measures will contribute to program improvements by: defining characteristics of the population being served; facilitating decisions about the adequacy of program services for participants; providing information about the adequacy of the objectives, thereby facilitating modifications to reflect more realistic expectations, if necessary; generating recommendations that will be helpful in making needed changes for future programs, thereby resulting in improvements in programs which are in other settings; and providing information that will be useful in informing appropriate audiences about project outcomes.

As part of the move toward a standards based curriculum, multiple measures will be used to assess student performance. The assessment system will include a variety of components that include both formative (e.g. classroom-embedded and diagnostic assessments) to measure student learning and summative assessments (e.g. acuity) for accountability. Classroom assessments will



be differentiated according to teacher performance. Multiple choices, constructed-response and performance tasks will be included. All assessments will be vertically and horizontally aligned to the curriculum ensuring a continuum of data to support student learning. Participating teachers and principals will also develop digital portfolios to demonstrate progress of their individual learning plan.

As part of the transitional process, a number of guidelines for schools will be carried out during the implementation of data-informed decision-making. School-level data is an important support for school-level use of data to inform instruction. During the coming months, EAA staff members designated to help teachers retrieve data from the data system, interpret data and make instructional decisions based on data will be made available. This service will be used as an emerging best practice that both encourages more use of data and lessens the likelihood of misinterpretation of data.

The blended model for classroom-centered instruction requires that school principals' and their faculties will make extensive use of a data system. The Michigan Educational Assessment Program (MEAP) tests are administered once a year, and school review and reflection on the resulting data is also a once-a-year event. However, during the coming months, faculties will review interim, benchmark or end-of-course assessments. These data will be available on EAA's Information Technology system either as reports generated by the district developed database assessment system. As part of the PEP project, teachers and principals will receive training in assessing their progress through the EAA's database system. Regular ongoing principal and teacher self assessment set up with Harvard University School of Education course consultants and used as regular ongoing feedback to each individual showing their working knowledge of the PEP PBCS model and their ability to use it in classroom teaching. An annual summary will be provided to the external evaluator and used to determine group progress.



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

**(i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators**

The EAA management plan specifies realistic and achievable timelines for implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators. All teachers in all EAA schools will be included in performance evaluation beginning during the 2012-2013 school year. Implementation requires that the PEP performance rating system be completed and carried out during the first year of TIF funding. In order to accomplish a schedule of timely implementation whereby EAA can rate and award performance pay by the end of the 2012-2013 school year, the following schedule of approving and using the PEP Rubric during the first year is as follows:

Timeline for Key Elements for PEP Review and Adoption:

EVERY EAA SCHOOL will be required to review and approve a pilot performance evaluation Rubric during the 2012-2013 school year.

- By the end of September 2012 – Each school PEP team be formed to review and approve the initial PEP Performance Rubric for their school.
- By mid October 2012 – School PEP review teams will finalize the initial PEP Performance Rubric for their school.
- By the mid November 2012 – The initial PEP performance raters will be trained to complete the initial PEP Performance Rubric.
- By the end of December 2012 – School PEP teams of raters will begin piloting the initial performance review using the PEP Rubric for their school.



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- By the end of January 2013 – School PEP teams of raters and Principals will work with each school leadership and teacher leadership team will assess the initial performance review and modify, where needed, the PEP Rubric at their school.
- By the end of March 2013 – School PEP teams of raters will carry out the second performance review using the modified PEP Rubric.
- By the end of April 2013 – School PEP teams of raters will carry out the third performance review using the modified PEP Rubric.
- By the end of April 2013 – School PEP teams of raters will carry out the fourth performance review using the modified PEP Rubric.

During the second through fifth year of the project, schools will use the PEP Rubric for classroom observation at least two times during the first semester and two times during the second semester.

EVERY EAA SCHOOL will be required to review and approve a pilot performance evaluation Rubric during the 2012-2013 school year.

EVERY EAA SCHOOL will be required to review and approve a final performance evaluation Rubric by the start of the 2013-2014 school year.

- By November 2012 – Form a District Advisory Committee to ensure stakeholder engagement in selecting a framework and providing feedback on its implementation.
- By January 2013 – Adopt a new standards- and research-based framework and rubric to evaluate “teacher practice.” Originally, all districts were told to budget for implementing a new evaluation system in some of their schools starting September 2012. (NJDOE might offer a waiver to districts that show their current or newly developed frameworks meet the criteria.)



- January through August 2013 – Test and refine the observation frameworks and rubrics, including using them for informal observation, soliciting feedback from teachers and other stakeholders how the tool can best inform professional growth, and collaborating with neighboring districts around implementing and training. (NJEA will work to convince the
- June 2013 – Deadline for “thorough training” of teachers on teacher practice framework.
- August 2013 – Deadline for “thorough training” of administrators on teacher practice framework.
- September 2013 – Start of full implementation of new evaluation system.

**(ii) Successfully completing project tasks and achieving objectives**

PEP will be fully operational during the first year of the grant. It is a performance based compensation system program for all EAA teachers and administrators who have started working in some of Michigan’s Lowest Performing schools. The student-centered approach to teaching combined with a curriculum that includes blended learning provides a sophisticated method for reaching the project goals. The structure has already proven able to attract highly qualified educators and will increase administrative and teacher effectiveness so that substantive student growth will occur. This year serves as the beginning of the Governor’s and Legislative desire to reform Michigan’s teacher and principal compensation systems built on compensation that is based on performance. Because EAA certified educators enter the system at a flat rate with annual compensation gained through proven performance measured under PEP is a sustainable program. Because educators are rewarded based on excellence rather than a bonus tied to a tiered pay system, compensation truly becomes a reward.



**(f) Sustainability**

The PEP project is sustainable. The Center for Educator Compensation Reform recently published recommendations for sustaining TIF pay-for-performance compensation systems that include developing a vision and laying the foundation for fiscal and programmatic sustainability. The state that sustainability remains a moving target, and that school leaders seek guidance and assistance to remain equipped with current tools, insights, and approaches. They suggest that educators use their limited resources to use both the art and the science of strategic decision-making as they attempt to continue paying educators for good performance. They suggest seeking external funding such as “cultivating a loyal group of private funders; passing a mill levy; re-allocating existing resources, including revising the traditional salary schedule; or lobbying to have a state incentives program passed.”<sup>7</sup>

EAA has developed the HCMS pay structure as a basis for sustaining PBCS annual costs after the end of the TIF project. School districts have traditionally paid teachers according to the “single salary” schedule, a fixed pay schedule based primarily on education and years of experience. Most public school educators believe that the tiered system of pay is outdated (Solmon 2005; Vigdor 2008). It does not offer good teachers rewards for their efforts. It does not offer incentives to produce better results, especially in high need schools. And most important, it does not help to get rid of poorly performing educators. In response, Dr. Covington was selected to do what too many Michigan public schools have been unable to do to date—raise achievement in PLP schools. With this mandate, Dr. Covington has developed a HCMS pay structure, whereby teachers and administrators are paid at a flat level, and their annual compensation is based on the quality of work they do. Because the pay structure is a flat rate system, EAA has the ability to build a cash reserve that can be used for the bonus system after the TIF grant ends. With TIF five-year funding, a system will be in place that does not require with the Center believes schools



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systems must do to sustain their “pay-for-performance” plans – to see funds from sources outside the normal funding from the state that may or may not enable them to continue. The method used by EAA to build the cash reserves is outlined in (f)(1) that follows.

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

EAA has identified and has developed its long five-year budget that commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period. Listed below are the annual revenues that EAA is expected to receive based on the projected number of students that will be assigned to the Authority.

**Education Achievement Authority – Five-Year Revenue Projections**

<i>Income</i>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Total</b>
<b>Total Revenues</b>	(b)(4)					

Listed below are the projected staffing requirements for EAA schools based on the projected number of students that will be assigned to the Authority.

**Education Achievement Authority – Five-Year Projected Staffing and Enrollment**

<i>Category</i>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Number of Schools</b>	<b>15</b>	<b>45</b>	<b>60</b>	<b>60</b>	<b>60</b>
<b>Students</b>	<b>9,309</b>	<b>27,927</b>	<b>46,545</b>	<b>46,545</b>	<b>46,545</b>
Certified (Teachers and Administrators)	337	1,011	1,685	1,685	1,685
At-Risk (31A) CSR Gen Ed. Teachers	30	91	151	151	151
At-Risk (31A) CSR Special Ed. Teachers	6	18	30	30	30
At-Risk (31A) ELL Tutors (Teachers)	5	14	23	23	23
Special Education (Categorical) (Teachers)	64	192	320	320	320
Career and Technical Teachers	2	6	10	10	10
<b>Total Participants in PEP</b>	<b>444</b>	<b>1,331</b>	<b>2,219</b>	<b>2,219</b>	<b>2,219</b>



THE EDUCATION ACHIEVEMENT AUTHORITY of Michigan

The 2013-2018 Michigan PEP Project

Listed below are the projected budgetary allocations based on the projected revenues that will be received by the Authority

Education Achievement Authority – Five-Year Budget

Categories	Year 1	Year 2	Year 3	Year 4	Year 5	Total
1. Personnel	\$29,852,019	\$85,837,798	\$142,443,287	\$142,443,287	\$142,443,287	\$543,019,679
2. Fringe Benefits	\$12,793,723	\$36,787,628	\$61,047,123	\$61,047,123	\$61,047,123	\$232,722,719
3. Travel	\$53,000	\$159,000	\$265,000	\$265,000	\$265,000	\$1,007,000
4. Equipment	\$297,701	\$893,103	\$1,488,505	\$1,488,505	\$1,488,505	\$5,656,319
5. Supplies	\$3,428,487	\$7,518,944	\$12,070,486	\$12,070,486	\$12,070,486	\$47,158,889
6. Contractual	\$24,536,107	\$73,608,321	\$122,680,535	\$122,680,535	\$122,680,535	\$466,186,033
7. Construction	\$0	\$0	\$0	\$0	\$0	\$0
8. Other	\$350,000	\$1,050,000	\$1,750,000	\$1,750,000	\$1,750,000	\$6,650,000
<b>9. Total Direct Costs</b>	<b>\$71,311,037</b>	<b>\$205,854,794</b>	<b>\$341,744,936</b>	<b>\$341,744,936</b>	<b>\$341,744,936</b>	<b>\$1,302,400,639</b>
10. Indirect Costs	\$0	\$0	\$0	\$0	\$0	\$0
<b>11. Total Costs</b>	<b>\$71,311,037</b>	<b>\$205,854,794</b>	<b>\$341,744,936</b>	<b>\$341,744,936</b>	<b>\$341,744,936</b>	<b>\$1,302,400,639</b>
<b>12. Fund Balance</b>	<b>\$607,804</b>	<b>\$9,895,502</b>	<b>\$17,838,889</b>	<b>\$17,838,889</b>	<b>\$17,838,889</b>	<b>\$64,019,973</b>
<b>Reserved PEP PBCS</b>	<b>\$121,560</b>	<b>\$1,979,100</b>	<b>\$3,567,777</b>	<b>\$3,567,777</b>	<b>\$3,567,777</b>	<b>\$12,803,994</b>

EAA will pay teachers and administrators based on a flat rate system beginning with the 2013-2014. The differentiation in beginning pay was used this year because EAA was looking for a broad range of experience to start the program. However, all are aware that in subsequent years, all principals and teachers will be paid at a flat rate, with additional compensation based on performance and not on years of service or professional degrees held. Each also understands and fully supports PEP PBCS where individual performance as a teacher or school administrator determines whether they receive an additional annual supplementary compensation in addition to the flat rate of pay each school year.



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

EAA will implement the PEP project plan, which will result in a sustained PBCS and educator evaluation systems indefinitely. EAA will reserve as part of its annual fund balance, a total of \$12,803,994 that will be captured over a five-year period. Funds received under the TIF grant allows the reserve to be built rather than used for performance pay. Additionally, the project is designed to use TIF funds only as supplemental performance pay rather than the total pay of teachers and administrators.



## Endnotes

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<sup>1</sup> There are currently ninety-two schools identified by Michigan law as the Persistently Lowest Achieving Schools. The 92 schools on the Persistently Lowest Achieving list were identified based on the federally prescribed and federally approved formula used for the federal School Improvement Grant. That formula considers student proficiency levels, academic improvement rates; whether a school made Adequate Yearly Progress, and whether a secondary school had a graduation rate below 60 percent.

<sup>2</sup> PLP (Persistently Low Performing during the 2011-2012 school year)

<sup>3</sup> EXPLORE<sup>®</sup> contains four curriculum-based assessments: English, Mathematics, Reading, and Science. The assessment is based on the major areas of high school and measures the skills and knowledge needed for college success. It can also be used to help 8th and 9th graders explore a broad range of options for their future.

<sup>4</sup> PLAN<sup>®</sup> contains four curriculum-based assessments: English, Mathematics, Reading, and Science. The assessment is based on the major areas of high school and postsecondary instructional programs and measures the skills and knowledge needed for college success. PLAN<sup>®</sup> offers a component for 10th graders to build a solid foundation for future academic and career success through information needed to address a school's high-priority issues.

<sup>55</sup> The ACT<sup>®</sup> test is a curriculum- and standards-based educational and career planning tool that assesses students' academic readiness for college.

<sup>6</sup> National Association of Secondary School Principals. Professional Compensation for Principals. <http://www.nassp.org/Content.aspx?topic=57527>. May 7, 2008.

<sup>7</sup> Center for Education Compensation Reform. Meeting the Challenges of Fiscal and Programmatic Sustainability: Lessons From Teacher Incentive Fund Grantees. The Harvesting Project.



**THE EDUCATION ACHIEVEMENT AUTHORITY of Michigan**

**The 2013-2018 Michigan PEP Project**

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Patrick Schuermann-Vanderbilt University; Sarah Archibald, Ray Kluender, Kirsten Ptak –Value  
-Added Research Center, University of Wisconsin-Madison.



STATE OF MICHIGAN  
EXECUTIVE OFFICE  
LANSING

RICK SNYDER  
GOVERNOR

BRIAN CALLEY  
LT. GOVERNOR

July 26, 2012

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

Dear Secretary Duncan:

I would like to express my strong support of the application for Project PEP (Pay for Excellent Performance) that is being submitted by the Education Achievement System of Michigan (EAA of Michigan) to the U.S. Department of Education for the Teacher Incentive Fund (TIF) to help Michigan develop and implement a performance-based compensation system. The acceptance of this proposal would help Michigan carry out enacted reforms and provide vital support for the newly established EAA of Michigan to restructure and improve the quality of education for students that have been relegated to the state's poorest performing schools.

Last year, I worked with the Michigan Legislature to redesign Michigan's public education system that addresses the poor performance by school systems throughout Michigan and specifically targets the state's Persistently Lowest Achieving (PLA) schools. As you know, we set up the EAA of Michigan as a separate legal entity that operates as a Local Educational Agency, but has the authority to restructure a pay system for the schools they operate.

The approval of this grant application would help the new authority develop a pay-for-performance structure that will attract quality teachers to the EAA of Michigan schools while encouraging their teachers to improve the quality of teaching so that students can flourish academically. The grant will also help participating schools carry out the recent Michigan laws that require teacher and school administrator evaluations to be based on student growth using a value-added assessment model.

The EAA of Michigan TIF seeks to expand and enhance Michigan's pay-for-performance model by increasing the number of highly-qualified teachers to teach in schools identified as persistently low performing, by improving the effectiveness of teachers in EAA of Michigan schools, and by helping with the development and implementation of a sustainable model for rewarding school and teacher best performances.

I hope that you will join me to support the EAA of Michigan Teacher Incentive Fund proposal, PEP, which would provide Michigan with vital resources to carry out enacted reforms and offer support for the EAA of Michigan in their efforts to serve the students in the state's poorest performing schools.

Sincerely,

Rick Snyder  
Governor

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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

**Instructions**

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

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

<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>
Absolute Priority 1: HCMS To meet this priority, the applicant must include, in its application, a description of its LEA-wide HCMS, as it exists currently and with any modifications proposed for implementation during the project period of the grant.	(a) A Coherent and Comprehensive Human Capital Management System (HCMS)	1	
(1) How the HCMS is or will be aligned with the LEA's vision of instructional improvement;	(1) Aligned with LEA's clearly described vision of instructional improvement	1	
	(2) Increase the number of effective educators in the schools, especially in high-need schools	2	
(3) How the LEA uses or will use the information generated by the evaluation systems it describes in its application to inform key human capital decisions, such as decisions on recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion;	(i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application	5	PrincipalEAARubric Online Application Rubric Skype Rubric
	(ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made	6	
	(iii) The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience to inform human capital decisions, and applicable LEA-level policies that might inhibit modifications needed to use educator effectiveness as a factor	7	
	(iv) The commitment of the LEA's leadership to implementing the described HCMS, including all of its component parts	10	
(5) The human capital strategies the LEA uses or will use to ensure that high-need schools are able to attract and retain effective educators	(v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools	11	Agreement
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 Requirement 3--Documentation of High-Need Schools.	(c) Professional Development Systems to Support the Needs of Teachers and Principals Identified Through the Evaluation Process	40	
	(1) Use the disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual educators and schools	41	
	(2) Provide professional development in a timely way	42	
	(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices	43	
	(4) Provide professional development that is likely to improve instructional and leadership practices, and is guided by the professional development needs of individual educators as identified in paragraph (c)(1) of this criterion	43	

<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>Absolute Priority 2: Educator Evaluation Systems</p> <p>To meet this priority, an applicant must include, as part of its application, a plan describing how it will develop and implement its proposed LEA-wide educator evaluation systems. The plan must describe-</p>	(5) In the case of teacher evaluations, the EAA performance evaluation system -	31	<p>PrincipalEAA Rubric Online Application Rubric Skype Rubric</p>
	(i) Bases the overall evaluation rating for teachers, in significant part, on student growth	31	
	(ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners	34	
	(6) In the case of principal evaluations, the proposed evaluation system	35	
	(i) Bases the overall evaluation rating on, in significant part, student growth	35	
	(ii) Evaluates, among other factors, a principal's practice in—	37	
	(d) Involvement of Educators	44	
(1) The frequency of evaluations, which must be at least annually;	(3) Each participating LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations, including identification of the persons, by position and qualifications, who will be conducting the observations, the observation tool, the events to be observed, the accuracy of raters in using observation tools and the procedures for ensuring a high degree of inter-rater reliability	23	
(2) The evaluation rubric for educators that includes at least three performance levels and the following--	(1) LEA has finalized a high-quality evaluation rubric, with at least three performance levels under which educators will be evaluated	14	
(i) Two or more observations during each evaluation period;	(i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators	55	
(ii) Student growth, which for the evaluation of teachers with regular instructional responsibilities must be growth at the classroom level; and	2 (i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels	15	
	The Events To Be Observed	28	
	Performance - Based Compensation	32	
	6 (i) Bases the overall evaluation rating on, in significant part, student growth	35-37	
(iii) Additional factors determined by the LEA;	5 (ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners	34	
(3) How the evaluation systems will generate an overall evaluation rating that is based, in significant part, on student growth; and	Student Growth Model/Value-Added Model Pilot	17-24	
(4) The applicant's timeline for implementing its proposed LEA-wide educator evaluation systems.	5 (i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators	54-56	

<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.	(2) Increase the number of effective educators in the schools, especially in high-need schools	2	
(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	n/a	

<b>Competitive Preference Priority 5</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 5:</b> An Educator Salary Structure Based on Effectiveness (if applicable)To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant's project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe:	2 (v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools	12-14	
(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;	(i) Bases the overall evaluation rating for teachers, in significant part, on student growth	31-34	
(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	(ii) Successfully completing project tasks and achieving objectives	56	
	1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period	58-60	
(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period	58-60	

<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>
Requirement 1: Performance-Based Compensation for Teachers, Principals, and Other Personnel. In its application, an applicant must describe, for each participating LEA, how its proposed PBCS will meet the definition of a PBCS set forth in the NIA.	iii) The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience to inform human capital decisions, and applicable LEA-level policies that might inhibit modifications needed to use educator effectiveness as a factor	7-10	
· Design Model 1 or 2	(b) Rigorous, Valid, and Reliable Educator Evaluation Systems	13-15	
	(i) Bases the overall evaluation rating for teachers, in significant part, on student growth	31-37	
· PBCS Optional Features	Student Growth Model/Value-Added Model Pilot	17-22	

## 2011 Persistently Lowest Achieving Schools

School Code	District Code	ISD Code	School Name	District Name
04936	13010	13	Albion High School	Albion Public Schools
09319	82955	82	Allen Academy	Allen Academy
00138	25130	25	Atherton High School	Atherton Community Schools
00223	13020	13	Battle Creek Central High School	Battle Creek Public Schools
00253	25240	25	Beecher High School	Beecher Community School District
00286	11010	11	Benton Harbor High School	Benton Harbor Area Schools
00297	11240	11	Berrien Springs High School	Berrien Springs Public Schools
04319	82010	82	Bow Elementary-Middle School	Detroit City School District
09341	82010	82	Brenda Scott Academy for Theatre Arts	Detroit City School District
00398	73180	73	Bridgeport High School	Bridgeport-Spaulding Community School
00440	73080	73	Buena Vista High School	Buena Vista School District
00456	82010	82	Burns Elementary-Middle School	Detroit City School District
00542	82010	82	Carstens Elementary-Middle School	Detroit City School District
00617	82010	82	Central Collegiate Academy	Detroit City School District
03091	74010	74	Central Middle School	Port Huron Area School District
00731	50070	50	Clintondale High School	Clintondale Community Schools
00739	82010	82	Cody College Preparatory Upper School of Teaching and	Detroit City School District
09089	50902	50	Conner Creek Academy East-MI Collegiate High	Conner Creek Academy East
07024	82010	82	Crockett High School	Detroit City School District
00876	30020	30	Davis Middle School	Hillsdale Community Schools
00902	82010	82	Denby High School	Detroit City School District
08456	82925	82	Detroit Community Schools-High School	Detroit Community Schools
08785	82964	82	Detroit Midtown Academy	Detroit Midtown Academy
09912	11905	11	Dream Academy	Dream Academy
01003	50020	50	East Detroit High School	East Detroit Public Schools
01044	33020	33	Eastern High School	Lansing Public School District
01069	82250	82	Ecorse Community High School	Ecorse Public School District
08951	82010	82	Field, Moses	Detroit City School District
01236	82010	82	Finney High School	Detroit City School District
09345	82010	82	Fisher Magnet Upper Academy	Detroit City School District
01634	82010	82	Ford High School	Detroit City School District
09609	82987	82	Frontier International Academy	Frontier International Academy
05696	33020	33	Gardner Middle School	Lansing Public School District
07581	82010	82	Garvey Academy	Detroit City School District

## 2011 Persistently Lowest Achieving Schools

School Code	District Code	ISD Code	School Name	District Name
08757	82963	82	George Washington Carver Academy	George Washington Carver Academy
06235	25210	25	Hamady Community High School	Westwood Heights Schools
06343	80120	80	Hartford Middle School	Hartford Public School District
09372	63130	63	Hazel Park Junior High School	Hazel Park City School District
01666	82070	82	Highland Park Community H.S.	Highland Park City Schools
01687	39010	39	Hillside Middle School	Kalamazoo Public School District
00005	82010	82	Holmes, A.L. Elementary-Middle School	Detroit City School District
01840	82080	82	Inkster High School	School District of the City of Inkster
07795	82010	82	Jemison, Mae C.	Detroit City School District
09594	82010	82	Keidan Special Education School	Detroit City School District
02030	82010	82	Kettering High School	Detroit City School District
01043	82010	82	King High School	Detroit City School District
02377	82010	82	Law Elementary School	Detroit City School District
02201	50220	50	Lincoln High School	Van Dyke Public Schools
02207	82090	82	Lincoln Park High School	Lincoln Park Public Schools
08692	82090	82	Lincoln Park Middle School	Lincoln Park Public Schools
02187	81070	81	Lincoln Senior High School	Lincoln Consolidated School District
02317	63140	63	Madison High School	Madison Public Schools (Oakland)
03518	39010	39	Maple Street Magnet School for the Arts	Kalamazoo Public School District
01518	82010	82	Mary McCloud Bethune Elementary-Middle School	Detroit City School District
09892	25010	25	McKinley Foundation	Flint City School District
02575	39010	39	Milwood Middle School	Kalamazoo Public School District
02624	50160	50	Mount Clemens High School	Mt. Clemens Community School District
02644	82010	82	Mumford High School	Detroit City School District
02648	82010	82	Murphy Elementary-Middle School	Detroit City School District
02651	61020	61	Muskegon Heights High School	Muskegon Heights School District
02683	50170	50	New Haven High School	New Haven Community Schools
02708	82010	82	Nolan Elementary-Middle School	Detroit City School District
06199	25010	25	Northern High School	Flint City School District
02777	25010	25	Northwestern High School	Flint City School District
02778	82010	82	Northwestern High School	Detroit City School District
07606	82922	82	Nsoroma Institute	Nsoroma Institute
02798	63250	63	Oak Park High School	Oak Park City School District
01333	63250	63	Oak Park Preparatory Academy	Oak Park City School District

## 2011 Persistently Lowest Achieving Schools

School Code	District Code	ISD Code	School Name	District Name
02855	82010	82	Osborn Upper School of Global Communications and Culture	Detroit City School District
01552	82010	82	Palmer Park Preparatory Academy	Detroit City School District
02951	82010	82	Parker Elementary-Middle School	Detroit City School District
03015	82010	82	Pershing High School	Detroit City School District
04554	82010	82	Phoenix Elementary-Middle School	Detroit City School District
06656	09090	09	Pinconning Middle School	Pinconning Area Schools
02756	63030	63	Pontiac High School	Pontiac City School District
03123	82010	82	Priest Elementary-Middle School	Detroit City School District
03130	82010	82	Pulaski Elementary-Middle School	Detroit City School District
03159	30070	30	Reading High School	Reading Community Schools
03208	82120	82	River Rouge High School	River Rouge School District
03238	82240	82	Robichaud Senior High School	Westwood Community Schools
08669	82948	82	Ross-Hill Academy-Elementary	Ross-Hill Academy
00606	73010	73	Ruben Daniels Middle School	Saginaw City School District
03336	73010	73	Saginaw High School	Saginaw City School District
03520	50200	50	South Lake High School	South Lake Schools
03540	82010	82	Southeastern High School	Detroit City School District
08048	63060	63	Southfield Regional Academic Campus	Southfield Public School District
03555	82010	82	Southwestern High School	Detroit City School District
04065	55120	55	Stephenson High School	Stephenson Area Public Schools
06074	82010	82	Stewart Elementary-Middle School	Detroit City School District
04222	82010	82	Trix Elementary-Middle School	Detroit City School District
04251	41010	41	Union High School	Grand Rapids Public Schools
09561	63020	63	University High School	Ferndale Public Schools
08800	61903	61	WayPoint Academy	WayPoint Academy
08929	82010	82	West Side Academy Alt. Ed	Detroit City School District
04477	82010	82	Western International High School	Detroit City School District
04527	82010	82	Wilkins Elementary-Middle School	Detroit City School District
04550	81150	81	Willow Run High School	Willow Run Community Schools
06273	81020	81	Ypsilanti High School	School District of Ypsilanti



**CONTRACT FOR**  
**TRANSFER OF FUNCTIONS AND RESPONSIBILITIES**

FROM THE

**STATE SCHOOL REFORM/REDESIGN DISTRICT**  
(a Michigan public school district)

TO THE

**EDUCATION ACHIEVEMENT AUTHORITY**  
(a Michigan public body corporate and special authority)

The following recitals are made regarding this contract for the transfer of functions and responsibilities from the State School Reform/Redesign District (“Redesign District”) to the Education Achievement Authority (“Authority”):

The People of the State of Michigan mandate the encouragement of schools and the means of education and require the maintenance of a system of free public elementary and secondary schools through Sections 1 and 2 of Article VIII of the State Constitution of 1963.

The State of Michigan and its political subdivisions have been authorized by the People of the State of Michigan to enter into agreements for the performance, financing, and execution of governmental functions through Section 5 of Article III of the State Constitution of 1963.

The People of the State of Michigan, through Section 28 of Article VII of the State Constitution of 1963, have required the Michigan Legislature to authorize two or more counties, townships, cities, villages, or districts to, among other things: (1) enter into contracts, including with the State, for the joint administration of functions or powers; (2) share costs and responsibilities; (3) transfer functions or responsibilities; (4) cooperate; and (5) lend their credit in connection with any publicly owned undertaking.

The Michigan Legislature has implemented Section 5 of Article III of the State Constitution of 1963 and Section 28 of Article VII of the State Constitution of 1963 by enacting 1967 (Ex Sess) PA 8, MCL 124.531 to 124.536 (“Act”). Under the Act, two or more political subdivisions may enter into a contract with each other providing for the transfer of functions or responsibilities to one another or any combination thereof with the consent of each political subdivision involved.

The Redesign District and the Authority are both a “political subdivision” as that term is defined under the Act. The Redesign District seeks to transfer, and the Authority seeks to assume, functions and responsibilities of the Redesign District as a public school district to control and operate a system of public elementary and secondary schools and to deliver improved public educational services.

The Governor of the State of Michigan has delivered a special message to the Michigan Legislature under Section 17 of Article V of the State Constitution of 1963 indicating that one of Michigan’s most pressing responsibilities is ensuring that students are prepared to enter the work force and to take advantage of new opportunities as our economy grows. Because public schools must position children to compete globally in a knowledge-based economy, Michigan’s public education system must be reshaped so that students learn at high levels, think and act at high levels, demonstrate high performance, meet the highest expectations, and are fully prepared to enter the work force or attend college.

Because innovation, flexibility, transparency, and intergovernmental cooperation in the delivery of public educational services can maximize the encouragement of schools and the means of education, it is the intent of the Redesign District, at the request of the Governor, to utilize existing constitutional and statutory law to transfer the functions and responsibilities of the Redesign District to the Authority to accelerate reform and redesign and to establish a

statewide mechanism for providing improved public educational services more efficiently and effectively and in a transparent manner. Under this contract for the transfer of functions and responsibilities, the Redesign District and the Authority agree to transfer to the Authority the powers, duties, rights, obligations, functions, and responsibilities of the Redesign District to combine those powers, duties, rights, obligations, functions, and responsibilities with the existing powers, duties, rights, obligations, functions, responsibilities, authority, and resources possessed by the Authority.

Accordingly, the Redesign District and the Authority agree to the following terms and conditions:

## **ARTICLE I**

### **DEFINITIONS**

**Section 1.01.** As used in this interlocal agreement:

- (a). “Act” means 1967 (Ex Sess) PA 8, MCL 124.531 to 124.536.
- (b). “Authority” means the Education Achievement Authority, a separate legal entity, public body corporate, and special authority created pursuant to an interlocal agreement effective August 11, 2011 between the School District for the City of Detroit and the Board of Regents of Eastern Michigan University under the Urban Cooperation Act of 1967, 1967 (Ex Sess) PA 7, MCL 124.501 to 124.512.
- (c). “Chancellor” means the chief executive officer of the Authority.
- (d). “Contract” means this contract for the transfer of functions and responsibilities from the Redesign District to the Authority.
- (e). “Effective Date” means the effective date of this Contract under Section 3.01.
- (f). “Officer” means the State School Reform/Redesign Officer hired by the Superintendent of Public Instruction and possessing the authority to act as the superintendent of the Redesign District under Section 1280c of The Revised School Code, 1976 PA 451, MCL 380.1280c.
- (g). “Party” means a party to this Contract.
- (h). “Person” means an individual, authority, corporation, limited liability company, partnership, limited partnership, firm, organization, association, joint venture, trust, governmental entity, public agency, or other legal entity.
- (i). “Redesign District” means the State School Reform/Redesign District, a public school district, body corporate, and governmental agency established under Section 1280c of The Revised School Code, 1976 PA 451, MCL 380.1280c.
- (j). “School Intervention Model” means a school intervention model provided for the lowest achieving schools under the federal incentive grant program created under Sections 14005 and 14006 of Title XIV of the American Recovery and Reinvestment Act of 2009, Public Law 111-5, and known as the “Race to the Top” Grant Program.
- (k). “State” means the State of Michigan.
- (l). “Superintendent of Public Instruction” means the principal executive of the State Department of Education and staff advisor to the Governor appointed under Section 3 of Article VIII of the State Constitution of 1963.

**Section 1.02. Captions and Headings.** The captions, headings, and titles in this Contract are intended as a convenience and not intended to have any substantive meaning or be interpreted as part of this Contract.

**Section 1.03. Plural Terms.** A term or phrase in this Contract importing the singular number only may extend to and embrace the plural number and every term or phrase importing the plural number may be applied and limited to the singular number.

## ARTICLE II

### TRANSFERS TO THE AUTHORITY

**Section 2.01. Description of District Transfers.** The description or enumeration of a power, duty, right, obligation, function, or responsibility in this Contract shall not be construed as a limitation upon the power, duty, right, obligation, function, or responsibility. All of the powers, duties, rights, obligations, functions, and responsibilities of the Redesign District are transferred in their entirety to the Authority. The powers, duties, rights, obligations, functions, and responsibilities transferred from the Redesign District to the Authority under this Contract include, without limitation, all of the following:

- (a). The powers, duties, rights, obligations, functions, and responsibilities of the Redesign District under Section 1280c of The Revised School Code, 1976 PA 451, MCL 380.1280c.
- (b). Functioning as a public school district for purposes of Section 11 of Article IX of the State Constitution of 1963.
- (c). Receiving state school aid under The State School Aid Act of 1979, 1979 PA 94, MCL 388.1601 to 388.1896, or any successor statute.
- (d). Accepting a public school placed in the Redesign District by the Officer under Subsection 1280c(6) of The Revised School Code, 1976 PA 451, MCL 380.1280c(6).
- (e). Any other power, duty, right, obligation, function, or responsibility of the Redesign District under Section 1280c of The Revised School Code, 1976 PA 451, MCL 380.1280c, or other laws, including, but not limited to, a power, duty, right, obligation, function, or responsibility vested in the Redesign District after the Effective Date.

**Section 2.02. Description of Related Transfers.** In addition to the powers, duties, rights, obligations, functions, and responsibilities described in Section 5.01, the following powers, duties, rights, obligations, functions, and responsibilities of the Officer relating to the Redesign District are transferred to, and shall be administered by, the Chancellor:

- (a). Imposing for a public school transferred to the Redesign District a School Intervention Model described in Subsection 1280c(2) of The Revised School Code, 1976 PA 451, MCL 380.1280c(2).
- (b). Imposing an addendum to each collective bargaining agreement in effect for a public school transferred to the Redesign District as necessary to implement the School Intervention Model meeting the requirements of Subsection 1280c(8) of The Revised School Code, 1976 PA 451, MCL 380.1280c(8).
- (c). Acting as the superintendent of the Redesign District.
- (d). Exercising with respect to a public school placed in the Redesign District the powers of the Officer under Section 1280c of The Revised School Code, 1976 PA 451, MCL

380.1280c. All of the provisions of The Revised School Code, 1976 PA 451, MCL 380.1 to 380.1853, that would otherwise apply to the school board that previously operated a public school placed in the Redesign District apply to the Chancellor with respect to the public school, except those relating to taxing or borrowing. Except as otherwise provided for the Officer in Section 1280c of The Revised School Code, 1976 PA 451, MCL 380.1280c, the Chancellor may exercise all the powers and duties otherwise vested in the school board that previously operated a public school placed in the Redesign District, and officers for the public school, except those relating to taxation or borrowing. Except as otherwise provided for the Officer in Section 1280c of The Revised School Code, 1976 PA 451, MCL 380.1280c, the Chancellor shall accede to all the rights, duties, and obligations of a school board that previously operated a public school placed in the Redesign District, including, but not limited to, all of the following powers, rights, duties, and obligations:

(i). Authority over the expenditure of all funds attributable to pupils at a public school placed in the Redesign District, including that portion of proceeds from bonded indebtedness and other funds dedicated to capital projects that would otherwise be apportioned to the public school by the school board that previously operated the public school according to the terms of the bond issue or financing documents.

(ii). Subject to Subsection 1280c(8) of The Revised School Code, 1976 PA 451, MCL 380.1280(c)(8), rights and obligations under collective bargaining agreements and employment contracts entered into by the school board for employees at a public school placed in the Redesign District.

(iii). Rights to prosecute and defend litigation.

(iv). Rights and obligations under statute, rule, and common law.

(v). Authority to delegate any of the Chancellor's powers and duties to 1 or more designees within the Authority, with proper supervision by the Chancellor.

(vi). Power to terminate any contract or portion of a contract entered into by the school board that applies to a public school placed in the Redesign District. However, this subparagraph does not allow any termination or diminishment of obligations to pay debt service on legally authorized bonds and does not allow a collective bargaining agreement to be affected except as provided under Subsection 1280c(8) of The Revised School Code, 1976 PA 451, MCL 380.1280(c)(8). A contract terminated by the Chancellor under this subparagraph is void.

(e). Entering into an agreement with an educational management organization to manage or operate a public school or schools placed in the Redesign District if the restart School Improvement Model is imposed for the public school or schools. The Chancellor shall provide appropriate oversight to ensure that the public school or schools will be operated according to the restart School Improvement Model.

(f). Determining that a public school placed in the Redesign District has made significant improvement in pupil achievement and should be released from placement in the Redesign District.

(g). Recommending to the Superintendent of Public Instruction that a public school should be released from placement in the Redesign District.

(h). Functioning as a public school employer for of any public school employees of a public school placed in the Redesign District for purposes of collective bargaining under Section 15 of 1947 PA 336, MCL 423.215.

(i). Any other power, duty, right, obligation, function, or responsibility of the Officer relating to the Redesign District under Section 1280c of The Revised School Code, 1976 PA 451, MCL 380.1280c, or other laws, including, but not limited to, a power, duty, right, obligation, function, or responsibility vested in the Officer after the Effective Date.

### ARTICLE III

#### EFFECTIVE DATE

**Section 3.01. Effective Date.** The effective date of this Contract is the later of October 1, 2011, or the date on which all of the following are satisfied:

- (a). The Contract is approved, entered into, and executed by the Officer.
- (b). The Contract is approved and entered into by the executive committee of the Authority and executed by the Officer.
- (c). The Contract is filed with the Secretary of State of the State.

## ARTICLE IV

### TERM OF OPERATION

**Section 4.01. Term.** This Contract shall commence on the Effective Date and continue for an initial term of 15 years. After the initial term, the Contract is extended in 5-year increments unless not extended by joint action of the Redesign District and the Authority.

**Section 4.02. Termination by the Redesign District.** The Contract may be terminated by the Redesign District by providing written notice to the Authority at its principal place of business not less than 1 year before the date of termination by the Redesign District.

**Section 4.03. Termination by the Authority.** The Contract may be terminated by the Authority by providing written notice to the Officer not less than 1 year before the date of termination by the Redesign District.

**Section 4.04. Disposition upon Termination.** As soon as possible after termination of this Contract, the Authority shall wind up its affairs under this Contract and title to all property and assets held by the Authority as a result of this Contract shall be distributed by the Authority to the Redesign District.

## ARTICLE V

### AFFECTED EMPLOYEES

**Section 5.01. Employee Transfer or Reassignment.** If the Chancellor determines that a state employee employed by the Michigan Department of Education is necessary for the continued operation of functions or responsibilities under Section 1280c of The Revised School Code, 1976 PA 451, MCL 380.1280c, the Chancellor may enter into an employee transfer agreement with the Officer providing for the transfer of the employee to the Authority. Any transfer under this section shall comply with any applicable requirements for the transfer or reassignment of an employee under Section 4 of the Act. This section does not apply to an employee of a public school placed in the Redesign District under Section 1280c of the Revised School Code, 1976 PA 451, MCL 380.1280c.

## ARTICLE VI

### PROPERTY

**Section 6.01. Transfer of Property.** Any real property, facilities, equipment, or other personal property held by the Redesign District on the Effective Date is transferred to the Authority as of the Effective Date. If a public school is placed in the Redesign District under Section 1280c of The Revised School Code, 1976 PA 451, MCL 380.1280c, before, on, or after the Effective Date, the public school shall be deemed to be placed in the Authority as of the later of the Effective Date or the date on which the public school is placed in the Redesign District and any and all rights of the Redesign District relating to real property, facilities, equipment, or other personal property of a public school placed in the Redesign District shall be transferred to the Authority.

## ARTICLE VII

### FINANCING

**Section 7.01. Revenue.** To the same extent as the Redesign District, the Authority may receive, account for, invest, or expend money; borrow money and pledge money for repayment; and qualify for state school aid and other public or private money from local, regional, State, or federal sources, including, but not limited to, money appropriated under The State School Aid Act of 1979, 1979 PA 94, MCL 388.1601 to 388.1896, or any successor statute.

**Section 7.02. Eligibility for Aid.** To the same extent as the Redesign District, the Authority shall maintain eligibility for all applicable State categorical and federal aid. The Authority may make claims for federal or state aid otherwise payable to the Redesign District or a public school placed in the Redesign District and transferred to the Authority under this Agreement.

**Section 7.03. State School Aid.** All State school aid and State school funding otherwise payable to the Redesign District or a public school placed in the Redesign District and transferred to the Authority under this Agreement shall immediately be transferred to the Authority.

**Section 7.04. Gifts and Grants.** The Authority may accept from any Person, public or private, gifts, grants, assistance funds, or bequests on behalf of the Authority, the Redesign District, or a public school placed in the Redesign District. Gifts, grants, assistance funds, or bequests, accepted by the Authority shall become the property of the Authority upon acceptance, except as otherwise agreed by the Authority and the grantor. The Authority may apply for and accept grants, loans, or contributions from any source otherwise available to the Redesign District or a public school placed in the Redesign District. The Authority may do anything within its power to secure the grants, loans, or other contributions on behalf of the Authority, the Redesign District, or a public school placed in the Redesign District, including, but not limited to, maintaining separate segregated funds for gifts, grants, assistance funds, or bequests.

**Section 7.05. State Appropriated Funds.** On the Effective Date, the Redesign District shall transfer to the Authority the estimated available balance of all State appropriated funds and related obligations for goods and services associated with the operations of the Redesign District, if any, as of the Effective Date. For the State fiscal year beginning October 1, 2011, and each subsequent State fiscal year, the Redesign District shall transfer to the Authority any available State appropriated funds of the Redesign District.

**Section 7.06. Other Revenue.** On and after the Effective Date, the Redesign District shall transfer to the Authority all new or other revenue that from time to time may be received by the Redesign District, including any investment income on the revenue. The transfer shall be made within 10 business days of the receipt of the revenue.

## ARTICLE VIII

### **OTHER LEGAL, FINANCIAL, AND ADMINISTRATIVE ARRANGEMENTS**

**Section 8.01. Due Execution of this Contract.** The Redesign District and the Authority each shall execute not less than 4 copies of this Contract, each of which, taken together, is an original but all of which constitute 1 agreement.

**Section 8.02. Amendment.** This Contract may be amended or an alternative form of this Contract adopted only upon written agreement of all Parties.

**Section 8.03. Execution of Documents.** The Redesign District and the Authority shall cooperate in order to execute and deliver to the Authority any and all documents necessary or appropriate to effectuate this Contract, including, but not limited to, agreements, bills of sale, deeds, assignments, receipts, or certificates.

**Section 8.04. Public School Functions.** The powers, duties, rights, obligations, functions, and responsibilities transferred to the Authority under this Contract are intended to encourage the means of education and be governmental and public school functions within the system of free public elementary and secondary schools maintained and supported by the State Legislature. A school operated by the Authority is a public school under, and shall comply with, Section 2 of Article VIII of the State Constitution of 1963.

**Section 8.05. Non-Discrimination.** With respect to any powers, duties, rights, obligations, functions, and responsibilities transferred to the Authority under this Contract, the Authority shall provide for the education of pupils without discrimination as to religion, creed, race, color, sex, or national origin as mandated by Section 2 of Article VIII of the State Constitution of 1963. The Authority also shall comply with the Elliott-Larsen Civil Rights Act, 1976 PA 453, MCL 37.2101 to 37.2804, the Persons with Disabilities Civil Rights Act, 1976 PA 220, MCL 37.1101 to 37.1607, Title IX of the Education Amendments of 1972, and other applicable civil rights laws..

**Section 8.06. Public Purpose and Governmental Function.** As both the Redesign District and the Authority are bodies corporate and governmental agencies, the powers, duties, rights, obligations, functions, and responsibilities transferred to the Authority under this Contract constitute essential public purposes and governmental functions.

**Section 8.07. State Board of Education.** Nothing in this Contract shall be construed to diminish or restrict the constitutional authority of the State Board of Education under Section 3 of Article VIII of the State Constitution of 1963.

**Section 8.08. Transparency.** The powers, duties, rights, obligations, functions, and responsibilities transferred under this Contract shall be administered by the Authority in a transparent and open manner that encourages public oversight, civic participation, and citizen engagement. The Authority shall adopt policies and procedures consistent with each of the following transparency principles:

(a). On-line, on-time, and free public access shall be a priority for the conduct of Authority business, except when specifically prohibited by applicable law.

(b). Dissemination of information regarding the activities and operations of the Authority should be (i) posted on-line promptly in a contemporaneous manner; (ii) complete and accurate, (iii) searchable and manipulable; and (iv) permanently preserved and accessible, except where specifically prohibited by applicable law.

(c). Information pertaining to influence, potential corruption, and oversight should take special public priority over other types of information.

(d). Public records pertaining to governmental oversight should be centrally available, including, but not limited to, reports from auditors or government-sponsored investigations, planning and strategic vision documents, budgets, performance data, and academic plans.

(e). Use of the Internet, social media, performance dashboards, and other digital communications technology should be integrated into the operations of the Authority and be a basic method used in pursuing the goals and objectives of the Authority.

**Section 8.09. Legislative Oversight.** Nothing in this Contract shall be construed to diminish or restrict the constitutional authority of the State Legislature to maintain and support a system of free public elementary and secondary schools as defined by law under Section 2 of Article VIII of the State Constitution of 1963 or to exercise the legislative power of the State vested in the State Senate and the State House of Representatives under Section 1 of Article IV of the State Constitution of 1963. The powers, duties, rights, obligations, functions, and responsibilities transferred to the Authority under this Contract remain subject to oversight hearings regarding the activities of the Authority under this Contract conducted by a duly constituted and authorized legislative committee and, if requested, an officer of the Authority shall attend the oversight hearing and provide live testimony at the oversight hearing without a subpoena.

**Section 8.10. Notices.** Any and all correspondence or notices required, permitted, or provided for under this Contract to be delivered to any Party shall be sent to that Party by first class mail. All such written notices shall be sent to each other Party's signatory to this Contract. All correspondence shall be considered delivered to a Party as of the date that the notice is deposited with sufficient postage with the United States Postal Service. A notice of withdrawal shall be sent via certified mail to the address included with each Party's signature to this Contract.

**Section 8.11. Acts and Omissions.** Except as otherwise provided in this Article, it is the intent of the Parties that liability for acts or omissions of a Party prior to the Effective Date shall remain with a Party and not be transferred, assigned, or assumed by the Authority. The Authority shall only be liable for its own acts or omissions that occur after the Effective Date and the Redesign District shall not be liable for any acts or omissions of the Authority.

**Section 8.12. Governing Law.** This Contract is made and entered into in this State and shall in all respects be interpreted, enforced, and governed under State law without regard to the doctrines of conflict of laws. The language of all parts of this Contract shall in all cases be construed as a whole according to its fair meaning and not construed strictly for or against any Party.

**Section 8.13. Jurisdiction and Venue.** In the event of any disputes between the Parties over the meaning, interpretation, or implementation of the terms, covenants, or conditions of this Contract, the matter under dispute, unless resolved between the Parties, shall be submitted to the courts of this State.

**Section 8.14. Entire Contract.** This Contract sets forth the entire agreement between the Parties and supersedes any and all prior agreements or understandings between them in any way related to the subject matter of this Contract. It is further understood and agreed that the terms and conditions of this Contract are contractual and are not a mere recital and that there are no other agreements, understandings, contracts, or representations between the Parties in any way related to the subject matter of this Contract, except as expressly stated in this Contract.

**Section 8.15. Severability of Provisions.** If any provision of this Contract, or its application to any Person, Party, or circumstance, is invalid or unenforceable, the remainder of this Contract and the application of that provision to other Persons or circumstances and to the remaining Parties is not affected but will be enforced to the extent permitted by law, it being the intent of the Parties to continue to agree to the substantive provisions of this Contract and to implement the Contract.

This Contract is executed by the Parties on the dates indicated below.

**STATE SCHOOL REFORM/REDESIGN  
DISTRICT,**  
a Michigan school district, body corporate, and  
governmental agency

Dated: \_\_\_\_\_

By: \_\_\_\_\_

Deborah Clemmons,  
State School Reform/Redesign Officer

Address: Michigan Department of Education  
608 W. Allegan St.  
P.O. Box 30008  
Lansing, MI 48909

**EDUCATION ACHIEVEMENT AUTHORITY,**  
a Michigan public body corporate and special authority

Dated: \_\_\_\_\_

By: \_\_\_\_\_

John William Covington,  
Chancellor

Address: 3011 W. Grand Blvd., 14<sup>th</sup> Floor  
Detroit, MI 48202

## VITA

John Wm. Covington. is currently serving as the first Chancellor of the Education Achievement Authority of Michigan. Selected by a unanimous vote of the Board of Directors, Covington is charged with the responsibility of leading this newly created statewide system of schools, disrupting traditional public schooling, dramatically redesigning public education for Michigan's persistently lowest achieving schools and providing a prototype for 21<sup>st</sup> Century teaching and learning. Covington is known nationally as an education innovator and creative problem solver with a proven track record of success in both rural and urban public schools.

Prior to being named chancellor, Covington was tapped by unanimous vote of the Board of Directors for the Kansas City, Missouri Board of Education to become its' 26<sup>th</sup> Superintendent in less than 40 years, a post that Covington refused to accept unless the Board of Directors agreed to contract language which specifically stated that the Board agreed to move the district from a system of governance by committee to a policy governance structure and that members of the Board, in their individual and collective capacities, would refrain from micromanaging the Superintendent and the day to day operations of the district; conditions to which the board agreed.

During his 27 month tenure, he reorganized and reduced central administrative staff by 50%, balanced the district's budget by eliminating a \$50,000,000 deficit, reduced the amount of vendors with whom the district did business from over 6,000 to less than 800 and utilized the \$35,000,000 in savings to implement the district's newly developed strategic plan and to fund new initiatives in the local schools. In addition, Covington right-sized the district, closing 50% of the district's schools in order to establish financial stability and accountability correcting decades

of mismanagement. At the time, no other school district in the United States had experienced success with such drastic measures. As a result, Noted authors Frederick M. Hess and Eric Osberg (2011) in their work *Stretching the School Dollar*, Stated “Covington may well be seen as the avatar of an era in which leaders increasingly fuel improvement by stripping and recycling excess and inefficiency from lethargic systems”. Hess and Osberg further stated that “it’s time for more district leaders to consider taking a page from Covington’s book by addressing structural shortfalls and scrutinizing the cost-effectiveness of programs and staff.”

Covington worked in a spirit of cooperation with the Missouri Department of Elementary and Secondary Education in order for the district to maintain provisional accreditation, implemented a student centered approach to teaching and learning, established viable distant learning programs, co-authored a successful \$13,500,000 federal grant for a teacher pay for performance initiative, and established an excellent relationship with the teachers’ union. He initiated dialogue with the University of Missouri to establish a Ph.D. cohort in order for the district to expand teacher and leadership capacity. When he tenured his resignation in August, 2011, he left the district with a \$60,000,000 surplus.

In 2006, Covington was given the nod by a unanimous vote of the Pueblo City Schools’ (Colorado) Board of Education to become its’ first African American Superintendent. In a district of 18,000 students, 60% of whom were white, 35% Hispanic, 2% African American, 2% Asian or Pacific Islander, and 1% other, Covington was charged by the Board to continue and strengthen the district’s initiatives to close the achievement gap. By 2008, 38 schools within Colorado’s 178 school districts were cited by the Governor’s office and the Colorado State Department of Education for demonstrated excellent student academic achievement outcomes

and efforts to close the achievement gap. Of the 38 schools recognized from throughout the state, 17 were located in Pueblo City Schools.

Covington's first superintendent assignment came in 2000 by a unanimous vote of rural Lowndes County, Alabama Board of Education. At the time of his appointment, no school within the district had ever achieved accreditation by the Southern Association of Colleges and Schools. Schools were in a deplorable state of disrepair, the result of an on-going ineffective preventive maintenance program. By year three of Covington's administration, all schools had failed to meet Adequate Yearly Progress (AYP) status as mandated by the Federal No Child Left Behind Act. By year six (6), the end of his tenure, all schools had achieved SACS accreditation, made AYP and all schools totally renovated to levels which equaled or exceeded state of the art specifications.

In addition to successful superintendent assignments, Covington served in Alabama's Montgomery Public Schools as an Assistant Superintendent and Deputy Superintendent. Prior to his tenure in Montgomery, Covington served in numerous professional capacities including classroom teacher, counselor, director of guidance, assistant principal, vice-principal, and principal in school districts throughout Alabama including Macon County, Troy City and Eufaula City Public Schools.

His educational background is as diverse as his professional experience having earned the B.S., M.S., Ed.S. Degrees, and an AA Certification from Alabama State University. He holds an M.Ed. Certification from Troy University, AA Certification and the Ed.D. Degree from Auburn University. In 1994, Covington was selected as a distinguished alumnus of his alma mater, Alabama State University. He was named a Japan Memorial Fulbright Teacher's Scholar in 2005, the recipient of the NAFEO (National Association for Equal Opportunity in Higher

Education) award in 2007, and was selected to participate in the Broad Superintendents Academy, graduating in the 2008 Broad Class of Fellows. He most recently earned the Ph.D. in Urban Policy and Transformational Leadership from the University of Missouri.

In May 2010, He received the Public Administrator of the Year Award from the Greater Kansas City Chapter of the American Society for Public Administration and In November, 2010, Governing Magazine recognized Covington as one of seven nationally recognized Public Official of the Year. Each year, the organization selects public servants from across the country for their “extraordinary contributions to exceptional governance.” In 2012, he received the Innovator in Education Award from the School Improvement Network, Salt Lake City, Utah.

Covington’s focus is on improved student achievement, uncompromising accountability, fostering exceptional school governance, and equitable opportunities for all students to receive a high quality education that allows them to complete their secondary school experience college, career and workforce ready. Covington has received many other awards and citations for the contributions he has made to public education, and holds membership in various professional and civic organizations.

Covington is married to a career educator, the former Wilanie Rivers. They have three children; Melvin, David and Simone. His son, David and wife Marie, have blessed John and Wilanie with two granddaughters, Hunter and Hayden.

Roy S. Roberts  
Detroit Public Schools Emergency Manager.

Mr. Roberts, former Managing Director at Reliant Equity Investors, has decades of managerial, financial and organizational experience, having served as the highest-ranking African-American executive in the U.S. automobile industry as Group Vice President for North American Vehicle Sales, Service and Marketing of General Motors Corporation from July 1998 to April 2000.

Roy Roberts

Prior to that, Mr. Roberts also served as Vice President and Group Executive, North American Vehicle Sales, Service and Marketing of General Motors Corporation from October 1998 to April 2000. He was Vice President and General Manager in charge of Field Sales, Service and Parts for the Vehicle Sales, Service and Marketing Group of General Motors Corporation from August 1998 to October 1998.

He served as Vice President and General Manager of the Pontiac-GMC Division from February 1996 to October 1998, presiding over the merger of Pontiac-GMC. Mr. Roberts is the first at GM to lead such a merger, which necessitated combining the marketing staffs of those two divisions into one streamlined workforce, and bringing 21st century innovations and cost-efficiencies to the new Pontiac-GMC.

His goal, according to an interview in Black Enterprise Magazine, was to create “the most valuable customer-focused car and truck enterprise in the country, supported by the most highly motivated, skilled, committed employees and dealer organization.”

Prior to the merger, he served as General Manager of the GMC Truck Division from 1992 to 1996.

Mr. Roberts took his first job at General Motors in Grand Rapids, Michigan in 1977, serving as a trainee in the diesel equipment division, but was given the position of plant manager just four years later, having been credited with excelling and having learned so much in that role.

He became Corporate Officer of General Motors Corporation in April 1987 and served as Manufacturing Manager of General Motors Corporation's North American Operations Flint Automotive Division from 1992 and Manufacturing Manager of its Cadillac Motor Car Division from 1990 to 1992.

“I’m not the kind of person who can watch the gate for you,” he said in an interview with Black Enterprise. “I’m not the kind of manager who maintains the status quo. Every day I come to work and think very seriously about how I can make things better. If I can't, what's the point?”

Mr. Roberts prides himself in knowing every aspect of an organization, having worked his way through GM to become a union steward and plant manager, before reaching the top echelon as an executive.

Roy Roberts

Between 1981 and 1987, he assumed several plant management positions within the company, most notably in Rochester, New York and Tarrytown, New York. As a manager, Roberts earned a reputation as a tough but compassionate person who tried to streamline operations without resorting to the massive, morale-breaking layoffs so common during the era, according to Gale Contemporary Black Biography. "I never minimize the people side of the business," Roberts explained in Business Week. "That's one thing I learned as an hourly worker, a [United Auto Workers] member, and an employee coming up through the ranks."

The rewards of compassionate management practices became apparent in Tarrytown, when African American assembly line workers met secretly with Roberts and guided him step by step through the entire manufacturing process, according to the Gale biography. "After hours, when only certain guards were on duty, they took me through my paces," Roberts said in Black Enterprise. "They taught me how to build a car. They wanted me to succeed."

In 1987, Roberts was named vice president for personnel at the Tarrytown plant. He briefly left GM in 1988 to become Vice President and General Manager, Truck Operations for Navistar International Corporation in Chicago. However, having discovered his business philosophies differed from the company executives, he returned to GM in 1990, assuming the role of manufacturing manager for the Cadillac Motor Car Company.

Before his 23-year career with General Motors, Mr. Roberts spent 17 years with the Aerospace division of Lear-Siegler Corporation serving in a variety of positions in engineering, plant management, materials management, manufacturing, sales, personnel and labor relations.

Mr. Roberts is very active in his community, playing leading roles in numerous social and civic organizations. He has headed NAACP organizations at the local level and has served as a Trustee Emeritus at Western Michigan University; he served as President and on the National Board of Directors for the Boy Scouts of America; and has served on the boards of the National Urban League, United Negro College Fund, and the Aspen Institute. He is a major contributor to the Detroit Institute of Arts and the museum has renamed a contemporary African American art gallery for Mr. Roberts and his wife, Maureen. Roy Roberts

Mr. Roberts earned a degree in Business Administration from Western Michigan University and completed the Executive Development Program at Harvard Business School and the General Motors Advanced International General Management Program in Switzerland.

The son of a factory worker and the second-youngest of 10 children, he began his career as an assembly line worker at General Motors and worked full-time at night to earn his Bachelor's degree. Born in Magnolia, Arkansas, Mr. Roberts moved with his father and siblings to Michigan after his mother died when Mr. Roberts was two years old. Throughout his childhood, Mr. Roberts' father strongly encouraged him and his siblings to value education, and all of the children attained a bachelor's degree or higher.

Mr. Roberts is married with children.

Mr. Roberts was named Executive of the Year by both Black Enterprise and African Americans on Wheels magazines. He was given the American Success Award from President George Bush and has numerous honorary degrees.

## **Education Achievement System Governing Board 2012**

The Education Achievement System (EAS) is governed by the 11-member Education Achievement Authority Board, with two members appointed by Detroit Public Schools (DPS), two members appointed by Eastern Michigan University (EMU) and seven members appointed by the governor of Michigan. Members serve at the pleasure of the respecting appointing authority. Five members of the board will make up the executive committee comprised of one board member selected by DPS, one member selected by EMU and three members selected by the governor. The governor has asked Roy Roberts to serve as chair of the executive committee. The executive committee has selected Dr. John Covington as Chancellor for the system.

### **Detroit Public Schools appointees:**

**Sharlonda Buckman** is CEO and executive director for Detroit's Parent Network. Buckman was born and raised in Detroit and earned her master's degree in community economic development from Southern New Hampshire University. Buckman serves on the board of Communities In Schools, New Detroit Inc., Michigan College Access Network and University YES East Academy. She has received several awards for her leadership and service including the Judge Wade McCree Jr. Friend of Children Award, Spirit of Detroit, Citizen of the Week and others from youth serving agencies for her personal and professional accomplishments.

**Roy Roberts** is emergency manager of the Detroit Public Schools where he is working to transform the education system. He stresses that the number one priority is providing the children of Detroit Public Schools with a quality education. He previously served as managing director of private-equity investment firm Reliant Equity Investors, L.L.C. and is the former group vice president of North American Vehicle Sales, Service and Marketing for General Motors Corp.

Roberts earned a bachelor's degree in business administration from Western Michigan University and completed several graduate courses at Western Michigan University and Wayne State University. He completed the Executive Development Program at Harvard Graduate School of Business and the General Motors Advanced International General Management Program in Switzerland. He is trustee emeritus at Western Michigan University and served as president of the national board of directors for the Boy Scouts of America. He previously served as a board member of the Morehouse School of Medicine, president of the NAACP and on the national boards of the United Negro College Fund, the Aspen Institute and the National Urban League.

Roberts will also serve a two-year term on the executive committee and will chair the executive committee.

### **Eastern Michigan University appointees:**

**Mike Morris** is chairman and chief executive officer of American Electric Power (AEP). From 1997 to 2003, he was chairman, president and CEO of Northeast Utilities System and previously served as president and CEO of Consumers Energy. He serves on the U.S. Department of Energy's Electricity Advisory Board, the National Governors Association's Task Force on Electricity Infrastructure, and Business Roundtable. He serves as a director of the boards of Alcoa, Battelle and The Hartford Financial Services Group, Inc.

Morris graduated from Eastern Michigan University with both a bachelor's and master's degree in biology. He served on the Board of Regents at Eastern Michigan University from 1997-2004 and was recently appointed by Snyder to serve another term as regent. In 1995 he received the university's Distinguished Alumnus Award. During his graduate years, he was commander of the ROTC Brigade. Morris received a law degree, cum laude, from the Detroit College of Law and is a member of the Michigan Bar Association.

Morris will also serve a four-year term on the executive committee.

**Jim Stapleton** serves on the Board of Regents at Eastern Michigan University and is a member of the board's executive committee. He is vice chair of the Eagle Administrative Services board. Stapleton is president and CEO of B&R Consultants. From 2001 through July of 2004 he also assumed the responsibilities of senior vice president of business affairs of the Detroit Tigers, making him (for a good majority of his tenure) the highest ranking African-American within the business operations of a Major League Baseball franchise.

He is the former president of The Think Twice Foundation, an organization comprised of African and Jewish American Community Leaders that raised more than \$1 million and provided more than 200 units of new and/or refurbished housing for Detroit residents. He is also a past chairman of the Detroit Chapter of the Urban League. Stapleton has served on the Fellowship of Christian Athletes, Wayne State University's Shiffman Medical Library Board of Visitors, Ontario Michigan Rail, and the Board of Directors of Detroit Commerce Bank.

#### **Governor Snyder appointees:**

**Mike Duggan** serves as president and CEO of Detroit Medical Center (DMC). Under his leadership, DMC made a profit for the first time since 1997 and the 29-minute emergency guarantee initiative was launched. In 2007 DMC led the industry by bringing all eight hospitals online with an electronic medical record system. In 2010, three Detroit Medical Center hospitals met the stringent national standards of the Leapfrog Group, the nation's premier quality ranking agency, to receive honors as top hospitals in the nation for patient quality and safety. In 2008, all DMC hospitals earned full accreditation from The Joint Commission. Prior to joining DMC, he was Wayne County prosecutor and deputy Wayne County executive. Duggan holds a doctorate of jurisprudence and a bachelor's degree, both from the University of Michigan.

Duggan will also serve a three-year term on the executive committee.

**Carol A. Goss** is president and chief executive officer of The Skillman Foundation, a private foundation whose mission is to improve the lives of children in Metropolitan Detroit by strengthening their schools and neighborhoods. Goss was named the 2007 James A. Joseph Lecturer by the Association of Black Foundation Executives, and Crain's Detroit Business cited her as one of Southeast Michigan's Most Influential Women. Her professional career includes nearly 21 years of experience in child welfare, family services and youth development. A native Detroiter, Goss has a bachelor's degree in sociology and a Master's in Social Work from the University of Michigan.

**Reverend Dr. Joseph Ralph Jordan** is pastor of Corinthian Baptist Church in Hamtramck. Jordan is a leader and a member of numerous civic and professional organizations,

including president of the Todd-Phillips Children's Home; a member of the executive committee of the Greater Detroit Area Health Council, Inc.; president of the Grand Haven-Dyar-Dequindre Corp.; and chair of the Coalition for Healthcare Equity. His higher learning experience began at Wayne State University in Detroit and continued at Payne Theological Seminary in Wilberforce, Ohio. He earned a master's degree from the University of Detroit Mercy, and a doctorate degree from Drew University in Madison, N.Y.

**Mark A. Murray** is president of Meijer, Inc. in Grand Rapids. Murray was president of Grand Valley State University from 2001-2006, following a two-decade career in state government and education. During his years in state government, Murray was state treasurer, state budget director, director of the Department of Management and Budget, and acting director of the Family Independence Agency. He also served as vice president for finance and administration at Michigan State University. Murray received his master's degree in labor and industrial relations and his bachelor's degree in economics from Michigan State University.

Murray will also serve a one-year term on the executive committee.

**Dr. William F. Pickard**, is chairman and chief executive officer of VITEC and also chairman and chief executive officer of Global Automotive Alliance, which is comprised of six manufacturing entities with eight plants in four states and Canada.

Pickard holds a bachelor's degree from Western Michigan University, a master's degree from the University of Michigan and a Ph.D from Ohio State University. He is a member of the Detroit Branch of the NAACP. President Reagan nominated and the Senate confirmed him as the first chairman of the African Development Foundation in 1982. He was honored as Michiganiaan of the Year in 2002 for his mentorship of new entrepreneurs and his leadership.

Pickard will also serve a two-year term on the Executive Committee.

**Shirley Stancato** is president and CEO of New Detroit, Inc., Southeastern Michigan's leadership coalition devoted solely to race relations, serving as an essential forum for discussion and advocacy for racial equity. Under Stancato's leadership, New Detroit conducts ongoing research to develop best practice models to improve urban high school graduation rates, conducts a multicultural leadership program and supports a financial literacy curriculum in local schools.

Stancato is a graduate of Cass Technical High School and earned her bachelor's and master's degrees from Wayne State University. She is a board member of the Coleman A. Young Foundation, United Way for Southeastern Michigan and the Detroit Institute of Arts. Stancato has received the Distinguished Leadership Award from the National Association of Community Leadership, Crain's Detroit Business 100 Most Influential Women, Woman of Achievement by the Anti-Defamation League and the Detroit News Michiganiaan of the Year.

**Judith Kaye Berry** is associate vice president, Strategic Initiatives, Office of the Provost at Lansing Community College. In this role Berry leads development and operations of all college readiness partnerships with 15 secondary school districts spanning the college's service area. She serves on the executive leadership team for the college. Berry previously

served as Dean of the Business, Media and Information Technologies Academic Division at the college.

Berry earned a bachelor's degree in business education from Marygrove College, a master's degree in educational administration from Michigan State University and is completing work on a Ph.D. from Walden University. She serves as vice-president of programs for the National Council on Black American Affairs, on the executive board of the Lansing Community Academic Network and the Ingham County Superintendent Roundtable.

H. MiUndrae Prince, PhD

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## EDUCATION

The University of South Carolina, Columbia, SC  
Doctor of Philosophy, Educational Administration  
December, 2001

Dissertation: "*Principal Induction: An Examination of the Compatibility between the Principal Induction Component of Education Accountability Act and the Perceived Induction Needs of Early Career Principals in South Carolina*"

The University of South Carolina, Columbia, SC  
*Educational Specialist*, Educational Administration  
May, 1998

The University of South Carolina, Columbia, SC  
*Master of Education*, Educational Administration  
May, 1994

South Carolina State University, Orangeburg, SC  
*Bachelor of Arts*, Major: English Education; Minor: Spanish  
May, 1987

## EXPERIENCE

**Kansas City, Missouri School District, Kansas City, MO** **2009-Current**  
Assistant Superintendent and Chief Compliance Officer for Federal Programs/Secondary Supervisor

Ultimately responsible for providing leadership through comprehensive planning for the facilitation, coordination, and accountability of all non-special education programs that includes the reviewing of all other federal grants written by school division employees to ensure alignment with the strategic plan and other accountability measures. Specific duties also include the following measures:

- Assume administrative responsibility for all federal program assigned to the Federal Programs Department
- Assist with the coordination and implementation of No Child Left Behind (NCLB) compliance mandates in and for the Title I schools as well as analyze and evaluate their effectiveness
- Monitor schools for adherence to the Title I guidelines and regulations
- Confer with school administration regarding the integration of Title I with other instructional programs and services
- Plan and assist with appropriate in-service activities regarding federal programs compliance
- Provide on-going consultation with Title I schools regarding: School Improvement Plans, Parental Involvement and Attestation
- Contribute to various collaborative meetings with other department/division leadership in support of the district mission
- Accomplish all goals and objectives as outlined in the Missouri School Improvement Plan (MSIP) where applicable to the specific area of duty

**South Carolina Department of Education, Columbia, SC**  
State Coordinator for *High Schools That Work*

**2005–2009**

- Was responsible for the overall management and oversight of the *High Schools That Work* school reform initiative implementation at various high schools throughout the state of South Carolina
- Developed a Site Development/Implementation Plan designed to bring consistency among all sites with respect to *HSTW* Key Practice alignment over a given period of time
- Managed a budget that ranged from one to two million dollars per year with funds being used for provide professional development for teachers, professional libraries in schools and technical assistance preparation for sites having visits
- Scheduled technical assistance visits for sites with teams ranging from 10-12 members who observe classroom instruction, school data and practices, and site support. Schools are left with a report identifying *Promising Practices*, *Next Steps* and *Challenges*
- Conducted Data Analysis Workshops based on state *HSTW* assessment results internally and to the initiative membership

**Richland County School District One, Columbia, SC**  
Principal, Columbia High School

**1999–2005**

- Provided leadership and management skills necessary to maximize the efforts of teachers and students in an environment that is conducive to their educational growth, enhancement and achievement
- Divided the school and faculty into small learning communities to better serve student body
- Incorporated modified block scheduling format to assist with diverse student needs
- Developed and implemented a school wide literacy plan to improve students' reading and writing performance
- Implemented a student improvement incentive program that encouraged and rewarded all students who improved their performance in classes
- Improved the school's state report card rating from *Below Average* to *Good* during my tenure as principal

**Richland County School District One, Columbia, SC**  
Assistant Principal, Eau Claire High School and Lower Richland High School

**1993–1998**

- Assisted with overall school management and operation by performing various assigned duties to include but not limited to student activities program, discipline, instruction and supervision, and textbook program
- Developed and implemented a high school transition course for entering ninth grade students to assist them with high school
- Supervised student activities programs to include oversight of clubs and organizations, budget management, advisor-advisee programs, school assemblies and after school functions
- Assisted with instructional supervision to include classroom observation, supervision and support

**Darlington County School District, Darlington, SC**  
**Richland County School District One, Columbia, SC**

**1987–1993**

English teacher, Mayo High School, Darlington, SC (1987-1989) and Lower Richland High School, Columbia, SC (1989-1993)

- Taught all levels of English to students in grades nine through twelve; served as department chairperson and sponsored a number of student clubs; also served as yearbook sponsor

**South Carolina State University, Orangeburg, SC**  
Adjunct Professor of Educational Leadership

**2004-Current**

- Responsible for planning and teaching graduate level courses to students pursuing advanced degrees in educational administration. Have taught courses in *Supervision of Instruction*, *Advanced Supervision of Instruction*, *Leadership*, *Program Evaluation and Educational Planning*

## PUBLICATIONS/PRESENTATIONS

- Prince, H. M. (2004). First Year Principal-and Mentor? *Principal Leadership*, 5(3), 26-29.
- *Cultural Diversity and Its Impact on Student Achievement*, Darlington County School District, January, 2009
- *Preparing Your Child for School and the Community*, St. Paul Baptist Church Parent Retreat, September, 2008
- *It's Not What You Say; It's What You Say: Using Effective Communication to Enhance Student Learning*, Richland One Middle College Retreat, July, 2008
- *It Takes A Village: Developing an Effective Advisor-Advisee Program*, South Carolina Career Counselors Association, February, 2008
- *Creating, Maintaining and Sustaining Positive Change in the Learning Environment*, South Carolina Department of Education's Summer Training Coaches' Academy, July, 2007
- *Realizing the Vision, Strategies for New High Schools That Work Sites*, 17<sup>th</sup> Annual SREB Staff Development Conference, Nashville, TN, July, 2003

## PROFESSIONAL AFFILIATIONS

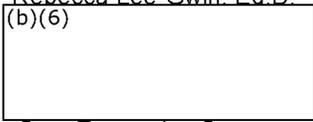
- National Council of Teachers of English
- National Association of Secondary School Principals
- Association for Supervision and Curriculum Development; High School Reform Liaison for SC-ASCD
- Phi Delta Kappa Educational Honor Society
- Board of Directors for Carolina School for Inquiry

## AWARDS AND HONORS

Served as a team leader for the South Carolina Department of Education's External Review Team

- Member of the first class for the C P & L Executive Leadership Institute at the Center for Creative Leadership in Greensboro, North Carolina
- Participated in the South Carolina Department of Education's School Leadership Executive Institute's *Tapping Executive Educators Program*
- Nominated as Teacher of the Year by the faculty of Lower Richland High School, 1992-93
- Nominated twice for inclusion in *Who's Who Among America's Teachers*
- Nominated by Area Superintendent as SCASA *Secondary Principal of the Year*, 2003
- Recipient of the Christine Webb Humanitarian Award sponsored by the Columbia High School Class of 2003
- South Carolina Department of Education's Office of Career Technology Education's *District 2020 Visionary Leadership Award*, 2004

Rebecca Lee-Gwin, Ed.D.  
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## EDUCATION

University of Alabama, Tuscaloosa, AL  
Educational Doctorate Administration and Planning  
1995  
*Dissertation: "Principals' Perceptions of Site-Based Decision-Making"*

West Georgia College, Carrollton, GA  
Educational Specialist Administration and Supervision  
1987

Georgia State University, Atlanta, GA  
Masters in Education, Secondary Social Studies  
1977

Troy State University, Troy, AL  
Bachelor of Science, Secondary Education  
1972

## EXPERIENCE

**Kansas City, Missouri School District, Kansas City, MO** **2009 to Current**  
Chief Financial Officer

- Chief Financial Officer with responsibilities for budgeting, purchasing, payroll, and audit requirements for all fund sources
- Ensure that revenues are directed at keeping student achievement at the forefront of the planning process

**Alabama State Department of Education, Montgomery, AL** **2007-2009**  
Financial Administrator

- Assistance to Alabama school systems in the areas of financial planning, budget preparation, human resource management and grant-writing

**Troy University, Phenix City, AL** **2006-2007**  
Professor of Educational Leadership

- Professor graduate level courses in School Finance, School Law, and Instructional Leadership
- Adjunct Professor - Columbus State University, Columbus, GA

<b>Russell County Board of Education, Phenix City, AL</b> Superintendent of Schools	<b>2004-2006</b>
<ul style="list-style-type: none"> <li>• Instructional, supervisory, and financial responsibilities</li> <li>• 1<sup>st</sup> School System in Alabama to achieve Advance-Ed (SACS) District Accreditation</li> </ul>	
<b>Alabama State Department of Education, Montgomery, AL</b> Financial Administration	<b>2001-2004</b>
<ul style="list-style-type: none"> <li>• Assistance to Alabama school systems in the areas of finance, budgeting and human resource management</li> </ul>	
<b>Lanett City Board of Education, Lanett, AL</b> Superintendent of Schools	<b>1998-2001</b>
<ul style="list-style-type: none"> <li>• Instructional, supervisory, and financial responsibilities</li> <li>• Elimination of a \$1,000,000 deficit for the School District</li> <li>• Foreign Language (Spanish) for K-1</li> </ul>	
<b>Alabama State Department of Education, Montgomery, AL</b> Financial Administrator	<b>1996-1998</b>
<ul style="list-style-type: none"> <li>• Assistance to local school systems in financial management and compliance</li> <li>• Acting Chief Financial Officer for Macon County Board of Education</li> </ul>	
<b>Phelps &amp; Associates, Dalton, GA</b> Educational Consultant	<b>1995-1996</b>
<ul style="list-style-type: none"> <li>• Occupational Job/Task Analysis and Grant Writing</li> </ul>	
<b>Bartow County School System, Cartersville, GA</b> Principal and Assistant Principal	<b>1985-1995</b>
<ul style="list-style-type: none"> <li>• Instructional, supervisory, and financial responsibilities</li> </ul>	
<b>St. Tammany Parish School System, Slidell, LA</b> Teacher of Social Studies	<b>1979-1985</b>
<b>DeKalb County School System, Decatur, GA</b> Teacher of Social Studies	<b>1975-1979</b>
<b>Enterprise City School System, Enterprise, AL</b> Teacher of Social Studies	<b>1972-1975</b>

## **PUBLICATIONS / PRESENTATIONS**

Presenter – AL Association of School Boards AASB

- State Foundation Program (School Funding Formula)
- American Recovery and Reinvestment Act

Presenter – School Superintendents of AL SSA

- American Recovery and Reinvestment Act
- Local School Accounting
- Strategic Planning
- Principles relating to Fiscal Operations of School Management

Presenter – Council for Leaders in AL Schools CLAS

- Foundation Program Training for New Superintendents
- Local School Accounting

Presenter – AL Association of School Business Officials AASBO

- Local School Accounting
- Team Concept for Planning and Budgeting
- Principles relating to Fiscal Operations of School Management

Presenter – AL Association of School Personnel Administrators AASPA

- Personnel Placement
- Budgeting/Scheduling
- Strategic Planning

Presenter – Local School Boards in AL

- Foundation Program (State Funding Formula)
- American Recovery and Reinvestment Act
- Principles relating to Fiscal Operations of School Management

Presenter – Graduate Classes School of Educational Leadership

- The University of Alabama
- Jacksonville State University
- Human Resource/Budgeting Process
- State Foundation Program/ Local School Accounting

Dissertation: *“Principals’ Perceptions of Site-Based Decision-Making”*

## **LICENSES / CERTIFICATION**

- Alabama Teacher Certification, 1972
- Alabama Educational Administration, 1990
- Louisiana Teacher Certification, 1977
- Georgia Educational Administration, 1984
- DACUM Occupational Analysis Certification, The Ohio State University, 1995

## **PROFESSIONAL AFFILIATIONS**

- American Association of School Administrators
- School Superintendents of Alabama State
- Council for Leaders in AL Schools
- Association of School Business Officials AL & MO
- Quality Assurance Team in AL, GA, VA, KY, FL, SC for Advance-Ed (SACS)
- The University of Alabama Alumni Association
- Phi Kappa Phi Honor Society
- Phi Delta Kappa
- Columbus/Phenix City United Way
- Greater Valley Chamber of Commerce – Board of Directors
- President-elect 2001-02
- Phenix City Chamber of Commerce – Board of Directors
- Rotary Club of West Point, GA
- Rotary Club of Phenix City, AL
- Kiwanis Club of Lanett, AL
- Bartow County, GA - Adult Literacy Program 1995
- Bartow County, GA - Chamber of Commerce 1990-1995
- Georgia Leadership Academy 1993-95

## **AWARDS AND HONORS**

- State Superintendent of Education's Advisory Committee (AL) 1999-2001
- Governor's Commission on Quality Teaching (AL)
- Phi Kappa Phi Honor Society

Mary Elizabeth Esselman Ed.D.

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## EDUCATION

University of Louisville, Louisville, Kentucky

Doctor of Education with Honors, Educational Research and Evaluation May, 1991

Graduate Research Assistant: Evaluation of Professional Development Schools Initiative

Co Teaching Responsibilities: Introduction to Graduate Studies, Into to Statistics, Survey Research

Dissertation: "Self Assessment: A Means Toward School Improvement One Ethnographic Account"

University of Kansas, Lawrence Kansas

Masters in Urban Education, *anticipated* June, 2010

Georgetown University

Bachelor of Science, Major: Biology Minor: English

Senior Laboratory Thesis: "Possible factors affecting female Mexican Bean Beetle, *Epilachna varivestis*, fecundity."

Additional Graduate Coursework: DePaul University (Sociology), George Mason University

(Education) and University of the District of Columbia (Education), University of Missouri

(Education)

## EXPERIENCE

**Kansas City, Missouri School District, Kansas City, Missouri**

**2009–Current**

Executive Director, Professional Development and Assessment

- Assume responsibility for all areas of Professional Development, Assessment, Evaluation and Planning for the District
- Assume leadership in developing a standards-based, state-of-the-art professional development program focused on improving the instructional leadership and capacity of administrators and teachers.
- Develop valid and reliable data collection, feedback and reporting tools for use in monitoring and evaluating district, school, student, and teacher performance and the right sizing process
- Oversee the development of District and State reports
- Utilize formative and summative assessment data to measure student academic performance. Implement a value added growth model for assessing teacher and student performance
- Plan, prioritize and evaluate programs and professional development implementation to determine effectiveness in improving student performance.
- Serve as a member of the District's Senior Leadership Team
- Provide support, planning and evaluation of strategic planning and new program development
- Provide leadership to align curriculum, instruction, assessment and professional development.

**Kansas City, Missouri School District, Kansas City, Missouri**  
Consultant

**2008-Current**

- Work with Superintendent to evaluate data to determine fidelity, compliance and progress in implementation of Accountability Turnaround Plan
- Worked with IT to develop MSIP Accountability Plan Portal site to support communication, electronic storage of evidence and monitoring of functions of the Turnaround.
- Regularly communicate progress and implementation status of plan to Superintendent, Board, Accountability Cabinet, District Staff and Stakeholders.
- Work with Research, Evaluation, and Assessment staff in the collection, analysis and reporting of data to inform district decision-making and planning initiatives.
- Member of Accountability Cabinet and Extended Cabinet
- Provide expertise and support to Core Data and other district initiatives
- Provide technical assistance and professional development to schools in areas of data analysis, instructional strategies, and the development of school-wide improvement plans

**Kansas City, Missouri School District, Kansas City, Missouri**  
Director of Research, Evaluation and Assessment  
Research Coordinator/Research Professional

**1990-1996**

- Supervised district-wide assessment, evaluation and research staff
- Member of Superintendent's Cabinet
- Supervised, collected, analyzed and reported program, student, teacher and parent data in support of district decision-making, planning and compliance in desegregation litigation
- Supervised collection, analysis and reporting of Core Data for the State of Missouri
- Completed annual Enrollment Projections, Dropout Report, and School Capacity, and Student Mobility analyses
- Provided leadership in District planning initiatives
- Provided professional development to schools
- Provided analysis and reports to court and served as expert witness in desegregation litigation

**Wyandotte County School District, Kansas City, KS**  
High School Math Teacher

**2006-2008**

- Algebra/Geometry I, II, and III Teacher
- 2007 and 2008 District Coordinator for District-wide Algebra II Summer School Lab
- School Sponsor for District math relays/Sponsored first school-wide competition
- Developed series of model lessons incorporating cooperative learning , non-linguistic representations, and project-based learning for benchmark courses
- Provided professional development on instructional strategies to district high school math teachers at quarterly inservices
- Implemented Saturday intervention tutoring program for Tier II and Tier III students
- After School Program (ASP) Math Teacher for Long Term Suspension Students

**Professional Development Conferences**  
Trainer

**2007-2009**

- BIST, Kansas City, KS
- Balanced Literacy, Kansas City, KS
- Differentiated Instruction, Las Vegas, NV
- NCTM, Kansas City, MO
- Critical Friends Training, Kansas City, KS
- Kagen Summer Institute: Session I Strategies for High School Math and Session II Critical Thinking Skills, Orlando, FL

**Henley on Thames/Leeds, England** **1999-2003**  
 Personal Tutor

- During 5 years in England unable to work due to visa restriction. Tutored high school students for national exams

**Sprint PCS, Kansas City, MO** **1996-1998**  
 Product Research Manager

- Responsible for management and assessment of new product concepts
- Moderated over 100 focus groups on new product development, and customer needs

**Desegregation Monitoring Committee** **1997-1998**  
 Consultant

- Served as consultant and expert witness in analysis of data and the evaluation of the Kansas City Missouri Desegregation Program.

**Center for Leadership in School Reform, Louisville, KY** **1988-1989**  
 Intern

- Worked with Dr. Phil Schlechty in developing a self-assessment system for schools involved in restructuring and tested the system as part of dissertation for doctoral degree.

**Community Youth Creative Learning Experience, Cabrini Green Housing Project, Chicago, IL** **1986-1987**  
 Academic Coordinator

- Hired, Trained and Mentored 150 urban high school students as cross-age tutors
- Developed curriculum and managed after school and summer education program for over 500 high school and elementary students

**Lorton Maximum Security Prison, Lorton VA** **1984-1985**  
 Teacher

- Member team hired to develop a model educational program in the areas of math and science.

**Publications and Presentations**

- Moore, W., & Esselman, M. (1992). Teacher efficacy, power, school climate and achievement: A desegregating district's experience. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- "The Amazing Race to the State Assessment": Curriculum developed from the principles of the Amazing Race reality television show to prepare math achievers for Kansas State Assessment. Student traveled through four countries, accepting challenges and collecting points in preparation for the State Assessment. February, 2008

- “TV Land” Series of math competitions based on TV game shows to increase student engagement and performance in high school math classes: Modified games included Family Feud, Hollywood Squares, Are You Smarter than a fifth grader, Jeopardy, 10,000 Pyramid, and Password October, 2008
- “Circuit Training” Math assessments used to reinforce benchmarks in high school math April, 2008
- Misc. Other Papers and Presentations on At-risk high school students based on the results of studies conducted in urban and rural high schools in Kentucky

#### **Licenses / Certification**

- Missouri Administrator (anticipated May, 2010)/Missouri Teacher License (pending)
- Kansas Provisional Teacher License
- Focus Group Moderation

#### **Professional Affiliations**

- National Staff Development Association
- Member of State of Missouri Sub-Committee on MSIP Cycle Five Performance Indicators.
- Participant in statewide consortium on student growth and classroom walkthroughs
- Association for Supervision and Curriculum Development

#### **Awards and Honors**

- Dean's Citation, University of Louisville, 1991
- Administrator's Award, Lorton Maximum Security Prison, 1985
- William H. Coakley Medal for leadership and achievement, Georgetown University, 1984
- Fellowship, Science Foundation University of Kansas, 2007

# Steven McGhee

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## Education

- 2011 **Michigan Institute for Educational Management & Leadership** *Lansing, MI*  
• **Superintendent Certificate & Michigan Administrative Endorsement**
- 2009 **Walden University** *Baltimore, MD*  
• Ed.D. Candidate
- 2007 **Wayne State University** *Detroit, MI*  
Education Specialist: General Administration
- 1999 Master Degree: Administrative Leadership; Cum Laude
- 1989 **Alabama A&M University** *Normal / Huntsville, AL*  
Bachelor of Science: Trade Industrial Education
- 1989 Bachelor of Science: Printing Production and Management; Magna Cum Laude

## Professional Experience

2009 – Present **University of Central Preparatory High School/Central Collegiate Academy** *Detroit, MI*  
Principal

*Intricately involved in all facets (developing, designing, directing, and supervising) of successful transition and transformation of 2 urban high schools, and the District's first re-design school consisting of 1,500 students, encompassing 9-12 grades, and faculty; resulted in changing the mind-set of the oldest high school in Michigan to accept college / university preparatory standards.*

*The institution's first half of its core concept was 9<sup>th</sup> grade early college curriculum foundations, with the second half consisting of S.T.E.M. (science, technology, engineering and math) academy. Included was implementation of a Health & Human Service Academy, and an Alternative & Sustainable Energy Academy.*

- Developed 1<sup>st</sup> high school education/business consortium to include educational entities and non-profit or Organizations, offering services to promote student learning, enhance test scores and simulate college environments.
- Coleman A. Young Educator of the Year Awarded 2011
- WJLB Black History Month Most Inspiring Principal 2011
- Spirit of Detroit Service Award 2011
- Created 42-member Advisory Board to assist in driving and initiating curriculum
- Worked in conjunction with District and State to obtain Federal funding
- Spearheaded Curriculum Theme directive encompassing 4 small, autonomous schools
- Implemented full school college signage/visual learning / peer evaluations
- Established systematic academic programs that have increased student achievement and decreased drop-out rates
- Achieved "Safe Harbor" ACT/MME 2011, Increased proficiency levels in levels 1&2 on state standardized tests which include reading, science and social studies compared to 2010 school year.
- Generated retention programs for drop-outs, focusing on obtaining high school diplomas
- Supervised S.E.S. and 2<sup>nd</sup> Chance programs

2008 – 2009 **Osborn University** *Detroit, MI*  
Principal

*Performed within the same capacity as previously listed at University of Central Prep, but to include:*

- Developed and implemented S.A.R. (Student Achievement Record)

- Implemented 7 principles of I.S.A.

<b>2005 – 2007</b>	<b>Frederick Douglas High School</b> <u>Assistant Principal: All Male Student Body</u>	<i>Detroit, MI</i>
<b>2005 – 2007</b>	<b>Mackenzie High School</b> <u>Assistant Principal / Acting Principal</u>	<i>Detroit, MI</i>
<b>1993 – 2005</b>	<b>Crockett Career Technical Center / Detroit Public Schools</b> <i>Instructed students of grades 10-12, in various capacities as follows:</i> <ul style="list-style-type: none"> <li>• Dean of students; enforced and ensured adherence to Student Code of Conduct, 2002 – 2005</li> <li>• Emergency Response Team, 2002 – 2005</li> <li>• Participant in Title 1 Parental Involvement Component, 2001 – Present</li> <li>• Acting curriculum leader, 2001 – 2002</li> <li>• Coordinate for Design Technology Center, 1999 – 2001</li> <li>• Program Manager for Design Technology/Graphic Design Program, 1993 – 1999</li> <li>• Co-Chair of School Improvement Team, 1995 – 2005</li> <li>* <b>Technology Teacher of the Year</b>, Crockett Career Technical Center / Detroit Public Schools, 1999</li> </ul>	<i>Detroit, MI</i>
<b>1991 – 1993</b>	<b>Fauguier High School – Warrington County Public School District</b> <u>Graphic Arts Instructor</u>	<i>Warrington, VA</i>

### **Primary Qualifications**

- \* 15+ years of unsurpassed, intricate practical experience in capacities encompassing Principa./Adm nistration, Teacher/ Instructor, Accreditation Process, Curriculum Development (cross-curricular and technical), SAT/ACT Instruction, Program Manager (Design Technology), School Improvement (students, parents and colleagues), Assessment (data team leader, data analysis, target instruction), and administering student disciplinary actions as called for.
- \* Develop and manage a school budget, aligned to the school academic plan, that reflects District, State, and Federal mandates. Budget allocations Title I,- \$600,000, General Fund - 1.3 Million. Total FTE 1100 students.
- \* Passionate in work, with a special aptitude for reaching out to disadvantaged students and assisting them with realizing their full education development potential.
- \* Creative and innovative in development of teaching/administrating strategies, resulting in increased student achievement.
- \* Outstanding interpersonal skills, quickly establishing conducive working relationships.
- \* Excellent management and leadership skills, promoting a cohesive team atmosphere resulting in enhanced productivity.
- \* Committed to professional development, attitudes and strategies, and ensuring smooth transition/adjustment to changes.
- \* Proven critical thinking, analytical and problem-solving skills; proficient in developing/implementing optimal resolutions.
- \* Exemplary work ethic, exhibiting professionalism, integrity, dedication, tenacity, solid judgment, initiative, motivation, enthusiasm and focus at all times.

### **Professional Attributes & Volunteer Affiliations**

- \* School Improvement Grant Awarded \$3.2 million for School Turnaround Model Initiative 2011.
- \* Good Schools Grant awarded \$3 million for General Motors IRRE Model Initiative 2011.
- \* Collaborated on Partnership with the "Schools for the 21<sup>st</sup> Century Initiative.
- \* Assisted with introduction of ATLAS Learning Model to faculty and staff.
- \* Conducted general and departmental staff meetings.
- \* Conducted technology workshops for in-service Professional Development.

Since 1993 • Founder / Director, Young Men of Excellence: male mentoring organization emphasizing positive mental and physical change in their lives through collaboration and communication. Approximately 1,300 individuals have participated since 1993, maintaining on average 2.8 GPA's, 70% attendance, and 99% high school graduation rates.

- 1995 – Present • Peer Mediation Counselor / Advisor, Young Men of Excellence
- 1994 – Present • Supervised annual City of Detroit "Clean Sweep" effort
- 1995 – 2005 • Varsity Head Football Coach, Crockett Technical High School

# KENYETTA C. WILBOURN

(b)(6)

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## PRINCIPAL

Instructional leader responsible for transforming one of Detroit's most at-risk schools into a learning village evidenced by an increase in test scores, graduation rate and improved culture and climate. Extensive knowledge of Michigan Curriculum Framework and Grade Level Content Expectations. Skilled in addressing the issues of at-risk youth in Urban America. Served as a turnaround school leader with proven results in developing professional learning communities among teachers, counselors and administrators. Strong acumen as an educator with emphasis on curriculum and instruction and the pedagogical process of the diverse learner. Well-versed in the Standards of Effective Teaching, Marzano's 9 Instructional Strategies and the development of Individual Development exemplars with instructional staff to address deficits in delivery of instruction and student learning.

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## PROFESSIONAL EXPERIENCE

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### **Principal, Denby High School**

**Detroit Public Schools 2009-Present**

Managed daily operations. Responsible for transforming Denby from one of the city's worst high schools into a learning community. In the first year, Denby increased student performance on the MME test. While scores did not meet the requirements to make AYP, successes can be measured in a 95% graduation rate from the previous year's 75%; \$2.67 million dollars in scholarships; improved culture and climate and an overwhelming reduction in gang activity and violence. Worked with Wayne RESA coaches to address performance deficits and develop instructional goals; create teacher and bell schedule; organize student programs that impact efficacy in the building; conduct departmental and grade-level team meetings to address student and teacher concerns and curriculum issues; conducted classroom visitations; attended workshops and professional development sessions; organized parent student orientations; worked on EdYes report, Comprehensive Needs Assessment and School Improvement Plan. *Highlights and special projects:*

- Denby Boxing Program partnership with US Navy
- Teen Court Program partnership with Wayne County Prosecutor's Office

### **Assistant Principal, Finney High School**

**Detroit Public Schools 2006-09**

Assisted principal with daily operations; worked with Wayne RESA coaches to address performance deficits and develop instructional goals; create teacher and bell schedule; organize student programs that impact efficacy in the building; conduct departmental and grade-level team

meetings to address student and teacher concerns and curriculum issues; conducted classroom visitations; attended workshops and professional development sessions; organized parent/student orientations; worked on EdYes report, Comprehensive Needs Assessment and School Improvement Plan. Responsible for discipline; Facilitated random drug testing program for athletes with Wayne County. *Highlights and special projects:*

- Wayne County Health department Random Drug Testing Initiative
- Facilitating Learning as single building administrator during principal's sabbatical the final year--- school made AYP by safe harbor.

**Department Head, Brenda Scott Middle School Detroit Public Schools 2003-06**  
**\*Promoted from teaching position**

Assisted principal daily operations. Worked with Wayne RESA coaches to address performance deficits and develop instructional goals; create teacher and bell schedule; organize student programs that impact efficacy in the building; conduct departmental and grade-level team meetings to address student and teacher concerns and curriculum issues; conducted classroom visitations; attended workshops and professional development sessions; organized parent/student orientations; worked on EdYes report and School Improvement Plan. Served as Athletic Coordinator and monitored discipline in the building. *Highlights and special projects:*

- Developed Read to Achieve Program with the Detroit Pistons
- Developed an In-School Suspension Program

**Teacher, Foch Middle School**

**Detroit Public Schools 1998-2002**

Taught social studies and English to 7<sup>th</sup> and 8<sup>th</sup> grade students; Union representative responsible for enforcing and protecting rights of teachers under the Detroit Federation of Teachers bargaining unit.

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**EDUCATION**

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<b>Ph.D Candidate in Urban Education</b> Eastern Michigan University, Ypsilanti, Michigan	<b>2011-Present</b>
<b>Education Specialist in Curriculum and Instruction</b> Wayne State University, Detroit, Michigan	<b>2004</b>
<b>Master of Education in Education Administration</b> Wayne State University, Detroit, Michigan	<b>1998</b>
<b>Bachelor of Arts in Political Science and Secondary Education</b> Spelman College, Atlanta, Georgia	<b>1996</b>

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## CERTIFICATION

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**Cert # :** IF0000000113139  
**Cert Type :** PROFESSIONAL EDUCATION CERTIFICATE (Secondary)  
**Record Type :** Original  
**Expiration Date:** 6/30/2014  
**Issue Date:** 8/17/2004      **By:** WAYNE STATE UNIVERSITY

**Cert # :** AD0003408  
**Subject / Grade Level:** ADMINISTRATOR  
**Cert Type :** ADMINISTRATOR  
**Record Type :** Original  
**Expiration Date:** 6/30/2014  
**Issue Date:** 3/9/2009      **By:** WAYNE STATE UNIVERSITY

<b>Subject / Grade Level</b>	<b>Issued</b>
Elem/Secondary School Principal (AE)	2/22/09

William Tandy  
Director of Wayne State Upward Bound  
313-478-6150

John Telford  
Former Superintendent/ Madison Heights  
313-460-8272

David Wallace  
DPS-Police  
313-303-8436

**Mark J. Mayberry, JD, BBA**

(b)(6)

**Objective:** *To obtain an executive leadership position with a progressive school district committed to increasing student achievement.*

**Education**

B.B.A. Western Michigan University (1989)  
J.D., University of Detroit Mercy School of Law (1993)

**Executive Summary**

Chief Executive Officer with Juris Doctorate and Marketing Degree with over 20 years of professional and educational leadership experience. Skilled in aspects of management, psychology, marketing, accounting, and classroom management. Direct experience working with business and community-based organizations. Company has trained over 20,000 students since 1996.

**Professional Experience**

**President and CEO, ExamExperts USA  
(July 1996 to Present)**

- Created innovative exam preparation and personal tutoring model to service students in urban school districts, and expanded it to four states;
  - Helped students attain over 20 million dollars in scholarships due to higher grades and test scores
- Negotiated contracts with schools and school districts to provide services;
  - Developed strong relationships with community-based organizations and universities to provide opportunities for students
  - Worked directly with parents and students to increase academic achievement

**National Account Executive, SBC Ameritech  
(September 1996 to September 1999)  
Romulus, MI**

- Responsible for managing national accounts and negotiating new contracts
  - Secured millions of dollars in new contracts with national clients such as BP Oil, 7-Eleven Corporation, and Kroger Corporation.
- In charge of managing and maintaining successful client relationships

**Professional Affiliations and Honors**

- Member - Kappa Alpha Psi Fraternity, Inc
  - Board Member - State of Michigan Advisory Board
  - Trustee - Christian Tabernacle Church

***References available upon request***

## **Donnie R. Davis, Jr., Ph.D.**

(b)(6)

### **EDUCATION**

**Ph.D. Educational Administration and Policy** (2012) University of Georgia, Athens GA

Dissertation Topic

- **Policies and Practice:** Exploring the impact of NCLB on charter school administrators serving majority-minority student populations in Georgia.

**M.Ed Social Studies Education** (2006) Georgia State University, Atlanta GA

**BA Journalism** (2002) Georgia State University, Atlanta GA

### **PROFESSIONAL EXPERIENCE**

#### **Interim Principal**

Ivy Preparatory Young Men's Leadership Academy (Grades K-6)

Atlanta, GA (January 2012 - Present)

- **Duties:** Provide instructional leadership by maintaining a school-wide focus on high academic standards while supporting the professional growth and development of teachers; manage compliance and reporting activities as prescribed by the Georgia DOE including ensuring that all annual reports, FTE reports, as well as other state and federal DOE reports are submitted in a timely and accurate manner; ensure that the school has a sound culture that limits distractions and supports an excellent teaching and learning environment.
- **Actions:** Created a professional development program that provides teachers with offsite classroom observations at high performing schools in Atlanta; conduct advisory sessions with teachers to develop sound instructional practices, classroom management strategies, and effective standards-based lessons; initiated a "Creative Teaching Competition" that promotes the delivery of engaging and effective lessons; implemented a targeted reading intervention program; hired special education staff and initiated the SST (student support team) process.
- **Actions:** Initiate school community programs such as the Principal's Honor Roll and AB Honor Roll ceremonies, as well as support PTSA fundraising, academic, and culture building activities.
- **Actions:** Create an environment supporting innovative and quality teaching practices; develop a structure that disseminates more responsibilities and involvement to staff; and encourage the participation of the total school community in appropriate decision making processes in an effort to create a culture of Team and Collaboration.

#### **Education Consultant: School Facilitator for the AdvancED Accreditation Process**

Ivy Preparatory Academy (Gwinnett Campus)

Norcross, GA (September 2011 – December 2011)

- Actions: Oversaw the accreditation process for Ivy Preparatory Academy; conducted faculty meetings to present information on the accreditation process and gather evidence to illustrate Ivy Prep's adherence to the AdvancED standards; delegated and evaluated tasks completed by staff members associated with the accreditation process; and supported school stakeholders throughout the accreditation process.
- Actions: Participated as a Quality Assurance Review team member for AdvancED; attended the AdvancED 2011 Georgia Conference; analyzed and used AdvancED's accreditation documents to manage Ivy Prep's AdvancED Accreditation Management and School Improvement System account.

Results: Facilitated the development of Ivy Prep's Self-Assessment, Executive Summary, School Profile, and Digital Artifacts Archive; and promoted the continuous improvement of Ivy Prep by identifying strengths and weaknesses that can be addressed in future school improvement plans.

### **Research Intern**

Georgia Department of Education Charter Schools Division  
Atlanta, GA (September 2010 – January 2011)

- Actions: Assisted in the charter petition review process by reviewing the academic goals, academic programs, and governance structures of charter school applicants; conducted site visits of charter schools; and attended Division and State Board of Education meetings.

Results: Enhanced the Division's knowledge of charter school practices and challenges; produced a research report analyzing trends in Georgia charter school closures and non-renewals titled *Charter School Closures in Georgia: The case of 11 school closures and what we can learn*; and added content to the Frequently Asked Questions link on the Charter School Division's website.

### **8<sup>th</sup> Grade Social Studies Teacher**

Burney-Harris-Lyons Middle School (BHL)  
Athens, GA (2008 – 2010)

- Actions: Participated as a representative on the Clarke County Middle School Instructional Council; acted as liaison between district leadership and BHL staff; presented instructional challenges to the council; provided suggestions aiding instruction district-wide.

Result: The council implemented a district-wide data driven framework leading to the Adequate Yearly Progress of all Clarke County Middle Schools in 2010.

- Action: Established the Junior Commencement Project (JCP) at BHL. JCP was a mentorship program, which recruited minority mentor volunteers from the University of Georgia to provide minority middle school students with role models. JCP also exposed students to career options, college choices, and college majors.

Results: Administrative referrals declined for students participating in JCP. Participants stated that JCP was beneficial and informed their decisions relating to future college and career paths.

- Actions: Held responsibilities of a full time 8<sup>th</sup> Grade Social Studies teacher and implemented successful instructional strategies to maximize the academic performance of each student.

Results: The number of students Not Meeting Proficiency on the 8<sup>th</sup> Grade Social Studies CRCT decreased while the number of students Meeting and Exceeding increased overall for each school year taught at BHL.

### **7<sup>th</sup> Grade Social Studies Teacher**

Jean Childs Young Middle School

Atlanta, GA (2006 – 2008)

- Action: Served as 7<sup>th</sup> Grade Chairperson

Results: Implemented a 7<sup>th</sup> Grade Parent Night; established cross-curricular academic planning; developed 7<sup>th</sup> Grade Social Studies lessons for entire grade; coordinated school wide Female Career Day; organized school-wide participation in a V-103 (Radio Station) writing competition in which two of my students were finalist; and assisted with the development of a consistent school-wide discipline plan.

- Actions: Held responsibilities of a full time 7<sup>th</sup> Grade Social Studies teacher and implemented successful instructional strategies to maximize the academic performance of each student.

Result: Over 92% of my students performed to a level of Meet or Exceeds on the 2006 – 2007 7<sup>th</sup> Grade Social Studies CRCT.

- Action: Head Boys' Basketball Coach (2007 – 2008)

Results: Boys' Basketball team was presented with proclamations from both the City of Atlanta and Fulton County governments for academic and athletic achievements; the team posted a record of 12 – 1, won the Atlanta City Championship, and all members of the team maintained a 3.0 GPA during the course of the season.

### **Upper Grades Atlanta History Teacher (Grades 10, 11, and 12)**

The Galloway School

Atlanta, GA (January - May 2006)

- Actions: Assumed responsibilities of a full time History teacher; coordinated field trips to various sites in Atlanta, GA including The King Center, The Atlanta History Center, Historic Alonzo Herndon Home, and the High Museum of Art; created the entire course curriculum, pacing of the curriculum, formative assessments, and summative assessments.

Result: Successfully developed and implemented a classroom curriculum as noted by evaluations produced at Georgia State University.

# Gregory King

(b)(6)

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## Education

**University of Washington, Seattle, WA**

Ed.D in Leadership for Learning Program, Policy Studies and Educational Leadership, *June 2012.*

**Prairie View A&M School of Education, Prairie View, TX.**

Ed.M in School Administration, *December 1995* GPA: 3.8

Mid-Management Administrator Grades (PK – 12), *July 1997*

**Texas Southern University, Houston, TX.**

Teacher Certification in Secondary Education: English/Language Arts, *December 1994* GPA: 3.8

**Rice University, Houston, TX.**

Bachelor of Arts in English and Human Performance/Health Sciences, *May 1991*

## Licensure

- Michigan Elementary & Secondary Administrator Licences (2012)
- Washington Superintendent License (June 2012)
- Washington Continuing Principal License
- Washington Teacher License

## Experience

***Superintendent Intern***

*Seattle Public Schools*

November 2010 – February 2012

Seattle, WA

- Assisted with implementing the new collective bargaining agreement for teachers
- Assisted with transforming central office to better serve schools
- Provided support to a Executive Director of Pre-k-12 Schools
- Participated in discussions between civic, business, parents, stakeholders, and political leaders in city
- Participated in hiring Superintendent's cabinet members

***Principal***

*Lowell Elementary School*

July 2009-Present

Seattle, WA

- Served as instructional leaders for highly academically gifted, advanced learning, and students with disabilities.
- Supervised 27 mentor teachers, various support staff, and instructional assistants
- Supported teachers in implementing Readers/Writers workshop in all programs
- Mentored teachers in developing math and social studies units of study with project-based outcomes
- Lead the successful merger of a high poverty, low-performing school with less diverse, low poverty school

***Principal***

July 2008-June 2009

*T. T. Minor Elementary*

Seattle, WA.

- Led a Title I racially and economically diverse regular education, emotional behaviorally disturbed, and Montessori school
- Chaired school Building Leadership Team and implemented job-embedded professional development opportunities on and off site for teachers
- Organized structures for teachers to analyze and make inferences from student data through the building leadership team
- Transitioned school from closure to a successful merger with a less diverse, low poverty index, high academically gifted school
- Wrote a successful grant for and implemented Pre- Kindergarten classrooms
- Increased racial and economic diversity in our Montessori Program

### **Additional Experience**

*Principal, Fulton County Schools*

July 2003 – June 2008

*Principal, Atlanta Public Schools*

August 2000 – June 2003

*Assistant Principal, Lamar Consolidated School District*

August 1997 – August 2000

*Teacher, Grade 6<sup>th</sup>, 9<sup>th</sup> - 12<sup>th</sup>, Houston Independent School District*

August 1992 – June 1997

*Adjunct Professor, Houston Community College*

June 1991 – December 1996

### **Honors and Achievements**

- Kenneth Sirotnik Scholarship 2010 – 2011 and 2011 - 2012
- Acknowledged by fellow student who was recipient of Nickelodeon Halo Award, 2009
- Featured on Seattle PBS Channel on Pre-School Education, 2008
- 2006 Presenter at Eric Jensen's Brain-based Learning Conference - "Leave No Brain Behind"
- A&E Biography 2002 Community Hero Award – City of Atlanta (recognized for my work with at-risk students)

# Lori L. Johnson

(b)(6)

**Career Objective:** To secure a principal position that will allow me to lead by example as the articulation of the school's vision is carried out in order to promote quality education for all youth as they are being prepared for post-secondary and real world success.

## **Career Highlights**

*Successfully led class of 2011 to exceed the 90% graduation rate currently standing at 95%. Led "Failure is not an Option" academic intervention initiative. Developed the Parent Academy workshop trainings for parent support. Curriculum Leader for academic alignment with State Standards. Secondary level Lead Advisor proficient in the areas of English/Language Arts and Speech instruction. University Prep Pioneer Advisor part of start-up team creating and executing mission. Proficient in building and maintaining effective relationships with students, parents, colleagues, community-based and professional-based organizations. Skilled in the areas of curriculum writing, providing direction, support and leadership around the integration of Michigan Department of Education English Language Arts High School Content Expectations and ACT test/college preparation with an interest/project-based curriculum. Demonstrated knowledge of best practices and ability to successfully implement curriculum in order to educate, graduate and prepare students for post-secondary endeavors. Blends strong verbal, written and interpersonal communication skills with creative methods for organization development.*

## **Professional Development**

- ◆ UPA Leadership Workshop
- ◆ Big Picture Advisor Training
- ◆ Big Picture Workshop Leader for Creating Depth in Project Work
- ◆ Child Psychology Workshop, Wayne County Community College
- ◆ Cooperating Teacher for University of Michigan Teacher Education Program
- ◆ UPA School Improvement Team support
- ◆ UPA Benchmarking Committee
- ◆ High School Curriculum Development Team

## **Professional Experience**

### **Building Lead-Senior Institute**

*University Prep High School, Detroit, MI      2009 – Present*

- ◆ First line behavior intervention
- ◆ Monitor student achievement for all student in the building; facilitator of intervention planning for individual students
- ◆ Quality control for implementation of the curriculum and programmatic structures
- ◆ Support development plans of experienced teachers
- ◆ Culture coordinator for building
- ◆ Parent resource person

- ◆ Grade level team support
- ◆ Oversee campus-wide activities as assigned (curriculum development, scheduling, data systems/processes)
- ◆ Responsible for handling all student discipline
- ◆ Ensure discipline is followed up to ensure learning for the student
- ◆ Enforcement of Student Attendance Policy
- ◆ Review and analyze data with grade and content team to ensure student progress
- ◆ Review Lesson plans and provide feedback
- ◆ Monitor Teacher Grade books and intervene with students when necessary
- ◆ Monitor teacher compliance items and provide support when necessary
- ◆ Plan and monitor credit recovery programs
- ◆ Develop and support Individualized Learning Plans for new staff
- ◆ Observe and Evaluate all staff within the building + elective teachers as assigned
- ◆ Observe and Inform evaluations of grade level staff in team building
- ◆ Run weekly one-on-ones with staff
- ◆ Responsible for assigned Content Team (attend and/or run meetings, work with Content lead to create and implement plans for student progress, curriculum alignment and completion)
- ◆ Responsible for assigned grade level
- ◆ Including student progress, and graduation rates,
- ◆ Design and implement strategies for test prep and benchmark testing
- ◆ Overseeing Grade Level activities (Homecoming, Gateway, Legacy, Prom, Graduation, fundraising)

### **High School Lead Advisor**

*University Prep High School, Detroit, MI      2004 – 2009*

- ◆ Pioneer Advisor assisted with shaping U Prep's focus and academic plan
- ◆ Graduated first class of 2007
- ◆ Team leader of first 10<sup>th</sup> Grade Gateway experience
- ◆ 11<sup>th</sup> Grade team leader assisted with design of Senior Institute experience, Senior Thesis process design, college team meeting design and the autobiography process
- ◆ Senior Institute Class Activities Committee
- ◆ Mentor for Rookie Advisor program
- ◆ Assisted with conducting staff interviews for Advisory and Specialist positions
- ◆ Lead Advisor assisting with implementation of Michigan Standards for graduating class of 2011
- ◆ Member of high school curriculum development and leadership teams
- ◆ Leader of the UPA Teacher Mentor Program

### **Summer School Principal**

*University Prep High School, Detroit, MI*

*2007*

- ◆ Supervised Summer School Staff
- ◆ Managed student discipline and conduct
- ◆ Managed parent relationships
- ◆ Organized and maintained student assessment records
- ◆ Prepared and maintained staff time sheets and staff evaluation

**Middle School Advisor**

*University Prep Academy Middle School, Detroit, MI*

2004

- ◆ Managed and instructed 8<sup>th</sup> grade Advisory
- ◆ Instructed students around Gateway Binder completion and organization
- ◆ Assisted with Graduation process
- ◆ Assisted with staff interviews for Advisory positions

**English Language Arts Instructor**

*Laura F. Osborn High School, Detroit, MI*

1994-2000

- ◆ *English Literature and Writing Instructor- Advanced Placement*
- ◆ *Senior Class Activities Sponsor in charge of prom, graduation and fund-raising*
- ◆ *MEAP Test Instructor*

**Education**

**Professional Education Certificate, Issued 2002 and 2007**

State of Michigan Board of Education. Detroit. MI

**Master of Education, Educational Leadership, 2009**

Wayne State University, Detroit. Michigan

**Bachelor of Science, Secondary Education, 1994**

Wayne State University, Detroit, Michigan

References upon Request

# Jeff Maxwell

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<b>Education</b>	
2005-2007	<b>Dominican University</b> Masters of Arts in Teaching <span style="float: right;">River Forest, IL</span>
1999-2004	<b>Michigan State University</b> Bachelor of Science in Biology and Zoology (MINOR: Chemistry) President of the Sigma Chi Fraternity <span style="float: right;">East Lansing, MI</span>
<b>Experience</b>	
Present	<b>Teach For America, Detroit, MI</b> <ul style="list-style-type: none"> <li>• Manager of Teacher Leadership Development                             <ul style="list-style-type: none"> <li>○ Supervise and support the development of 26 secondary math and science teachers across 15 schools in Detroit</li> <li>○ Collaborate with first and second year teachers to develop transformational classroom visions and ambitious, measurable goals</li> <li>○ Conduct classroom observations and debriefs with first and second year teachers to identify areas of strength/ improvement and develop an action plan to address gaps and leverage strengths</li> <li>○ Analyze student and teacher data to determine trends and gaps in student learning</li> <li>○ Design and implement professional development sessions aimed at increasing teacher effectiveness in priority areas (based on data)</li> <li>○ Collaborate with Detroit regional staff members to analyze regional data/ trends and develop action plans to increase teacher effectiveness and student achievement</li> <li>○ Establish relationships with building principals and administration to ensure that our goals, visions, and teacher development are aligned</li> <li>○ Organize excellent school visits to the Grosse Pointe Public Schools and the Noble Network of Charter Schools (in Chicago) to continue to develop our collective vision of excellence and sense of possibility for our students in Detroit</li> </ul> </li> </ul>
2007-2011	<b>Pritzker College Prep, A Campus of the Noble Network of Charter Schools, Chicago, IL</b> <ul style="list-style-type: none"> <li>• Science Teacher                             <ul style="list-style-type: none"> <li>○ Designed and co-founded the Science Curriculum for Pritzker College Prep.</li> <li>○ Taught and developed curriculum for 9<sup>th</sup> Grade Physics, 11<sup>th</sup> Grade Biology, and 12<sup>th</sup> Grade AP Biology.</li> <li>○ Lead Students to 2.9 PTS growth on the EXPLORE Exam and 4.0 PTS growth on the Science Reasoning portion of the ACT (both scores were the highest in the history of the Noble Network in Science).</li> <li>○ Organized two study abroad trips to Costa Rica with an emphasis on biodiversity.</li> </ul> </li> <li>• 11<sup>th</sup> Grade Lead Teacher                             <ul style="list-style-type: none"> <li>○ Helped develop first grade-level teams for the 2009-2010 school year; the first year Pritzker had students in grades 9-12.</li> <li>○ Lead and fostered collaboration with the 11<sup>th</sup> grade team to establish goals and increase student achievement, leading to more than 3.0 PTS growth annually on the ACT (#1 Non-Selective School in the city of Chicago for 3 years in a row based on ACT Scores).</li> <li>○ Regularly observed and debriefed with fellow team members to further professional development and share best practices.</li> </ul> </li> </ul>
2004-2007	<b>School of the Arts, Chicago Public Schools, Chicago, IL</b> <ul style="list-style-type: none"> <li>• Science Teacher (and 2004 Teach For America Corps Member,                             <ul style="list-style-type: none"> <li>○ Taught and developed curriculum for Biology, Chemistry, and Environmental Science.</li> <li>○ Lead students to 2 PTS growth annually on the PLAN exam.</li> <li>○ Collaborated with a team of teachers on a weekly basis to discuss and implement strategies for increasing student achievement.</li> <li>○ Founded the School of the Arts Chapter of the National Honor Society</li> <li>○ Started an after-school "Guitar Club" where students learned to play guitar</li> </ul> </li> </ul>
2006	<b>Corps Member Advisor at the 2006 Teach For America Summer Institute, Philadelphia, PA</b> <ul style="list-style-type: none"> <li>○ Collaborated with colleagues to plan and implement curriculum sessions and lesson planning clinics.</li> <li>○ Reviewed lesson plans and provided feedback to corps members.</li> <li>○ Observed and evaluated corps members teaching practices in the r classrooms.</li> <li>○ Met with corps members to identify key levers to further their development as first year teachers</li> </ul>
<b>Related Activities</b>	
2008	<b>Advanced Placement Training</b> Attended week-long College Board training for AP Biology at Carleton College in Minnesota.
2005	Teach For America Recruitment Representative- Michigan State University

(b)(6)

# ANTOINETTE MARIE PEARSON

## OBJECTIVE

To seek opportunities in the administrative capacity that will allow the use of my skills in development of curriculum and programs to enhance and motivate academic success in the schools.

## EDUCATION

2005 - Eastern Michigan University Ypsilanti, MI  
*Doctoral Program*

- Pursuing a doctorate in Educational Leadership and Administration

1998 – 2002 Wayne State University Detroit, MI  
*Masters of Education Administration*

- Major in Secondary Education Administration

1992 – 1996 Purdue University West Lafayette, IN  
*Bachelor's of Arts*

- Major in Secondary English Education
- Minor in U.S. History

## PROFESSIONAL EXPERIENCE

2011 - Osborn Upper H S of Global Comm. And Culture Detroit, MI  
*Principal*

- Instructional Leader of Small School Model – ISA (Institute for Student Achievement) Schools
- Implementing research based strategies that emphasize college readiness
- Extensive use of data to support instruction and curriculum
- Developed community partnerships to mentor and support students in college preparation and work readiness.

2010 - 2011 Farwell Middle School Detroit, MI  
*Principal*

- Instrumental in implementing a plan that had Farwell removed from the Persistently Low Achieving School List for the 2011-12 school year.
- Writer and manager of three year SIG grant in amount of 1.3 million dollars.

- Designed summer teaching curricula that supported differentiated instruction of students, grades 5 – 8
- Created a schedule that supported differentiated instruction and intensive academic support.
- Facilitated instructional partnerships that supported and strengthen curriculum
- Being visible as the instructional leader and engage in developing teacher's potential; manage and supervise instructional process.
- Analyze student performance results and implement improvement plans with staff to achieve yearly target goals.
- Involve parents in the instructional process and influence parent and community perceptions of the school to establish a climate conducive to learning.
- Supervise the management of student scheduling, student accounting, data processing and the maintenance of student records.
- Responsible for achieving goals of the organization at assigned school, with primary focus on student achievement and performance including: Adequate Yearly Progress, Continuous Improvement and progress on MEAP scores.
- Responsible for fiscal management including: Budget development, management, and compliance; fund raisers; supply ordering and logistics; registration; manage different budgets to identify funds for ordering; checkbook management; school expenses; and monthly reconciliation. Manager of 3 year SIG (School Improvement Grant) for 1.3 million dollars.
- Responsible for teacher evaluations; curriculum assessment and implementation, and student achievement.
- Initiation of the creation of a Professional Learning Community: support and appreciate the importance of professional development; commitment to teacher development and mentoring of probationary teachers; and developing building capacity.
- Responsible for community, parent and business partnership development, support and involvement.
- Student enrollment and management of related information such as: Student scheduling; attendance; teacher service; calendar for state aide; immunizations; count for attendance audit; special education attendance.

2008 - 2010                      Renaissance High School                      Detroit, MI

*Assistant Principal*

- Monitor maintenance of building, security, community use of building, and athletic department
- Enforce district's student code of conduct.
- Provide leadership for development, implementation and coordination of the District's curriculum through an on-going process of planning for innovation, change and continuous academic improvement.
- Supervise the instructional programs in the Language Arts, Social Studies, Foreign Language and Fine Arts department; provide assistance as needed to the individual staff members to improve instructional skills;

provide information and leadership in the development of department goals, instructional techniques, and innovative practices.

- Effectively communicate and involve parents and community in the on-going educational program of the department.
- Monitor and evaluate classroom instruction, instrumental in maintaining and creating programs that encourage and assist students academically
- Member of School Grant Writing Team

2005 - 2007      Renaissance High School      Detroit, MI

*Social Studies and World Languages Curriculum Leader*

- Assist the principal with the supervision of the school's educational program.
- Coordinated standardized testing and schedule for MEAP and MME pilot exam (2006), as a back up supervisor
- Provide leadership for development, implementation and coordination of the District's curriculum through an on-going process of planning for innovation, change and continuous academic improvement.
- Supervise the instructional programs in the department; provide assistance as needed to the individual staff members to improve instructional skills; provide information and leadership in the development of department goals, instructional techniques, and innovative practices.
- Effectively communicate and involve parents and community in the on-going educational program of the department.
- Monitor and evaluate classroom instruction, instrumental in maintaining and creating programs that encourage and assist students academically
- Member of School Grant Writing Team
- Advisor of School Senate (Student Government) and School Activities

2002 – 2005      Columbus Middle School      Detroit, MI

*Language Arts Curriculum Leader*

- Responsible for support to language arts instructors via observations and conferencing.
- Assisting principal in daily operation school, discipline of students and communicating with parents and community
- Instrumental in maintaining and creating programs that encourage and assist students academically.
- Experienced in social sciences, language arts, reading and geography for 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders
- Prepared students for the MEAP and other standardized tests with supplemental lessons
- Lead students to participate in many social activities to aid them to become active citizens in society
- Site Coordinator for Schools of the 21<sup>st</sup> Century After School Initiative

1998 – 2002 Foch Middle School

Detroit, MI

*Teacher*

- Experienced in social sciences, language arts, reading and geography for 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders
- Prepared students for the MEAP and other standardized tests with supplemental lessons
- Lead students to participate in many social activities to aid them to become active citizens in society.
- Facilitated and developed workshops for staff development in MEAP Reading Strategies and the district-wide Reading program – Corrective Reading.

#### PROFESSIONAL MEMBERSHIPS

Phi Delta Kappa Education Society

Metropolitan Detroit Reading Council

Association for Supervision and Curriculum Development

National Association of Secondary School Principals

National Association of Black School Educators

Michigan Association of Black School Educators

#### COMMUNITY ACTIVITIES

Director of Leland Community Service Projects, (United Way Community Services Initiative)

Director of Columbus Middle School's After-School Program: Schools of the 21<sup>st</sup> Century Initiative

Panel Guest for Brightmoor Community Initiative

Member of Learn and Serve Service Learning Community

Member of Leland Youth Garden, Greening of Detroit/Youth Grow Detroit

#### REFERENCES

Available Upon Request

(b)(6)

**Accomplished professional educator with 10+ years of teaching and 3+ years demonstrated ability to administrate, motivate, direct, present, evaluate while maintaining high interest and achievement with staff and students in urban school district. Demonstrated success in creating and implementing a school improvement plan to bridge achievement gap. Self-motivated, computer literate, team player, with strong planning, organizational and leadership skills.**

## **ADMINISTRATOR • STRATEGIC PLANNING • BRIDGE ACHIEVEMENT GAP**

### **SUMMARY OF QUALIFICATIONS**

- 10+ years of successful experience teaching in urban school district in Pre-K through 8th grade schools.
- 3+ years of successful administrative experience.
- Teaching certification in Kindergarten through 8th grade; Science DX (6-8); Language Arts BX (6-8).
- Solid experience in completing School Improvement Plans and Comprehensive Needs Assessments.
- Grant writing team member.
- Superb mentor and leader that inspires staff and students to succeed.
- Conduct weekly Staff Meetings.
- Manage staff of 60+.
- Assist teachers in Science Program (Detroit Area Pre-College Engineering Program-DAPCEP) to create curriculum.
- Evaluate curriculum and make recommendations for modifications.
- Complete payroll for staff of 60+.
- Evaluate all Staff (Formative and Summative Assessments).
- Manager of school discipline with the use of the Student Code of Conduct.
- Data-Driven decision maker.
- Scheduler of student classes and teacher preparation periods.
- Excellent communication and presentation skills.
- Boundless energy, capable of multi-tasking and prioritizing responsibilities.
- Assist and oversee teachers in the implementation of direct instruction; indirect instruction (self-selection/self-monitoring activities); and diagnostic/prescriptive teaching.
- Prepare and manage \$2 million+ budget.
- Provide and support teachers with Professional Development and high yield strategies.
- Assist teachers with classroom management and creating lesson plans to align with district, grade level expectations and Common Core Standards.
- Conducts trainings and provides guidance to teachers and organizational staff of the school.
- Successfully coordinate Professional Development for staff.
- Provide teachers with research based instructional strategies and model their use in the specified content area.
- Multi-lingual, fluent in English and American Sign Language.

### **PROFESSIONAL EXPERIENCE**

<b>PRINCIPAL PRE K-8<sup>TH</sup> GRADE</b> DETROIT PUBLIC SCHOOLS	August 2011-Present Detroit, MI
<b>ACADEMIC ENGAGEMENT ADMINISTRATOR</b> DETROIT PUBLIC SCHOOLS	February 2010-August 2011 Detroit, MI
<b>LITERACY COACH/PROFESSIONAL DEVELOPER/PRINCIPAL DESIGNEE</b> DETROIT PUBLIC SCHOOLS	August 2009- February 2010 Detroit, MI
<b>ASSESSMENT SCORING LEADER</b> DETROIT PUBLIC SCHOOLS	March 2010- June 2010 Detroit, MI
<b>INSTRUCTIONAL SPECIALIST/PRINCIPAL DESIGNEE</b> DETROIT PUBLIC SCHOOLS	August 2009-June 2010 Detroit, MI

<b>SCHOOLS OF 21<sup>ST</sup> CENTURY SITE COORDINATOR</b> DETROIT PUBLIC SCHOOLS	October 2008-July 2010 Detroit, MI
<b>PROJECT DIRECTOR (SUMMER SCHOOL)</b> DETROIT PUBLIC SCHOOLS	June 2009- August 2009 Detroit, MI
<b>CURRICULUM COORDINATOR</b> DETROIT PUBLIC SCHOOLS	August 2008- June 2009 Detroit, MI
<b>CURRICULUM TEACHER</b> DETROIT AREA PRE-COLLEGE ENGINEERING PROGRAM (AYS)	August 2007-March 2009 Detroit, MI
<b>TEACHER (5<sup>TH</sup>- 8<sup>TH</sup> Grade SCIENCE)</b> DETROIT PUBLIC SCHOOLS	August 1998-June 2008 Detroit, MI

### EDUCATION AND CERTIFICATIONS

<b>EDUCATIONAL DOCTORATE – EDD/CI (ANTICIPATED GRADUATION AUGUST 2012)</b> University of Phoenix - Online Campus	Phocnix, AZ
<b>ELEMENTARY &amp; SECONDARY ADMINISTRATOR K-12 (ES) CERTIFICATE</b> University of Detroit Mercy	Detroit, MI
<b>MASTER OF ARTS - CURRICULUM AND INSTRUCTION</b> University of Detroit Mercy	Detroit, MI
<b>ELEMENTARY &amp; MIDDLE SCHOOL TEACHING CERTIFICATES</b> <b>Science DX (6-8); Language Arts BX (6-8); All Subjects (K-8)</b> University of Detroit Mercy	Detroit, MI
<b>BACHELOR OF BUSINESS ADMINISTRATION -- BBA</b> Nazareth College	Kalamazoo, MI
<b>CPR &amp; FIRST AID CERTIFIED</b> Excel Enterprises	Detroit, MI

### TECHNICAL PROGRAMS

- PeopleSoft; MS Office Suite: Word, Excel, PowerPoint, Windows 95/98/XP, Vista; Blackboard Connect; School Messenger and Zangles.

### CAREER DEVELOPMENT

- PD 360 Trained (2012)
- Teachscape Classroom Walkthroughs Trained (2011)
- 14 Things for Administrators Course (2011)
- 21 Things for Teachers Technology Course (2011)
- Zangles Trained (2010)
- Adult Learning Theory Trained (2010)
- Accelerated Reader, Math, and Early Star Literacy Trained (2010)
- Scoring Camp Leader-- Scoring constructed responses on district assessments (2010)
- Coach's Cadre Trained (2010-2011)
- Blackboard Connect Trained (2010)
- Differentiated Instruction Trained --Association of Supervision and Curriculum (2009)
- Dynamic Indicators of Basic Early Literacy Trained (DIBELS) (2009)
- PeopleSoft Trained (2009)
- AS400 Trained (2009)
- Test Coordinator Trained (2008)
- Trainer of Trainers--Full Option Science Systems (FOSS) and Delta Science Modules (DSM) (2008)
- Corrective Reading Trained (2003)
- Open Court Reading Trained (2002)

# Hannah Irvin

(b)(6)

## OBJECTIVE

Obtain a principal position with the Education Achievement Authority of Michigan

## EDUCATION

Harvard Graduate School of Education, Cambridge, MA

Expected Degree--Ed.M .in School Leadership Program, May 2012

Course work: Proseminar: School Leadership (Yearlong), School Instructional Leadership: Seminar and Practicum (Yearlong), Supporting Teachers for Instructional Improvement, An Introduction to Education Finance and Budgeting, Critical Issues in Special Education Policy and Practice, Urban Education, Schools and the Law

University of North Carolina at Chapel Hill, Chapel Hill, NC

Bachelor of Arts in Elementary Education, May 2004

Selected course work: Children's Learning and Development, Numbers and Algebra, Teaching Math, Teaching Reading and Language Arts, Science Methods, Exceptional Child Seminar Part A and Part B

## LICENSURE

- North Carolina Standard Professional License, Elementary Education, Grades K-6
- Massachusetts School Principal/Assistant Principal Initial License, Grades PreK-6 (expected May 2012)

## PROFESSIONAL EXPERIENCE

Resident Principal, Frank M. Sokolowski School  
present Chelsea, Massachusetts

August 2011-

- Lead the 3rd grade team in strengthening team functioning, building skills in analyzing data to inform instruction, and building common understanding of the Massachusetts frameworks
- Co-lead 1st, 2nd, and 4th grade teams in strengthening team functioning and building skills in analyzing data to inform instruction
- Observe teachers and provide feedback based on classroom observations
- Provide feedback to teachers on their written action plans for reteaching based on data
- Organize and facilitate the Instructional Rounds process, designed to gather data around the school's "Problem of Practice" and provide suggestions for next step
- As a member of the Instructional Leadership team, worked on the implementation of a math intervention block, the Achievement Network's assessment cycle, and other processes for instructional improvement
- Perform other leadership tasks essential to the day-to-day operations of the school

Teacher, Forest View Elementary School; Durham, North Carolina – 2004-2011

- Instruct classes of 19-28 4th and/or 5th grade students from a variety of socioeconomic, ethnic, and linguistic backgrounds (2004-2011)

- Planned and led weekly Professional Learning Community (PLC) meetings as PLC chair. Responsible for communication between school administration and PLC (Spring 2010-2011)
- Co-planned and implemented Summer Connections program in 2009-2011 to boost literacy skills of low-income students by increasing access to texts and building background knowledge. The 2010 program culminated in a Family Celebration Night at the public library.
- Supervised student teachers from UNC-Chapel Hill (2008-2010)
- Served on various school committees, including School Wide Achievement Team (1 1/2 years), Steering Committee (2 years), Academically and Intellectually Gifted Team (1 year), Family Involvement Committee (1 year), and Literacy Committee (2 years)

Teacher/Chaperone, BOOST (Building Opportunities and Overtures in Science and Technology) Summer Immersion Week at Duke University; Durham, North Carolina--2005-2011

- Lead inquiry based science activities with small groups of rising 6th grade students
- Supervise student lab visits to Duke professors and graduate students

#### SIGNIFICANT PROFESSIONAL DEVELOPMENT

- Triangle High Five PLC Institute with Rick and Becky DuFour, December 2010
- Literacy Trainings with Dr. Karen Erickson from UNC-Chapel Hill, 2008-2010
- William and Mary Curriculum Unit Training for AIG Elementary Language Arts Teachers, 2007-2008
- Differentiating Instruction in Mixed Ability Classrooms, April 2007
- Guided Reading in Your Classroom, June 2006
- Benchmark Book Training: Guided Reading Using Non-Fiction Texts in Grades 3-5, February 2006

#### VOLUNTEER EXPERIENCE

Shift Leader, First Impressions Team at Summit Church; Durham, North Carolina--January 2010-May 2011

- Coordinated the team of 20-40 volunteers responsible for parking, coffee bar, greeting, hosting, and helping guests during the second service at the Summit Church's West Club Campus
- Led weekly team meetings and communicated regularly with staff of the Summit, volunteers, and volunteer team leaders

#### TECHNOLOGY

- Microsoft Excel, Word, and Powerpoint
- Wikispaces
- Smartboards

## **Angela M. Underwood**

(b)(6)

**PROFILE:** Energetic, student-centered administrator with a strong desire to support building and district leadership in creating a high-quality school environment for every student

### **PROFESSIONAL EXPERIENCE:**

**Faxon Elementary School, Kansas City, Missouri School District, (August 2010-Current)**

#### **Principal**

- Responsible for the relocation and opening of an elementary school
- Successfully implemented Standards Based Instruction at the elementary level as a Pioneer School
- Effectively implemented Standards Based curriculum while identifying and monitoring its alignment with state and District curriculum frameworks
- Assisted in the design and development of procedures to evaluate student progress in relation to instructional objectives
- Responsible for creating Professional Learning Communities that align with Standards Based instruction and using collected data to drive student achievement
- Directed and supervised the business operations of the school including budget, requisitions and accounting.
- Responsible for the establishment and maintenance of a harmonious multicultural, multiethnic educational environment

**Hartman Elementary School, Kansas City, Missouri School District, (August 2008-June 2010)**

#### **Middle School Science Teacher**

- Successfully led students to achieve high recognition two years in a row at the Greater Kansas City Science and Engineering Fair
- Responsible for preparing course objectives and outline for course of study following 5<sup>th</sup>-8<sup>th</sup> grade curriculum guidelines or requirements of state and school
- Implemented a school-wide science club and competition

**Hartman Elementary School, Kansas City, Missouri School District (August 2007-June 2010)**

#### **Vocal Music Teacher K-8<sup>th</sup> Grade**

- Taught K-8 grade vocal music aligned with Missouri State Standards

- Planned, organized, and conducted several music programs that demonstrated student mastery of music content
- Planned, organized, and conducted a variety of fieldtrips in which students performed for the community
- Responsible for attendance, grading, and other record keeping duties
- Collaborated with colleagues and served on grade level data teams
- Responsible for numerous supervisory duties in addition to classroom obligations

**Tarawa Terrace I Elementary School, Camp Lejeune  
Dependent Schools (2003-2005)**

**Vocal Music Teacher K-1<sup>st</sup> Grade**

- Taught K-1st grade vocal music aligned with North Carolina State Standards
- Planned, organized, and conducted several music programs that demonstrated student mastery of music content
- Planned, organized, and conducted a variety of fieldtrips in which students performed for the community
- Responsible for numerous supervisory duties in addition to classroom obligations
- Responsible for attendance, grading and other record keeping duties

**North Side High School, Jacksonville Commons Middle School &  
Jacksonville Commons Elementary School, Onslow County Public  
Schools (2001-2003)**

**Orchestra Director 5<sup>th</sup>-12<sup>th</sup> Grade**

- Opened a new High School in the District, and organized a new string program at the school.
- Middle school and high school students competed in solos, small ensembles, and whole group settings in several state-wide competitions, all earning 1 or 1+ ratings.
- Sponsored middle school and high school students in numerous clinics which required travel to surrounding cities in the evening and over weekends.
- Sponsored high school students in a community orchestra so they could attend weekly rehearsals and weekend performances.
- Served as Chair in a community fundraising program tailored specifically for string students in the District who were from low-income families or experiencing economic hardship.
- Organized and directed numerous community performances

**APPLICABLE  
SKILLS:**

**Conferences, Workshops, and Trainings (2010-Current)**

- Standards-Based Instruction (2010-11)
- Project-Based Instruction (2011-12)
- Kagan Instructional Methods (2010)
- Positive Behavior Support Model (2010-12)
- Professional Learning Communities (2010-2012)
- iNACOL Virtual School Symposium (2011)
- Haberman Star Teacher Selection Interview Training (2011)
- Effective Interviewing (2012)
- Using a Competency-Based Selection Model (2012)

**EDUCATION:**

Western Governors University- Salt Lake City, Utah  
**Masters of Educational Leadership 2008-2010**

William Jewell College- Liberty, Missouri  
**B.S. Instrumental Music Education 1992-1996**

**CERTIFICATION:**

**Missouri** Principal, K-12  
**Utah** Principal, K-12  
**Missouri** Vocal Music, K-12  
**Missouri** General Science, 5-9

# Wayne County Schools Employment Network Online Application

Cintron, Alexander - AppNo: 9818

Date Submitted: 3/14/2012

## Personal Data

**Name:** Mr. Alexander M Cintron  
 (Title) (First) (Middle Initial) (Last)

Other name(s) under which transcripts, certificates, and former applications may be listed:

**Other:** (Title) (First) (Middle Initial) (Last)

**Email Address:** amcintron2000@yahoo.com

## Postal Address

### Permanent Address

Number & Street: 33750 Colfax  
 Apt. Number:  
 City: Farmington Hills  
 State/Province: MI  
 Zip/Postal Code: 48335  
 Country: United States of America  
 Daytime Phone: 248 231-8717  
 Home/Cell Phone: 248 231-8717

### Present Address (until 9/20/2019)

Number & Street: 670 West Boston  
 Apt. Number:  
 City: Detroit  
 State/Province: MI  
 Zip/Postal Code: 48210  
 Country: United States of America  
 Phone Number: 313 596-7640

## Employment Desired

Open Vacancy Desired:	Date Last Submitted	Experience in Similar Positions
JobID: 1643 Administration: Elementary Principal at TBD	3/14/2012	1 year
JobID: 1644 Administration: Secondary Principal at TBD	3/14/2012	1 year

### Position Desired:

#### Administration

	Experience in Similar Positions
1. Curriculum Directors	3 years
2. Elementary Principal	1 year
3. High School Principal	Clinical/Internship
4. Superintendent	-

#### Central Office

1. Miscellaneous	2 years
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#### High School Teaching

1. Social Studies - History	8 years
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#### Professional Contractor / SAS

1. School Achievement Services	-
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#### Student Support Services

1. Bilingual/ESL Facilitator	8 years
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## Current District

Are you currently employed by one of the organizations listed below? **Yes**

Employed at: detroit

Exclude application from district? No

# Wayne County Schools Employment Network Online Application

Cintron, Alexander - AppNo: 9818

Date Submitted: 3/14/2012

## Referrals

How did you hear about employment with us?

indeed.com

Other: MDE- Latricia Clark

## Experience

Current or Most Recent Position		Employer Contact Information		Supervisor/Reference Contact Information	
Detroit Public Schools Principal (Bilingual- Spanish )		7735 Lane Detroit , MI 48209 313-849-2419		Rebeca Luna 313-717-2823 rebeca.luna@detroitk12.org	
<b>Date From - Date To:</b>	2001 - Current	<b>Full or Part Time:</b>	Full	<b>Last Annual Salary:</b>	108,988.11
<b>Reason for Leaving:</b>					
<b>May we contact this employer?</b>	Yes				
<b>Responsibilities/ Accomplishments</b>	Responsible for the (Turn- Around Model) planning, development and implementation of curriculum, assessment and instruction; professional development, and related activities; coordinate and monitor the school improvement plan (SIP) for consistency with Grade Level Content Expectations (GLCEs) and instructional programming; manage programming with TEACHSCAPE, in building leadership capacity in the school. Implement programming with fidelity in science, social studies and English language and math. Supervise and coordinate with staff to provide enrichment programming and activities, research, develop, edit and submit general grants as well as The Skillman Foundations Good Schools Grant; attend and present curriculum related material at grade level, general staff and parent meetings; inventory, order and organize delivery of curriculum related material. General administrative duties: manage and supervise students and teachers including referrals and disciplinary procedures; supervise academic and after-school programs; supervise and manage lunch hour programming with kitchen staff and parent volunteers; monitor student participation for rigorous programming by conducting classroom walk-throughs and conducting formal evaluations.				

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Detroit Public School Curriculum Coordinator/ Social Studies ,ESL Teacher		Detroit International Academy for Young Women Detroit , MI 313-873-3050		Beverly Hibbler -313-873-3050 313-873-3050	
<b>Date From - Date To:</b>	2004-2005 - 2006-2007	<b>Full or Part Time:</b>	Full	<b>Last Annual Salary:</b>	67k
<b>Reason for Leaving:</b>	Promotion to Curriculum Coordinator				
<b>May we contact this employer?</b>	Yes				
<b>Responsibilities/ Accomplishments</b>	Responsible for direct instruction, classroom management, attendance reports, lesson planning and development; act as a liaison and advisor between city- wide student council and Youth in Government, facilitate teacher grievances, negotiations and concerns with the principal as well as manage strikes, coordinate building preparation with the district Office of Research, Evaluation and Assessment and the MI State Office of Educational Assessment and Accountability (OEAA) to provide MEAP, MME, Terra Nova, English Language Proficiency Assessment (ELPA) policies, procedures and materials to testing proctors, safe guard, pack and organize delivery of testing material to the central office.				

# Wayne County Schools Employment Network Online Application

Cintron, Alexander - AppNo: 9818

Date Submitted: 3/14/2012

## Experience Continued

<b>Previous Position Held</b>		<b>Employer Contact Information</b>		<b>Supervisor/Reference Contact Information</b>	
Detroit Public Schools Social Studies Teacher , ESL, Bilingual Spanish		7735 Lane Detroit , MI 313-849-2419		Angel Garcia	
<b>Date From - Date To:</b>	2001-2002 - 2004-2005	<b>Full or Part Time:</b>	Full	<b>Last Annual Salary:</b>	58k
<b>Reason for Leaving:</b>	Change in Title I Funding for Bilingual, ESL Teachers				
<b>May we contact this employer?</b>	Yes				
<b>Responsibilities/ Accomplishments</b>	ø 8th grade Social Studies ESL Teacher, Yearbook Advisor, Junior Achievement Coordinator, Gentlemen's Club Facilitator, Gear Up Detroit Tutor, Theater Director, El Mercado - The Market, a children's play Responsible for teaching and managing the career education lab: Inventory, repair and trouble shoot computer hardware and software; administer and assesses career interest inventories; develop educational development plans for mainstream as well as ESL students; edit, proof and create photos for yearbook; teach life skills as well as Core Democratic Values in compliance with the Grade Level Content Expectations (GLCEs)				

## Student Teaching

	First	Second
<b>School</b>	Wayne State University	
<b>Location</b>	Detroit	
<b>School Phone #</b>	248-872-4409	
<b>School Year</b>	2000	
<b>Grade Level(s)/ Subject Area(s) Taught</b>	K-12 Bilingual Spanish, ESL,	
<b>Name and Phone of Cooperating Teacher</b>	Bessie Hysni	
<b>Name and Phone of Additional Cooperating Teacher</b>		
<b>Name and Phone of University Supervising Contact</b>	Mr. Silverman	
<b>Academic Grade Received</b>	4.0	

## Education

**High School Attended:** Waterford Kettering, Michigan  
**Graduation Status:** H.S. Diploma

### Colleges, Universities and Technical Schools Attended:

## Education Continued

Name and location	Dates Attended: From - To	Major area of study and number of semester hours	Minor area of study and number of semester hours	Degree	Date Conferred or Expected
Wayne State University, Detroit MI	From To	Curriculum and Instruction, ESL Hrs: 87	Administration and Supervision Hrs: 30	Ph.D	12/15/2012
Wayne State University, Detroit MI	From To	Educational Leadership Hrs: 22	Curriculum and Instruction, ESL Hrs: 22	Ed. Specialist Cert.	12/2005
Wayne State University, Detroit MI	From To	Social Studies, ESL Bilingual Spani Hrs: 62	Multicultural Education Hrs: 33	MAT	06/2002

# Wayne County Schools Employment Network Online Application

Cintron, Alexander - AppNo: 9818

Date Submitted: 3/14/2012

## Education Continued

Name and location	Dates Attended: From - To	Major area of study and number of semester hours	Minor area of study and number of semester hours	Degree	Date Conferred or Expected
Michigan State University, East Lansing MI	From To	Psychology/ Anthropology Hrs: 136.0	Hrs:	BA	1996

<b>Overall GPA</b>	<b>Undergraduate</b> 2.76/4	<b>Graduate</b> 3.8/4
<b>Major GPA</b>	2.76/4	4.0/4
<b>Highest Degree Attained</b>	<b>Number of graduate hours beyond your highest degree:</b> 30	<b>Grad Program Of Study</b> Curriculum and Instruction / Admin. Supervision
Spec:6Yr		

List honors, awards or distinctions you have earned:

## Semester Hours

For the subject areas below in which you have 15 or more semester hours/credits, please indicate how many university semester hours/credits you have and/or if you are endorsed.

No Semester Hours Entered

## Certification

Do you hold a National Board for Professional Teaching Standards certification? **No**

Do you hold or anticipate a Michigan certificate? **Certificate is held**

Michigan Certification System **Look-Up**

Type	Certificate Number	Expiration Date	Status
<b>K - 12 Certification</b> (Professional, Bilingual Spanish (YF))	<b>IF0000000263690</b>	06/30/2013	Current

Please list any other endorsements and/or verifications documented on your certificate(s):  
, English as a Second Language (NS) K-12

# Wayne County Schools Employment Network Online Application

Cintron, Alexander - AppNo: 9818

Date Submitted: 3/14/2012

## Certification (cont.)

Do you hold a current out-of-state certificate? No

State	Type	Certificate Number	Expiration Date	Current?
			mm/dd/yyyy	

List your out-of-state certified teaching/administration fields:

## Highly Qualified Teacher

\* Have you previously obtained Highly Qualified status from a school district?

Yes

If Yes, what type of school district considered you Highly Qualified?

K-12

For the subject areas below in which you meet the federal highly qualified standard, select the method used to meet the standard. Only select a method for those subjects in which you meet the federal highly qualified standard.

Subject Area	Method	Subject Area	Method
Civics or Government	State Content Test/Praxis/NTE	Economics	State Content Test/Praxis/NTE
Geography	State Content Test/Praxis/NTE	History	State Content Test/Praxis/NTE

# Wayne County Schools Employment Network Online Application

Cintron, Alexander - AppNo: 9818

Date Submitted: 3/14/2012

## Extracurricular Activities

Athletic	Baseball			
Club	Alumni	Computer	Cultural Awareness	Detention Supervisor
	Drama	Foreign Exchange	Freshman Class	Internet Club
	Life and Family Studies	Literary Magazine	National Honor Society	Reading
	Social Science	Special Olympics	Test Preparation	Variety Show
	Yearbook			

Please provide more details regarding your experience or interest in your selected extra curricular activities. For instance, provide details on any experience as a participant at the high school or college level or as a director, coach, supervisor, or sponsor.

Social Studies Olympiad Supervisor, Spelling Bee Supervisor, City Year After-School Supervisor, Yearbook Editor, Gentlemen's Club Coordinator, Golf Instructor, Rowing/ Crew Team Corresponding Secretary, Mosaic Youth Theater Director, El Arte/ Living Arts Coordinator,

## Statement

Tip: Use your word processor to copy and paste in your answers. Copy your answers from the word processor and then hit CTRL+V for PC or OpenApple+V for Mac to paste.

1. Describe the skills or attributes you believe are necessary to be an outstanding teacher.

As a teacher, I would like to accomplish the goal of teaching and sharing curricular information with students so they can be prepared to be a responsible citizen. In reaching this goal, I want to accomplish a collaborative, safe and effective learning environment where students feel confident to meet assessment challenges on that particular subject. I want to accomplish awareness and a sense of pride in my students by having them take part in enriching their lives through knowledge and understanding.

2. How would you address a wide range of skills and abilities in your classroom?

Differentiated learning with the thought of motivating each student to uncover their potential is best done by promoting lessons that offer a variety of possibilities or outcomes. Careful observations, question and answer sessions will provide insight into students' talents and abilities. Extra-curricular activities and career interest inventories from which students participate provide a closer look at dislikes and likes. Creating a common and natural dialogue with students about goals and ambitions may further develop an understanding within the students as to what they feel they may be good at, if approached in a manner that is respectful of their choices.

## Statement

Tip: Use your word processor to copy and paste in your answers. Copy your answers from the word processor and then hit CTRL+V for PC or OpenApple+V for Mac to paste.

1. Please explain how your past personal and professional experience make you a quality candidate for the position for which you are applying.

I am a quality candidate due to my experiences as an educator and administrator as well as a Dad. I understand the demands and wonders of transforming our urban schools into havens of academic achievement. I take pride in Phoenix Multicultural Academy our PreK-8 school which is in PLA status, however in five months due to a late appointment, I have implemented programming with fidelity; Love and Logic, Sheltered Instruction Observation Protocol and Mental Maps. As a SIG school, I have collaborated with MDE, Wayne County RESA and Teachscape in developing a turnaround model. This model has contributed to my development as a principal and a father in looking at education in a comprehensive, systematic and sustainable manner by building leadership capacity in our building through Instructional Leadership Teams (ILT). As a doctoral candidate in curriculum and instruction, my quality additionally comes from the understanding of educational policy and procedures that contribute to the development of a sound educational system. At a grassroots level, we collaborate with local community organizations by fostering team building in order to change the paradigm of impoverished

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1. Please explain how your past personal and professional experience make you a quality candidate for the position for which you are applying.

communities through such organizations as CityYear, EvenStart(NCFL, Urban Neighborhood Initiatives (UNI) and Promise Neighborhoods. As a Dad, I understand the climate and conditions in which education plays a vital role in our child's lives. I bring heart, compassion and humility to leadership, especially for our Persistently Low Achieving (PLA) Schools. My quality comes from delivering 100% in my daily work in my mission to provide caring learning environments with an aim to close the achievement gap by raising scores on the MEAP, Benchmark testing, StarMath and StarReader as well as overall school performance.

## Statement

Tip: Use your word processor to copy and paste in your answers. Copy your answers from the word processor and then hit CTRL+V for PC or OpenApple+V for Mac to paste.

1. What personal characteristics define an excellent administrator?

Personal characteristics that define an excellent administrator are simple and straight forward. An administrator should have a sense of integrity and loyalty to serving the community, staff and students. A servant leader will consider the needs of the staff, students and community. A servant leader will be a good listener with a skill for analyzing various multicultural perspectives. A servant leader will maintain a sense of conviction and cause as to the greater good while adhering to policies and procedures. It is important for the leader to reflect and be introspective with new ideas, while assessing past actions. An administrator with strong analytical skills will look at his/her own behavior to adjust and make appropriate changes for the continued success of the school, community and especially students. An administrator as a servant leader will be responsible, intelligent, caring, compassionate, focused, professional and diligent while being humbled with the calling to lead a school family through failures and successes.

2. From your point of view, how important is technology in education? What technology-related skills can you contribute to a school district?

Technology related education is important and highly relevant to the continued success of our students and staff. I have personally written grants to receive smart boards, lab tops, scientific calculators and televisions. At the start of my teaching career, I supervised and taught classes in the computer lab. I reached out to the bilingual community by offering classes in English. The computers had software that aided parents and students in learning English. I prepared my students through various programs, specifically National Geography Bee by utilizing software and educational websites. During a Michigan Association of Bilingual Educators (MABE) conference, I presented information on educating English Language Learners (ELLs) by utilizing websites, projection devices, filming and recording devices. Technology in education is an ongoing part of our educational system that enhances and enriches the learning environment.

## Statement

Tip: Use your word processor to copy and paste in your answers. Copy your answers from the word processor and then hit CTRL+V for PC or OpenApple+V for Mac to paste.

1. Describe the skills or attributes you believe are necessary to be outstanding when working in student support services.

A foremost attribute that is important while working with student support services is to maintain an attitude of collaboration and respect for colleagues, parents and students as to their opinions and advice. The notion that it takes a village to raise a child could not be truer when it comes to student support services. Commitment to the course of action, plan and implementation of services that promote positive change for our students must be established. As professionals, various skills will come to the table to help decide the appropriate course of action, therefore decision making skills is tantamount. Conflict resolutions skills may also play a part in settling differences in opinion. Parents must be included in the process, even to the extent of providing a translator to share in the process of helping the student. The ability to fulfill various roles in support service meeting may take the form of an administrator, as in my case translating information from English to Spanish, but also contacting Latino Family Services as an advocate or social worker for the child. One must have skills, such as empathy and compassion for family life and an ability to adapt to change that may transfer outside of the school environment and out into the community.

# Wayne County Schools Employment Network Online Application

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## Statement continued

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2. How would you address a wide range of issues in your groups?

Handling a wide-range of issues in a group is a function of respect and attention to concerns that affect all involved. As an educator it is important to have the ability to handle various issues of diversity, multiculturalism as well as policies and procedures. It is important that an administrator have a strong understanding of hot topic issues, current events as well as policies that deal directly with the district from the local, state and national governments. The key to handling issues is to be proactive by maintaining an awareness of issues that various groups bring to the table prior to any type of communicative engagement. An administrator should be well versed on current issues from the local universities, community activities, organization such as the local teachers union as well as professional organization like Phi Delta Kappan. Listening and giving due respect and courtesy to any group is always a basic rule of thumb. Most groups or people like to be heard and acknowledge on some level, by just simply listening.

## Language Skills

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Do you know any language other than English? Yes

Language(s): Spanish  
Oral Level: Literate  
Written Level: Literate

## Character References

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### Reference #1

Name  
Relationship  
Day Phone  
Home Phone  
Current Position

### Reference #2

Name  
Relationship  
Day Phone  
Home Phone  
Current Position

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### Reference #3

Name  
Relationship  
Day Phone  
Home Phone  
Current Position

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## Professional References

	Reference 1 of 3	Reference 2 of 3
<b>Name:</b>	Naomi Khalil	Dr. Jeanmarie
<b>School/Org:</b>	Farmington Public School	Detroit Public Schools
<b>Current Position:</b>	Director of Cultural Equity	Vice Principal
<b>Home Phone:</b>	248-545-6538	
<b>Cell Phone:</b>	248-720-9734	248-350-3361
<b>Work Phone:</b>		
<b>Mailing Address:</b>		
<b>Email:</b>		
<b>Relationship to Candidate:</b>	Former Supervisor	Colleague
<b>Years Known:</b>	4yrs	2 years
	Reference 3 of 3	
<b>Name:</b>	Ruben Alicea	
<b>School/Org:</b>	Detroit Bilingual Education Office	
<b>Current Position:</b>	Bilingual Administrator	
<b>Home Phone:</b>		
<b>Cell Phone:</b>		
<b>Work Phone:</b>	313-873-6770	
<b>Mailing Address:</b>		
<b>Email:</b>		
<b>Relationship to Candidate:</b>	Colleague	
<b>Years Known:</b>	5 yrs	

## Statement (EAA Teachers)

Why are you seeking a school-based position within EAA? (200-300 words)

What challenges do you anticipate if you are offered and accept a position within the EAA and what three strategies do you anticipate utilizing in order to address these challenges and successfully improve student outcomes? (250-400 words)

## Additional Information

List any additional information which will help in determining your professional qualifications for a position.

Wayne State University- Detroit, Michigan

Doctor of Philosophy (Candidate) PhD

Major: Curriculum and Instruction, Bilingual-Spanish, ESL

Minor: Supervision and Administration

Expected graduation: Winter Semester, 2012

Research: An examination of print literacy, acculturation and acculturative stress.

Dissertation: The Relationship between Print Literacy on Acculturation and Acculturative Stress among Immigrant Mexican Mothers.

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## Disclosures

### Contract Status

- \* Are you currently under contract? Yes  
If Yes, which district? Detroit  
If Yes, when does it expire? July 2012  
When may your present employer be contacted? anytime

### Professional Status

- \* Have you obtained tenure status in any other School District? Yes  
If Yes, where? Detroit Public Schools  
When?  
\* Have you ever been denied tenure? No

If Yes, explain:

- \* Have you ever had a teaching certificate or teaching license revoked or suspended? No

If Yes, explain:

- \* Have you ever failed to be rehired, been asked to resign a position, resigned to avoid termination, or terminated from employment? No

If Yes, explain:

- \* Are you a relative of any board member, administrator, or supervisor who is currently serving any school district in the consortium? No

Name:

Position/District:

Relationship:

- \* Can you perform all the essential job function(s) of the position(s) for which you are applying, with or without reasonable accommodation? Yes

### Citizenship

- \* Are you a citizen of the United States? Yes  
\* Have you served in the military? Yes

If yes, list branch, length of service, rank and discharge status:

United States Airforce with an Honorable Discharge

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## Legal Information

\* Are you eligible to work in the United States? Yes

\* Have you been convicted of, pled guilty to, or entered a plea of no contest to a crime? No

If yes, explain nature of conviction/plea, date of conviction/plea, and court location:

\* Have you ever had any legal finding of child abuse filed in your name? No

If yes, explain, giving dates

\* Do you have any Felony charges pending against you? No

If yes, explain, giving dates

## Equal Opportunity Employer

Wayne County Schools Employment Network is an Equal Opportunity Employment Network and complies with all laws prohibiting discrimination on the basis of race, color, religion, national origin or ancestry, sex, age, disability, height, weight, or marital status.

Under the Michigan's Persons with Disabilities Civil Rights Act, if you have a disability which requires accommodation, please notify the school district in writing within 182 days of when you learn of the need for accommodation. Failure to do so may limit the school district's obligations under the Michigan Act. There is no time limit for requesting an accommodation under the federal statute, the Americans with Disabilities Act of 1990, as amended, nor is such a request required to be in writing.

## Applicant's Acknowledgment and Agreement

I certify that the information given in this application is true and complete to the best of my knowledge. I understand that any school district in the Wayne County Schools Employment Network may investigate my work and personal history and verify all data given on the Application, or related papers, and in interviews. In addition, I understand that I must sign the Authorization for Disclosure of Information Form. This form will give permission to request my previous employment evaluations and information related to unprofessional conduct that may have occurred from my previous employers. And, I authorize all individuals, schools, and employers named therein, except as specifically limited on this Application, to provide information requested about me, and I release them from liability for damages in providing this lawful information.

I also understand and acknowledge that, except as limited by a controlling collective bargaining agreement or by a written contract or the Teacher Tenure Act or the Michigan School Code signed by myself and the Superintendent, my employment and compensation will be at the will of any school district in the Wayne County Schools Employment Network and can be terminated with or without cause, and with or without notice, at any time at the option of either the Board of Education or myself. I further understand and agree that no District official, agent or employee, other than its Superintendent, has now or has had in the past any authority to enter any agreement for employment for any specified period of time or to make any agreement which is contrary to or modification of the above-described employment relationship.

## **Wayne County Schools Employment Network Online Application**

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I further understand and acknowledge, as part of the hiring process and throughout my employment, if hired, I may be required to submit to medical/physical examinations which may include tests for communicable diseases, drugs and/or alcohol at the District's discretion and expense, subject to any collective bargaining agreement or state or federal law. I also understand that if hired, I will be subject to a State & Federal Fingerprint check and until that report is reviewed and approved by the school district, I will be regarded as a "conditional employee".

I understand that if felony or criminal charges should be filed against me during the course of my employment or while my application is considered active, it is my responsibility to notify the district of said charges within three (3) business days.

By checking the box below, I certify that the information I provided in this Application for Employment is true, correct and complete. I understand any misstatement or omission of fact on this application may result in denial of employment, and if employed may result in my discharge.

I, Alexander Cintron, agree to all of the terms above.

I agree

# Wayne County Schools Employment Network Online Application

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Date Submitted: 3/14/2012

## Legal Information - Contractors

\* Are you eligible to work in the United States? Yes

\* Have you been convicted of, pled guilty to, or entered a plea of no contest to a crime? No

If yes, explain nature of conviction/plea, date of conviction/plea, and court location:

\* Have you ever had any legal finding of child abuse filed in your name? No

If yes, explain, giving dates

\* Do you have any Felony charges pending against you? No

If yes, explain, giving dates

## Equal Opportunity Employer

Wayne RESA is an equal opportunity Contracting Agency and complies with all laws prohibiting discrimination on the basis of race, color, religion, national origin or ancestry, sex, age, disability, height, weight, or marital status.

If you have a disability which requires an accommodation, please notify the contracting school district in writing within 182 days of when you learn of the need for accommodation. Failure to do so may limit the contracting school district obligations under the Michigan Persons With Disabilities Civil Rights Act.

## Applicant's Acknowledgment and Agreement

I certify that the information given in this application for work as an Independent Contractor is true and complete to the best of my knowledge. I understand that any school district in the Wayne County Schools Employment Network may investigate my work and personal history and verify all data given on the application, on related papers, in interviews and/or proposals for contracted work.

I also understand and acknowledge that the relationship of the Independent Contractor to the Contracting Agency (Wayne RESA) is, and shall continue to be, that of an Independent Contractor and not an employee; and further, no liabilities or benefits including but not limited to workers compensation, pension, insurance or any other employee right or benefit shall arise or accrue as a result of the performance of any Contract I may receive for performance of work as an Independent Contractor.

I understand and affirm that, if engaged as an Independent Contractor, I would not be an employee of the Contracting Agency or any school district in the Wayne County Schools Employment Network, and would have no right to or expectation of being hired as an employee by any of them.

I further understand and acknowledge that if contracted, I may be subject to a State and Federal fingerprint check and the contract

## Wayne County Schools Employment Network Online Application

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terms cannot be finalized until that report is reviewed and approved.

I understand that if a felony or criminal charges should be filed against me during the contract period or while my application is active, it is my responsibility to notify Wayne RESA of said charges within three (3) business days.

By checking the box below, I certify that the information I provided in this application for work as an Independent Contractor is true, correct and complete. I understand any misstatement or omission of fact on this application may result in denial of my application to perform work as an Independent Contractor.

I, Alexander Cintron, agree to all of the terms above.

I Agree

# Marques L. Stewart

Improving Performance • Enhancing Programs • Inspiring Systems

(b)(6)

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## EXPERIENCED EDUCATOR

*...dedicated to guiding students to succeed while inspiring an insatiable passion for learning*

Visionary Leader, Bridge Builder and Licensed Educator with a Education Specialist Degree coupled with 11 years' experience with administering and instructing elementary, secondary, and post-secondary education students, securing resources, and implementing effective programs.

### SUMMARY OF QUALIFICATIONS

- An **enthusiastic, creative, and passionate educator**, mentor and advisor who believes that all children can learn and thrive in a learning environment that is stimulating, comforting and appropriate to their unique talents and abilities.
- **Instructional Leadership** - Use a balanced blend of motivational and targeted instruction methodologies to enhance curricula, focus on the three 'R's - rigor, relevancy and relationships.
- **Engage Parents** – Work closely with parents throughout career, repeated successes securing a high level of parental involvement.
- **Leverage Resources / Strategic Collaborations** – Work closely with district leaders and community partners to encourage parental involvement and strong community alliances.
- Utilize a **visionary approach with consistency** to help students past the threshold of *not-knowing* to *knowing* and develop to their fullest extent.

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### HIGHLIGHTED PROFESSIONAL TEACHING AND ADMINISTRATIVE EXPERIENCE

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**LONGFELLOW ELEMENTARY SCHOOL**                      **KANSAS CITY, MO**    **July 2010 - Present**

**Elementary Principal**

- Served as the instructional leader for a staff consisting of 50 certified and non certified staff for students in grades Pre-K through 6<sup>th</sup>.
- Established and promoted high standards and expectations for all students and staff for academic performance and responsibility for behavior.
- Ensure a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students.
- Utilize multiple assessments in compliance with district and state requirements to inform instruction.
- Use innovative methods and materials to produce effective learning experiences including cooperative learning, thematic instruction and differentiation.
- Developed and management of sound fiscal practices.
- Led team building activities.
- Performed other duties as assigned

**EASTWOOD MIDDLE SCHOOL**    **Tuscaloosa, AL**    **August 2009-June 2010**

**Assistant Principal**

- Assisted the Principal in the performance of the various leadership responsibilities. The specific duties which were assigned by the Principal and the decision-making authority related to such assignments that were established in the working relationship between the Principal.
- Evaluated staff performance
- Monitored student progress
- Evaluated programs
- Implemented process to track student assessment data
- Responsible for the safety, conduct, and general welfare of students
- Supervised facilities
- Coordinated and supervision of activities
- Presentation of staff development activities
- Selection, assignment, supervision and evaluation of certificated and classified employees
- Performed other duties as assigned

**LOWNDES COUNTY MIDDLE SCHOOL**                      **Hayneville, AL**                      **July 2008-June 2009**  
**Principal**

- Established and promoted high standards and expectations for all students and staff for academic performance and responsibility for behavior.
- Ensure a safe, orderly environment that encouraged students to take responsibility for behavior and created high morale among staff and students.
- Use innovative methods and materials to produce effective learning experiences including cooperative learning, thematic instruction and differentiation.
- Evaluated staff performance
- Developed and management of sound fiscal practices.
- Led team building activities.
- Performed other duties as assigned

**CENTRAL HIGH SCHOOL**                                      **Hayneville, AL**                                      **July 2006-July 2008**  
**Assistant Principal**

- Assisted the Principal in the performance of the various leadership responsibilities. The specific duties which were assigned by the Principal and the decision-making authority related to such assignments that were established in the working relationship between the Principal and myself.
- Evaluated staff performance
- Monitored student progress
- Evaluated programs
- Basketball Coach
- Implemented mentoring programs male and female students
- Responsible for the safety, conduct, and general welfare of students
- Supervised facilities
- Coordinated and supervision of activities
- Presentation of staff development activities
- Selection, assignment, supervision and evaluation of certificated and classified employees
- Performed other duties as assigned

**LOWNDES COUNTY BOARD OF EDUCATION**   **Hayneville, AL**                      **July 2008-October 2008**  
**Middle School Education Specialist**

- Assisted in the development and implementation of district wide curriculum
- Presentation of staff development and in-service for all employees
- Monitored student achievement data and curriculum developed assessments
- Evaluation of staff performance
- Assisted in the collection of data for Principal evaluations
- Coordinated grade level transition programs

**LOWNDES COUNTY MIDDLE SCHOOL**                      **Hayneville, AL**                      **November 2005-June 2008**  
**Assistant Principal**

- Assisted the Principal in the performance of the various leadership responsibilities. The specific duties which were assigned by the Principal and the decision-making authority related to such assignments that were established in the working relationship between the Principal and myself.
- Evaluated staff performance
- Monitored student progress
- Evaluated programs
- Basketball Coach
- Implemented mentoring programs male and female students
- Responsible for the safety, conduct, and general welfare of students
- Supervised facilities
- Coordinated and supervision of activities
- Presentation of staff development activities
- Selection, assignment, supervision and evaluation of certificated and classified employees
- Performed other duties as assigned



## 2011 Persistently Lowest Achieving Schools

School Code	District Code	ISD Code	School Name	District Name
04936	13010	13	Albion High School	Albion Public Schools
09319	82955	82	Allen Academy	Allen Academy
00138	25130	25	Atherton High School	Atherton Community Schools
00223	13020	13	Battle Creek Central High School	Battle Creek Public Schools
00253	25240	25	Beecher High School	Beecher Community School District
00286	11010	11	Benton Harbor High School	Benton Harbor Area Schools
00297	11240	11	Berrien Springs High School	Berrien Springs Public Schools
04319	82010	82	Bow Elementary-Middle School	Detroit City School District
09341	82010	82	Brenda Scott Academy for Theatre Arts	Detroit City School District
00398	73180	73	Bridgeport High School	Bridgeport-Spaulding Community School
00440	73080	73	Buena Vista High School	Buena Vista School District
00456	82010	82	Burns Elementary-Middle School	Detroit City School District
00542	82010	82	Carstens Elementary-Middle School	Detroit City School District
00617	82010	82	Central Collegiate Academy	Detroit City School District
03091	74010	74	Central Middle School	Port Huron Area School District
00731	50070	50	Clintondale High School	Clintondale Community Schools
00739	82010	82	Cody College Preparatory Upper School of Teaching and	Detroit City School District
09089	50902	50	Conner Creek Academy East-MI Collegiate High	Conner Creek Academy East
07024	82010	82	Crockett High School	Detroit City School District
00876	30020	30	Davis Middle School	Hillsdale Community Schools
00902	82010	82	Denby High School	Detroit City School District
08456	82925	82	Detroit Community Schools-High School	Detroit Community Schools
08785	82964	82	Detroit Midtown Academy	Detroit Midtown Academy
09912	11905	11	Dream Academy	Dream Academy
01003	50020	50	East Detroit High School	East Detroit Public Schools
01044	33020	33	Eastern High School	Lansing Public School District
01069	82250	82	Ecorse Community High School	Ecorse Public School District
08951	82010	82	Field, Moses	Detroit City School District
01236	82010	82	Finney High School	Detroit City School District
09345	82010	82	Fisher Magnet Upper Academy	Detroit City School District
01634	82010	82	Ford High School	Detroit City School District
09609	82987	82	Frontier International Academy	Frontier International Academy
05696	33020	33	Gardner Middle School	Lansing Public School District
07581	82010	82	Garvey Academy	Detroit City School District

## 2011 Persistently Lowest Achieving Schools

School Code	District Code	ISD Code	School Name	District Name
08757	82963	82	George Washington Carver Academy	George Washington Carver Academy
06235	25210	25	Hamady Community High School	Westwood Heights Schools
06343	80120	80	Hartford Middle School	Hartford Public School District
09372	63130	63	Hazel Park Junior High School	Hazel Park City School District
01666	82070	82	Highland Park Community H.S.	Highland Park City Schools
01687	39010	39	Hillside Middle School	Kalamazoo Public School District
00005	82010	82	Holmes, A.L. Elementary-Middle School	Detroit City School District
01840	82080	82	Inkster High School	School District of the City of Inkster
07795	82010	82	Jemison, Mae C.	Detroit City School District
09594	82010	82	Keidan Special Education School	Detroit City School District
02030	82010	82	Kettering High School	Detroit City School District
01043	82010	82	King High School	Detroit City School District
02377	82010	82	Law Elementary School	Detroit City School District
02201	50220	50	Lincoln High School	Van Dyke Public Schools
02207	82090	82	Lincoln Park High School	Lincoln Park Public Schools
08692	82090	82	Lincoln Park Middle School	Lincoln Park Public Schools
02187	81070	81	Lincoln Senior High School	Lincoln Consolidated School District
02317	63140	63	Madison High School	Madison Public Schools (Oakland)
03518	39010	39	Maple Street Magnet School for the Arts	Kalamazoo Public School District
01518	82010	82	Mary McCloud Bethune Elementary-Middle School	Detroit City School District
09892	25010	25	McKinley Foundation	Flint City School District
02575	39010	39	Milwood Middle School	Kalamazoo Public School District
02624	50160	50	Mount Clemens High School	Mt. Clemens Community School District
02644	82010	82	Mumford High School	Detroit City School District
02648	82010	82	Murphy Elementary-Middle School	Detroit City School District
02651	61020	61	Muskegon Heights High School	Muskegon Heights School District
02683	50170	50	New Haven High School	New Haven Community Schools
02708	82010	82	Nolan Elementary-Middle School	Detroit City School District
06199	25010	25	Northern High School	Flint City School District
02777	25010	25	Northwestern High School	Flint City School District
02778	82010	82	Northwestern High School	Detroit City School District
07606	82922	82	Nsoroma Institute	Nsoroma Institute
02798	63250	63	Oak Park High School	Oak Park City School District
01333	63250	63	Oak Park Preparatory Academy	Oak Park City School District

## 2011 Persistently Lowest Achieving Schools

School Code	District Code	ISD Code	School Name	District Name
02855	82010	82	Osborn Upper School of Global Communications and Culture	Detroit City School District
01552	82010	82	Palmer Park Preparatory Academy	Detroit City School District
02951	82010	82	Parker Elementary-Middle School	Detroit City School District
03015	82010	82	Pershing High School	Detroit City School District
04554	82010	82	Phoenix Elementary-Middle School	Detroit City School District
06656	09090	09	Pinconning Middle School	Pinconning Area Schools
02756	63030	63	Pontiac High School	Pontiac City School District
03123	82010	82	Priest Elementary-Middle School	Detroit City School District
03130	82010	82	Pulaski Elementary-Middle School	Detroit City School District
03159	30070	30	Reading High School	Reading Community Schools
03208	82120	82	River Rouge High School	River Rouge School District
03238	82240	82	Robichaud Senior High School	Westwood Community Schools
08669	82948	82	Ross-Hill Academy-Elementary	Ross-Hill Academy
00606	73010	73	Ruben Daniels Middle School	Saginaw City School District
03336	73010	73	Saginaw High School	Saginaw City School District
03520	50200	50	South Lake High School	South Lake Schools
03540	82010	82	Southeastern High School	Detroit City School District
08048	63060	63	Southfield Regional Academic Campus	Southfield Public School District
03555	82010	82	Southwestern High School	Detroit City School District
04065	55120	55	Stephenson High School	Stephenson Area Public Schools
06074	82010	82	Stewart Elementary-Middle School	Detroit City School District
04222	82010	82	Trix Elementary-Middle School	Detroit City School District
04251	41010	41	Union High School	Grand Rapids Public Schools
09561	63020	63	University High School	Ferndale Public Schools
08800	61903	61	WayPoint Academy	WayPoint Academy
08929	82010	82	West Side Academy Alt. Ed	Detroit City School District
04477	82010	82	Western International High School	Detroit City School District
04527	82010	82	Wilkins Elementary-Middle School	Detroit City School District
04550	81150	81	Willow Run High School	Willow Run Community Schools
06273	81020	81	Ypsilanti High School	School District of Ypsilanti

Teacher's Name (Please Print): \_\_\_\_\_

School: \_\_\_\_\_ Grade/Subj: \_\_\_\_\_



### Performance Based Compensation Plan Support and Acknowledgment Letter of Agreement

The Teacher Incentive Fund is a grant competition among states for funds for K-12 public education. These funds are intended to advance substantial educational reforms, including evaluating teachers based on student performance. The Michigan Revised School Code (“Code”) states that a school district or public school academy shall implement and maintain a method of compensation for its teachers and school administrators that includes job performance and job accomplishments as a significant factor in determining compensation and additional compensation. The assessment of job performance shall incorporate a rigorous, transparent, and fair evaluation system that evaluates a teacher's or school administrator's performance at least in part based upon data on student growth as measured by assessments and other objective criteria (MCL 380.1250(1)).

Accordingly, the Education Achievement Authority (“EAA”) shall develop guidelines for establishing differentiated pay plans for educators. The EAA plans may include supplemental performance bonuses to reward personnel who receive overall evaluation ratings of “highly effective” based on the performance evaluation system (“PES”) established by the EAA pursuant to guidelines in the Code (MCL 380.1249).

The PES will emphasize and support teaching strategies which implement a personalized, student-centered approach to instruction. The PES shall also take into account data on student growth as a significant factor. For these purposes, student growth shall be measured by national, state, or local assessments and other objective criteria.

The EAA compensation plan may also include additional pay for teaching in hard-to-fill content fields and for working in hard-to-staff schools, as defined by the EAA. District plans may be renewed and evaluated annually to consider any changes in circumstances regarding the recruitment, retention, and distribution of highly effective teachers and leaders in the EAA.

As an EAA teacher/administrator I understand that the Michigan Public Employment Relations Act (“PERA”) prohibits public employers, including the EAA, from bargaining the terms of a performance-based compensation plan (MCL 423.215(3)(o)). However, as an EAA teacher/administrator:

( ) I acknowledge and support the implementation of the EAA’s plan as described above.

\_\_\_\_\_  
Name Position Date

( ) I acknowledge but do not support the implementation of the EAA’s plan as described above.

\_\_\_\_\_  
Name Position Date

RESUME					Score
	4 (Highest Level)	3	2	1 (Lowest Level)	
Knowledge and Results Orientation (KRO)	<ul style="list-style-type: none"> <li>• Veteran teachers: Shows <b>compelling evidence</b> of a positive and <b>significant</b> track record of success in raising student achievement</li> <li>• Novice teachers: Shows similar evidence in academic, student teaching, or volunteer experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Veteran teachers: Shows <b>solid evidence</b> of a positive track record of success in raising student achievement</li> <li>• Novice teachers: Shows similar evidence in academic, student teaching, or volunteer experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Veteran teachers: Shows <b>somewhat solid</b> evidence of a positive track record of success in raising student achievement</li> <li>• Novice teachers: Shows similar evidence in academic, student teaching, or volunteer experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Veteran teachers: <b>no</b> positive and/or significant track record of success in raising student achievement</li> <li>• Novice teachers: Shows similar evidence in academic, student teaching, or volunteer experience.</li> </ul>	
LICENSURE EXAMS					
Knowledge and Results Orientation (KRO)	Successfully passed <b>all</b> attempted licensure exams; and may have taken <b>additional</b> exams for dual certification	Successfully passed <b>all</b> attempted licensure exams	Successfully passed <b>all</b> attempted licensure exams but may have needed several attempts	Did <b>not</b> successfully pass all licensure exams	
WRITTEN COMMUNICATION AND PROFESSIONALISM					
Strong Organizational Ability (SOA)	Application was <b>clearly</b> written and <b>completed</b> all sections. There were <b>no</b> grammar or spelling mistakes.	Application was <b>clearly</b> written and <b>completed</b> all sections. There were <b>1-2</b> grammar or spelling mistakes.	Application was <b>somewhat clearly</b> written and <b>completed</b> all sections. There were <b>3-5</b> grammar or spelling mistakes.	Application was <b>not</b> clearly written or incomplete. There were <b>5+</b> grammar or spelling mistakes.	

<b>SHORT ANSWER: <i>Why are you seeking a teaching position within EAA? What challenges do you anticipate and what three strategies do you anticipate utilizing in order to overcome these challenges in order to successfully improve student outcomes?</i></b>					
Perseverance and Sustained Commitment (PSC)	<b>Level 3</b> + evidence of at least <b>one</b> of the following: <ul style="list-style-type: none"> <li>• <b>Relentless</b> pursuit of results</li> <li>• <b>Significantly</b> increases effort</li> <li>• Goes <b>far beyond</b> what is typically expected</li> <li>• Tries <b>multiple, specific</b> approaches</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of <b>strategic</b> problem-solving that remains solutions oriented and connects well-reasoned interventions directly to the problem</li> <li>• Provides <b>three</b> clear and distinct strategies</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Some</b> evidence of strategic problem-solving that connects well-reasoned interventions directly to the problem; or</li> <li>• Provides <b>three unclear</b> strategies; or</li> <li>• Provides <b>two</b> strategies</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Little (or weak)</b> evidence of strategic problem-solving that connects well-reasoned interventions directly to the problem; or</li> <li>• Provides <b>less than two</b> strategies</li> <li>• Provides strategies that are <b>disparaging, inappropriate, or ineffective</b></li> </ul>	
Building Potential in All Students (BPAS)	<b>Level 3</b> + evidence of: <ul style="list-style-type: none"> <li>• A <b>track record</b> of success in improving student outcomes in a similarly challenging district.</li> <li>• Makes no negative generalizations about students from low-income communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Believes that <b>all</b> students have potential and can achieve, regardless of their socio-economic status and/or race</li> <li>• Believes that teachers are <b>instrumental</b> change-agents in improving student outcomes</li> <li>• Holds <b>all</b> students to high expectations</li> </ul>	Evidence that shows <b>at least one of the following</b> : <ul style="list-style-type: none"> <li>• Only <b>some</b> students have the ability to learn and reach their highest potential</li> <li>• Only <b>some</b> student should be held to high expectations</li> <li>• Believes that teachers are <b>limited</b> in their impact to improve student outcomes.</li> </ul>	Evidence that shows <b>at least one of the following</b> : <ul style="list-style-type: none"> <li>• Makes <b>disparaging</b> comments regarding the ability of students to achieve</li> <li>• Does <b>not</b> hold high expectations for any students</li> </ul>	

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	Level 4	Level 3	Level 2	Level 1	Score
<b>Belief in the Potential of all Students (BPAS)</b>	<p><b>Level 3 +</b> evidence of:</p> <ul style="list-style-type: none"> <li>Believes that <b>all</b> students have potential and can achieve, regardless of their socio-economic status and/or race</li> <li>A <b>track record</b> of success in improving student outcomes in a similarly challenging district.</li> </ul>	<ul style="list-style-type: none"> <li>Believes that <b>most</b> students have potential and can achieve, regardless of their background</li> <li>Believes that teachers are <b>instrumental change-agents</b> in improving student outcomes</li> <li>Holds <b>all</b> students to high expectations</li> </ul>	<p>Evidence that shows <b>at least one of the following:</b></p> <ul style="list-style-type: none"> <li>Only <b>some</b> students have the ability to learn and reach their highest potential</li> <li>Only <b>some</b> student should be held to high expectations</li> <li>Believes that teachers are <b>limited</b> in their impact to improve student outcomes.</li> </ul>	<p>Evidence that shows <b>at least one of the following:</b></p> <ul style="list-style-type: none"> <li>Makes <b>disparaging</b> comments regarding the ability of students to achieve</li> <li><b>Does not</b> hold high expectations for any students</li> </ul>	
<b>Orientation Toward Innovation (OTI)</b>	<ul style="list-style-type: none"> <li>Candidate goes above and beyond in order to engaged in creative problem solving, innovative thinking, and questioning traditional paradigms and constraints</li> <li>Candidate is <b>extremely</b> familiar and has <b>considerable</b> experience using multiple media in strategic and effective ways to improve student outcomes in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Candidate is comfortable engaging in creative problem solving, innovative thinking, and questioning traditional paradigms and constraints</li> <li>Candidate is <b>familiar</b> and has considerable experience using a <b>few types</b> of media</li> </ul>	<ul style="list-style-type: none"> <li>Candidate has limited experience engaging in creative problem solving, innovative thinking; <b>or</b> does not give full effort</li> <li><b>Does not attempt</b> to question and/or redefine traditional paradigms and constraints and operates within “traditional” criteria of teaching and learning</li> <li>Candidate is <b>somewhat familiar</b> with different types of media</li> </ul>	<ul style="list-style-type: none"> <li>Candidate <b>does not</b> exhibit a willingness to engage in creative problem solving and/or innovative thinking</li> <li>Candidate is <b>unfamiliar</b> with various media and <b>does not</b> express an interest in learning to be more proficient.</li> </ul>	
<b>Perseverance and Sustained Commitment (PSC)</b>	<p><b>Level 3 +</b> evidence of <b>at least one of the following:</b></p> <ul style="list-style-type: none"> <li><b>Relentless</b> pursuit of results</li> <li><b>Significantly</b> increases effort</li> <li>Goes <b>far beyond</b> what is typically expected</li> <li>Tries <b>multiple, specific</b> approaches</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of strategic problem-solving that connects <b>well-reasoned</b> interventions directly to the problem</li> <li>Speaks of <b>increasing</b> effort when confronted with challenges</li> <li>Employs <b>multiple strategies</b> to overcome challenge</li> <li>Provides <b>reasonable, clear, and compelling rationale</b> as to how to go back and solve a challenge differently; exhibits a <b>growth mindset</b> about learning from mistakes</li> <li><b>No evidence</b> that candidate is</li> </ul>	<ul style="list-style-type: none"> <li><b>Some</b> evidence of strategic problem-solving that connects well-reasoned interventions directly to the problem; or</li> <li>Keeps a <b>consistent</b> level of commitment regardless of challenges</li> <li>Provides <b>somewhat reasonable, clear, and compelling rationale</b> as to how to go back and solve a challenge differently; <b>some</b> evidence that they exhibit a growth mindset about learning from mistakes</li> <li>Evidence that the candidate <b>may be</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Little (or weak)</b> evidence of strategic problem-solving that connects well-reasoned interventions directly to the problem; or</li> <li><b>Deflects and makes excuses</b> regarding their response to challenging and difficult situations</li> <li><b>Blames other</b> stakeholders for negative outcomes and <b>does not</b> assume personal responsibility</li> <li><b>Does not</b> provide a reasonable, clear, and compelling rationale as to how to go back and solve a</li> </ul>	

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		leaving current position as a consequence of reduced perseverance	leaving current position as a consequence of reduced perseverance	challenge differently <ul style="list-style-type: none"> <li>• <b>Lack of evidence</b> the candidate does not have a growth mindset and interested in learning from mistakes</li> <li>• Evidence that candidate is leaving current position for “<i>easier</i>” position within EAA.</li> </ul>	
<b>Building Relationships and Influencing Others (BRIO)</b>	<b>Level 3 +</b> evidence of <b>at least one of the following:</b> <ul style="list-style-type: none"> <li>• <b>Exceptionally compelling</b> so as to influence and motivate colleague to adopt suggestions</li> <li>• <b>Suggests and collaborates</b> with colleague on short and long term goals</li> <li>• Provides <b>additional resources</b> for colleague’s improvement</li> <li>• Goes <b>above and beyond</b> in turns of reaching out to parents and/or community members</li> </ul>	<ul style="list-style-type: none"> <li>• Makes <b>consistent</b> and <b>solid</b> attempts at connecting with parents and/or external stakeholders in the service of improving outcomes</li> <li>• <b>Consistently collaborates</b> with colleagues, as well as solicits and provides feedback to colleagues in a helpful, constructive and professional manner</li> <li>• Able to provide critical feedback in a <b>supportive and helpful</b> manner</li> </ul>	<ul style="list-style-type: none"> <li>• Makes <b>solid</b> attempts at connecting with parents and/or external stakeholders, while it may <b>not be consistent</b>, in the service of improving outcomes</li> <li>• <b>Sometimes</b> collaborates with colleagues, as well as solicits and provides feedback to colleagues, in a helpful, constructive and professional manner</li> <li>• Has <b>difficulty</b> providing critical feedback</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Rarely or never</b> attempts to connect with parents and/or external stakeholders in the service of improving student outcomes</li> <li>• <b>Rarely or never</b> collaborates with colleagues</li> <li>• <b>Rarely or never</b> solicits of provides feedback</li> <li>• Provides feedback in an <b>unconstructive</b> and <b>unprofessional</b> manner</li> </ul>	
<b>Superior Organizational Ability (SOA)</b>	<b>Level 3 +</b> evidence of <b>at least one of the following:</b> <ul style="list-style-type: none"> <li>• Provides <b>detailed and undisputable</b> responses regarding his/her personal organizational abilities (this may include systems and structures that have been self-developed)</li> <li>• Provides <b>exceptionally clear and compelling</b> rationale in regards to prioritizing tasks</li> <li>• Thinks strategically about <b>long-term</b> planning</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibits <b>strong</b> organizational abilities</li> <li>• Provides <b>clear and compelling rationale</b> in regards to prioritizing tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibits <b>somewhat strong</b> organizational abilities</li> <li>• Provides <b>somewhat clear</b> and compelling rationale in regards to prioritizing tasks</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Exhibits weak</b> (or nonexistent) organizational abilities</li> <li>• <b>Exhibits weak</b> (or disputable or unclear) rationale in regards to prioritizing tasks.</li> </ul>	
<b>Knowledge and Results Orientation</b>	<b>Level 3 +</b> evidence of <b>at least one of the following:</b> <ul style="list-style-type: none"> <li>• Provides <b>undisputable</b></li> </ul>	<ul style="list-style-type: none"> <li>• Provides <b>solid</b> evidence of improving outcomes for all students</li> </ul>	<ul style="list-style-type: none"> <li>• Provides <b>somewhat solid</b> evidence of improving outcomes for all students (or outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Provides weak (or no)</b> evidence of improving outcomes for all students</li> </ul>	

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<p><b>(KRO)</b></p>	<p>evidence of improving outcomes for all students</p> <ul style="list-style-type: none"> <li>Exhibits a content level mastery that is <b>superior</b> as well as a <b>deep understanding</b> of general teaching and learning principals (i.e. may talk about child and adolescent development)</li> <li>Views data as an <b>essential</b> tool in instruction</li> <li>Speaks <b>offers clear and undisputable evidence</b> regarding his/her past experiences with data and its role in moving students forward</li> </ul>	<ul style="list-style-type: none"> <li>Exhibits a <b>strong</b> understanding of content knowledge and general teaching and learning principles</li> <li>Speaks <b>clearly and humbly</b> regarding their greatest strength and supports claim with convincing evidence</li> <li>Evidence that candidate is <b>comfortable</b> taking calculated risks and initiatives</li> <li>Views data as an <b>important</b> tool in instruction</li> <li>Speaks <b>clearly and compellingly</b> regarding his/her past experiences collecting and utilizing data in the service of improving student outcomes</li> </ul>	<p>may be more generic and middle-of-the-road)</p> <ul style="list-style-type: none"> <li>Exhibits a <b>somewhat strong</b> understanding of content knowledge and general teaching and learning principles</li> <li><b>Speaks clearly (and not humble) or humbly (and not clearly)</b> regarding their greatest strength; or does not have convincing evidentiary support</li> <li>Candidate exhibits <b>trepidation and self-doubt</b> when taking initiative; or takes initiative that is not reasonable.</li> <li>Views data as <b>somewhat important</b> tool in instruction</li> <li><b>Speaks somewhat</b> clearly and compellingly regarding his/her past experiences collecting and utilizing data in the service of improving student outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Exhibits a <b>weak understanding</b> of content knowledge and general teaching and learning principles</li> <li>Speaks <b>unclearly and/or boastfully</b> about greatest strength and provides no evidentiary support</li> <li>Exhibits <b>strong resistance</b> to taking initiative or <b>does not</b> even recognize its importance</li> <li><b>Does not view</b> data as an important tool in instruction</li> <li><b>Speaks negatively</b> or <b>unclearly</b> about his/her past experiences collecting and utilizing data in the service of improving student outcomes</li> </ul>	
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	Level 4	Level 3	Level 2	Level 1	Score
<b>Belief in the Potential of all Students (BPAS)</b>	<p><b>Level 3 +</b> evidence of:</p> <ul style="list-style-type: none"> <li>Believes that <b>all</b> students have potential and can achieve, regardless of their socio-economic status and/or race</li> <li>A <b>track record</b> of success in improving student outcomes in a similarly challenging district.</li> </ul>	<ul style="list-style-type: none"> <li>Believes that <b>most</b> students have potential and can achieve, regardless of their background</li> <li>Believes that teachers are <b>instrumental change-agents</b> in improving student outcomes</li> <li>Holds <b>all</b> students to high expectations</li> </ul>	<p>Evidence that shows <b>at least one of the following:</b></p> <ul style="list-style-type: none"> <li>Only <b>some</b> students have the ability to learn and reach their highest potential</li> <li>Only <b>some</b> student should be held to high expectations</li> <li>Believes that teachers are <b>limited</b> in their impact to improve student outcomes.</li> </ul>	<p>Evidence that shows <b>at least one of the following:</b></p> <ul style="list-style-type: none"> <li>Makes <b>disparaging</b> comments regarding the ability of students to achieve</li> <li><b>Does not</b> hold high expectations for any students</li> </ul>	
<b>Orientation Toward Innovation (OTI)</b>	<ul style="list-style-type: none"> <li>Candidate goes above and beyond in order to engaged in creative problem solving, innovative thinking, and questioning traditional paradigms and constraints</li> <li>Candidate is <b>extremely</b> familiar and has <b>considerable</b> experience using multiple media in strategic and effective ways to improve student outcomes in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Candidate is comfortable engaging in creative problem solving, innovative thinking, and questioning traditional paradigms and constraints</li> <li>Candidate is <b>familiar</b> and has considerable experience using a <b>few types</b> of media</li> </ul>	<ul style="list-style-type: none"> <li>Candidate has limited experience engaging in creative problem solving, innovative thinking; <b>or</b> does not give full effort</li> <li><b>Does not attempt</b> to question and/or redefine traditional paradigms and constraints and operates within “traditional” criteria of teaching and learning</li> <li>Candidate is <b>somewhat familiar</b> with different types of media</li> </ul>	<ul style="list-style-type: none"> <li>Candidate <b>does not</b> exhibit a willingness to engage in creative problem solving and/or innovative thinking</li> <li>Candidate is <b>unfamiliar</b> with various media and <b>does not</b> express an interest in learning to be more proficient.</li> </ul>	
<b>Perseverance and Sustained Commitment (PSC)</b>	<p><b>Level 3 +</b> evidence of <b>at least one of the following:</b></p> <ul style="list-style-type: none"> <li><b>Relentless</b> pursuit of results</li> <li><b>Significantly</b> increases effort</li> <li>Goes <b>far beyond</b> what is typically expected</li> <li>Tries <b>multiple, specific</b> approaches</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of strategic problem-solving that connects <b>well-reasoned</b> interventions directly to the problem</li> <li>Speaks of <b>increasing</b> effort when confronted with challenges</li> <li>Employs <b>multiple strategies</b> to overcome challenge</li> <li>Provides <b>reasonable, clear, and compelling rationale</b> as to how to go back and solve a challenge differently; exhibits a <b>growth mindset</b> about learning from mistakes</li> <li><b>No evidence</b> that candidate is</li> </ul>	<ul style="list-style-type: none"> <li><b>Some</b> evidence of strategic problem-solving that connects well-reasoned interventions directly to the problem; or</li> <li>Keeps a <b>consistent</b> level of commitment regardless of challenges</li> <li>Provides <b>somewhat reasonable, clear, and compelling rationale</b> as to how to go back and solve a challenge differently; <b>some</b> evidence that they exhibit a growth mindset about learning from mistakes</li> <li>Evidence that the candidate <b>may be</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Little (or weak)</b> evidence of strategic problem-solving that connects well-reasoned interventions directly to the problem; or</li> <li><b>Deflects and makes excuses</b> regarding their response to challenging and difficult situations</li> <li><b>Blames other</b> stakeholders for negative outcomes and <b>does not</b> assume personal responsibility</li> <li><b>Does not</b> provide a reasonable, clear, and compelling rationale as to how to go back and solve a</li> </ul>	

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		leaving current position as a consequence of reduced perseverance	leaving current position as a consequence of reduced perseverance	challenge differently <ul style="list-style-type: none"> <li>• <b>Lack of evidence</b> the candidate does not have a growth mindset and interested in learning from mistakes</li> <li>• Evidence that candidate is leaving current position for “<i>easier</i>” position within EAA.</li> </ul>	
<b>Building Relationships and Influencing Others (BRIO)</b>	<p><b>Level 3 +</b> evidence of <b>at least one of the following:</b></p> <ul style="list-style-type: none"> <li>• <b>Exceptionally compelling</b> so as to influence and motivate colleague to adopt suggestions</li> <li>• <b>Suggests and collaborates</b> with colleague on short and long term goals</li> <li>• Provides <b>additional resources</b> for colleague’s improvement</li> <li>• Goes <b>above and beyond</b> in turns of reaching out to parents and/or community members</li> </ul>	<ul style="list-style-type: none"> <li>• Makes <b>consistent</b> and <b>solid</b> attempts at connecting with parents and/or external stakeholders in the service of improving outcomes</li> <li>• <b>Consistently collaborates</b> with colleagues, as well as solicits and provides feedback to colleagues in a helpful, constructive and professional manner</li> <li>• Able to provide critical feedback in a <b>supportive and helpful</b> manner</li> </ul>	<ul style="list-style-type: none"> <li>• Makes <b>solid</b> attempts at connecting with parents and/or external stakeholders, while it may <b>not be consistent</b>, in the service of improving outcomes</li> <li>• <b>Sometimes</b> collaborates with colleagues, as well as solicits and provides feedback to colleagues, in a helpful, constructive and professional manner</li> <li>• Has <b>difficulty</b> providing critical feedback</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Rarely or never</b> attempts to connect with parents and/or external stakeholders in the service of improving student outcomes</li> <li>• <b>Rarely or never</b> collaborates with colleagues</li> <li>• <b>Rarely or never</b> solicits of provides feedback</li> <li>• Provides feedback in an <b>unconstructive</b> and <b>unprofessional</b> manner</li> </ul>	
<b>Superior Organizational Ability (SOA)</b>	<p><b>Level 3 +</b> evidence of <b>at least one of the following:</b></p> <ul style="list-style-type: none"> <li>• Provides <b>detailed and undisputable</b> responses regarding his/her personal organizational abilities (this may include systems and structures that have been self-developed)</li> <li>• Provides <b>exceptionally clear and compelling</b> rationale in regards to prioritizing tasks</li> <li>• Thinks strategically about <b>long-term</b> planning</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibits <b>strong</b> organizational abilities</li> <li>• Provides <b>clear and compelling rationale</b> in regards to prioritizing tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibits <b>somewhat strong</b> organizational abilities</li> <li>• Provides <b>somewhat clear</b> and compelling rationale in regards to prioritizing tasks</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Exhibits weak</b> (or nonexistent) organizational abilities</li> <li>• <b>Exhibits weak</b> (or disputable or unclear) rationale in regards to prioritizing tasks.</li> </ul>	
<b>Knowledge and Results Orientation</b>	<p><b>Level 3 +</b> evidence of <b>at least one of the following:</b></p> <ul style="list-style-type: none"> <li>• Provides <b>undisputable</b></li> </ul>	<ul style="list-style-type: none"> <li>• Provides <b>solid</b> evidence of improving outcomes for all students</li> </ul>	<ul style="list-style-type: none"> <li>• Provides <b>somewhat solid</b> evidence of improving outcomes for all students (or outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Provides weak (or no)</b> evidence of improving outcomes for all students</li> </ul>	

Human Capital Strategy in the Education Achievement Authority  
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<p><b>(KRO)</b></p>	<p>evidence of improving outcomes for all students</p> <ul style="list-style-type: none"> <li>Exhibits a content level mastery that is <b>superior</b> as well as a <b>deep understanding</b> of general teaching and learning principals (i.e. may talk about child and adolescent development)</li> <li>Views data as an <b>essential</b> tool in instruction</li> <li>Speaks <b>offers clear and undisputable evidence</b> regarding his/her past experiences with data and its role in moving students forward</li> </ul>	<ul style="list-style-type: none"> <li>Exhibits a <b>strong</b> understanding of content knowledge and general teaching and learning principles</li> <li>Speaks <b>clearly and humbly</b> regarding their greatest strength and supports claim with convincing evidence</li> <li>Evidence that candidate is <b>comfortable</b> taking calculated risks and initiatives</li> <li>Views data as an <b>important</b> tool in instruction</li> <li>Speaks <b>clearly and compellingly</b> regarding his/her past experiences collecting and utilizing data in the service of improving student outcomes</li> </ul>	<p>may be more generic and middle-of-the-road)</p> <ul style="list-style-type: none"> <li>Exhibits a <b>somewhat strong</b> understanding of content knowledge and general teaching and learning principles</li> <li><b>Speaks clearly (and not humble) or humbly (and not clearly)</b> regarding their greatest strength; or does not have convincing evidentiary support</li> <li>Candidate exhibits <b>trepidation and self-doubt</b> when taking initiative; or takes initiative that is not reasonable.</li> <li>Views data as <b>somewhat important</b> tool in instruction</li> <li><b>Speaks somewhat</b> clearly and compellingly regarding his/her past experiences collecting and utilizing data in the service of improving student outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Exhibits a <b>weak understanding</b> of content knowledge and general teaching and learning principles</li> <li>Speaks <b>unclearly and/or boastfully</b> about greatest strength and provides no evidentiary support</li> <li>Exhibits <b>strong resistance</b> to taking initiative or <b>does not</b> even recognize its importance</li> <li><b>Does not view</b> data as an important tool in instruction</li> <li><b>Speaks negatively</b> or <b>unclearly</b> about his/her past experiences collecting and utilizing data in the service of improving student outcomes</li> </ul>	
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## Budget Narrative File(s)

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\* Mandatory Budget Narrative Filename:

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

**Education Achievement Authority Pay Incentives on Pay for Excellent Performance (PEP) - Budget Proposal**

July 27, 2012	Year 1		Year 2		Year 3		Year 4		Year 5		
	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		TOTAL
<b>PERSONNEL</b>											
Director of the PEP Teacher Incentive Program	\$130,000		\$133,900		\$137,917		\$142,055		\$146,317		\$690,189
Administrative Assistant for Teacher Incentive Program	\$30,000		\$30,900		\$31,827		\$32,782		\$33,765		\$159,274
Teachers @ \$10,000 [15% of teachers - yr 1; 20% of teachers - yr 2; 25% of teachers - yr 3; 30% of teachers - yr 4; 35% of teachers - yr 5] (PEP INCENTIVE)	420	\$630,000	1,259	\$2,518,000	2,099	\$5,247,500	2,099	\$6,297,000	2,099	\$7,346,500	\$22,039,000
Administrators @ \$10,000 [10% of administrators yr 1; 15% of administrators yr 2; 20% of administrators yr 3; 25% of administrators yr 4; 30% of administrators yr 5] (PEP INCENTIVE)	24	\$24,000	72	\$108,000	120	\$240,000	120	\$300,000	120	\$360,000	\$1,032,000
<b>TOTAL PERSONNEL</b>	<b>444</b>	<b>\$814,000</b>	<b>1,331</b>	<b>\$2,790,800</b>	<b>2,219</b>	<b>\$5,657,244</b>	<b>2,219</b>	<b>\$6,771,836</b>	<b>2,219</b>	<b>\$7,886,582</b>	<b>\$23,920,463</b>
<b>FRINGE (28%)</b>		<b>\$227,920</b>		<b>\$781,424</b>		<b>\$1,584,028</b>		<b>\$1,896,114</b>		<b>\$2,208,243</b>	<b>\$6,697,730</b>
<b>Stipends</b>											
Performance Evaluation Team stipends (\$1,500 x 4 members per school x each participating schools)		\$72,000		\$216,000		\$360,000		\$360,000		\$360,000	\$1,368,000
<b>Total Stipends</b>		<b>\$72,000</b>		<b>\$216,000</b>		<b>\$360,000</b>		<b>\$360,000</b>		<b>\$360,000</b>	<b>\$1,368,000</b>
<b>EQUIPMENT</b>		<b>\$0</b>		<b>\$0</b>		<b>\$0</b>		<b>\$0</b>		<b>\$0</b>	<b>\$0</b>
<b>TRAVEL</b>											
Annual Director's Meeting for 2		\$3,500		\$3,500		\$3,500		\$3,500		\$3,500	\$17,500
Air=\$575;Hotel=2x\$225;Food=3x\$50;Ground=\$100		\$1,275		\$1,275		\$1,275		\$1,275		\$1,275	\$6,375
Regional travel-PEP Director 25000 miles/mon @ .555/mile		\$13,875		\$13,875		\$13,875		\$13,875		\$13,875	\$69,375
Hotel=4x75nightsx\$125;Food=4x75x\$50;Ground=75x200x\$.555		\$60,825		\$63,866		\$67,060		\$70,413		\$73,933	\$336,097
Team In-District Milage (5,500mi@.555x 4 teams x 4 members)		\$48,840		\$51,282		\$53,846		\$56,538		\$59,365	\$269,872
<b>TOTAL TRAVEL</b>		<b>\$66,215</b>		<b>\$68,657</b>		<b>\$71,221</b>		<b>\$73,913</b>		<b>\$76,740</b>	<b>\$356,747</b>
<b>SUPPLIES</b>											
Office Supplies		\$2,500		\$4,500		\$7,500		\$7,500		\$7,500	\$29,500
Phone for TIP Project Director (\$100/mon)		\$1,250		\$1,250		\$1,250		\$1,250		\$1,250	\$6,250
Design & Printing TIP Annual Results		\$3,500		\$3,500		\$3,500		\$3,500		\$3,500	\$17,500
Postage		\$3,500		\$3,500		\$3,500		\$3,500		\$3,500	\$17,500
IT technology software for Performance Tracking		\$31,000		\$31,000		\$31,000		\$31,000		\$31,000	\$155,000
Laptops for TIP Director & Assistant (2 @ \$1550)		\$3,100									\$3,100
<b>TOTAL SUPPLIES</b>		<b>\$44,850</b>		<b>\$43,750</b>		<b>\$46,750</b>		<b>\$46,750</b>		<b>\$46,750</b>	<b>\$228,850</b>
<b>CONSTRUCTION</b>		<b>\$0</b>		<b>\$0</b>		<b>\$0</b>		<b>\$0</b>		<b>\$0</b>	<b>\$0</b>
<b>CONTRACTUAL</b>											
External Evaluator - Dr. David K. Lerch Educational Consulting		\$55,000		\$56,650		\$58,350		\$60,100		\$61,903	\$292,002
Teacher Effectiveness Contract District Management Council)		\$100,000		\$100,000		\$100,000		\$100,000		\$100,000	\$500,000
Detroit Public Schools and Eastern Michigan University Partnership (Project Review Team)		\$46,000		\$47,380		\$48,801		\$50,265		\$51,773	\$244,220
<b>CONTRACTUAL TOTAL</b>		<b>\$201,000</b>		<b>\$204,030</b>		<b>\$207,151</b>		<b>\$210,365</b>		<b>\$213,676</b>	<b>\$1,036,223</b>

Teacher Incentive Program  
 Five-Year Proposed Budget

Education Achievement Authority of Michigan

<b>OTHER</b>						
School Incentive (Top 3 Schools = \$75,000, \$50,000 and \$30,000)	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$500,000
<b>TOTAL OTHER</b>	<b>\$100,000</b>	<b>\$100,000</b>	<b>\$100,000</b>	<b>\$100,000</b>	<b>\$100,000</b>	<b>\$500,000</b>
<b>TOTAL DIRECT COSTS</b>	<b>\$1,453,985</b>	<b>\$3,988,661</b>	<b>\$7,666,394</b>	<b>\$9,098,979</b>	<b>\$10,531,992</b>	<b>\$32,740,012</b>
<b>INDIRECT (5.45%)</b>	<b>\$79,242</b>	<b>\$217,382</b>	<b>\$417,818</b>	<b>\$495,894</b>	<b>\$573,994</b>	<b>\$1,784,331</b>
<b>TOTAL COSTS</b>	<b>\$1,605,227</b>	<b>\$4,422,043</b>	<b>\$8,444,213</b>	<b>\$9,954,874</b>	<b>\$11,465,986</b>	<b>\$35,892,342</b>



**BUDGET NARRATIVE**

Upon notification of project approval and funding, Dr. Lee-Gwinn, Chief Financial Officer for the EAA of Michigan will establish budget units within the annual Budget document that will be used to track all expenditures associated with the approved application. The budget units will be placed in a trust account and will conform to the coding requirements in the Michigan Financial Accounting for State Local Education Agencies that is consistent with *Financial Accounting for Local and State School Systems*, published by the National Center for Educational Statistics. Personnel in Dr. Lee-Gwinn’s office will work cooperatively with the Director of the Teacher Incentive Program in monitoring budget expenditures to ensure that all expenditures are in compliance with the approved application and federal regulations.

**Teacher Incentive Program Project Director** – The District will hire a full-time Director of the Teacher Incentive Program at the rate of \$130,000 annually for the operation of the PEP pay for performance participants in the initial 15 schools increasing to 60 over the five-year grant period that will be included in this application. The duties and responsibilities of this individual are clearly outlined in the Management section of this document.

An **Administrative Assistant** will be employed to help the Director monitor the grant budget expenditures. The Administrative Assistant will create spreadsheets for approved materials and supplies and monitor expenditures from the time purchase orders are received from the school until they are paid in the finance office. The Administrative Assistant will also carry out the maintenance of project records, preparation of materials for student recruitment, preparation and maintenance of materials for program promotion, maintenance of an inventory of equipment purchased through project funds, preparation of purchase requisitions and extra-stipend vouchers, and maintenance of magnet schools advisory committee meeting minutes. The Administrative Assistant will also keep inventory records and maintain project records.

**Evaluation Rating Teams** - In order teachers’ performance to be evaluated, teams of professionals including EAA administrators, teachers and resource staff will form teams that will visit classrooms as well as review individual performance at least four times during each school year. To continue the unique student-center approach after the grant ends, each school will form a Dream Team composed of classroom teachers, lead teachers and master teachers who have rated Highly Effective. They will serve as teacher coaches mentors for all newly hired teachers during a six-week apprentice period each year. The team will supervise all new teachers during their initial teaching experience. Provision is made in this application for initial preparation of individuals who serve on Dream Teams.

**Performance incentives** include awards up to \$10,000 annually in the areas of Student Growth, Professional Growth and Student Growth success. Performance Pay Awards will be as follows:

Individual Growth	\$5,000
Student Growth	\$2,000
Professional growth	\$1,500
School Growth	<u>\$1,500</u>
Total	\$10,000

School Incentive (3 Elem & 2 High School) \$20,000



**Fringe Benefits**

EAA is required to pay fringe benefits for all employees based on the following rates (as of July 1, 2012):

Public Employees Retirement System	16.50%
Occupational Injury Management	0.58%
State Unemployment Insurance	0.05%
Medicare	1.45%
FICA	7.65%
Vacation Accrual	
Administrators	4.5%
Support Staff	3.4%

All caps are adhered to, where appropriate, and the date of employment is observed, where applicable, in applying these benefits to each individual's salary. All salary expenditures and benefits will be tracked under the SAP Object Code.

**Travel** - Project funds are being allocated for payment to individuals for in-District mileage. Due to agreements with the teacher's union, provisions are made for in-District mileage for the evaluation team members for meetings and activities related to teacher and principal performance evaluations. There may be occasions where teachers within the sites referenced in this application may also access the in-District mileage funds. The Director of the Teacher Incentive Program will monitor all uses of mileage and will approve such expenditures.

Project-related personnel, with approval of the project director will use PEP project funds requested for out-of-district travel. Site visitations to other federally funded TIF projects are requested especially those that are involved in Teacher Assessment Program (TAP) performance evaluation systems. Funds will also be used to attend conferences and workshops outside of Detroit. The amount budgeted in this application is justifiable and reasonable and is based upon EAA's experiences from involvement in other previously approved Federal Projects. Grant funds travel and dues and fees will also be used to pay travel expenses for the Director to attend meetings called by the US Department of Education related to this project.

**Equipment** – No equipment is being purchased under this project.

**Supplies** - Provision has been made in the Teacher Incentive Program application for the purchase of a few instructional supplies that will help teachers carry out project activities. The separate line items that will be available under the Supplies category for the individual sites will include: Office Supplies, Computer Supplies, Books and Periodicals, and Audiovisual Materials (Items of value - \$1,000 - \$4,999). Each line item will be tracked through a GAAP Object Code. The Director of the Teacher Incentive Program will make the decision about what is needed for each site.

**Contractual** - Based on the regulations governing the allowable use of consultants who are non-District employees for program purposes, project funds have been identified to employ such individuals to provide expertise in areas related to the various magnet themes. Consultants may be employed to provide expertise to a small group of project personnel or may be employed to provide training workshops related to team evaluation of the performance for



THE EDUCATION ACHIEVEMENT AUTHORITY of Michigan  
The 2013-2018 Michigan PEP Project

pay purposes. Each will be selected based on their ability to build the knowledge base of existing magnet school personnel in the research-based teaching approaches proven effective in other school systems. All trainers used in this project must prove their qualifications in effective teaching practices and must document their ability to train teachers by providing a resume that includes names of school systems that have benefited from their services. The Director of the Teacher Incentive Program will verify their qualifications.

Additional contractual services will be needed to carry out the local project evaluation.

**Other** - Shown under Other are expenses associated with the proposed school reward program for school performance.

**Indirect Costs** – The approved indirect cost rate for the Education Achievement Authority of Michigan for fiscal year 2012-2013 is 5.45 percent. This amount is applied to the Direct Costs shown for each project year.

# 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>	Education Achievement Authority of Michigan
<b>Applicant's DUNS Name:</b>	0783463510000
<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

Education Achievement Authority of Michigan

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	814,000.00	2,790,800.00	5,657,244.00	6,771,837.00	7,886,582.00	23,920,463.00
2. Fringe Benefits	227,920.00	781,424.00	1,584,028.00	1,896,114.00	2,208,243.00	6,697,729.00
3. Travel	66,215.00	68,657.00	71,221.00	73,913.00	76,740.00	356,746.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	44,850.00	43,750.00	46,750.00	46,750.00	46,750.00	228,850.00
6. Contractual	201,000.00	204,030.00	207,151.00	210,365.00	213,676.00	1,036,222.00
7. Construction	0.00		0.00	0.00	0.00	0.00
8. Other	100,000.00	100,000.00	100,000.00	100,000.00	100,000.00	500,000.00
9. Total Direct Costs (lines 1-8)	1,453,985.00	3,988,661.00	7,666,394.00	9,098,979.00	10,531,991.00	32,740,010.00
10. Indirect Costs*	79,242.00	217,382.00	417,818.00	495,894.00	573,994.00	1,784,330.00
11. Training Stipends	72,000.00	216,000.00	360,000.00	360,000.00	360,000.00	1,368,000.00
12. Total Costs (lines 9-11)	1,605,227.00	4,422,043.00	8,444,212.00	9,954,873.00	11,465,985.00	35,892,340.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is  %.

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

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

Name of Institution/Organization Education Achievement Authority of Michigan	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)**