

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



**APPLICATION FOR GRANTS  
UNDER THE**

**TIF General Competition**

**CFDA # 84.374A**

**PR/Award # S374A120060**

**Grants.gov Tracking#: GRANT11189457**

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:

Rutgers, The State Univeristy of New Jersey

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

1226001086A1

\* c. Organizational DUNS:

0019128640000

**d. Address:**

\* Street1:

Research & Sponsored Programs

Street2:

3 Rutgers Plaza, ASB III

\* City:

New Brunswick

County/Parish:

\* State:

NJ: New Jersey

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

08901-8559

**e. Organizational Unit:**

Department Name:

GSAPP

Division Name:

Applied and Professional Pscyh

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

Prefix:

Dr.

\* First Name:

Linda

Middle Name:

A.

\* Last Name:

Reddy

Suffix:

Ph.D

Title:

Associate Professor

Organizational Affiliation:

Rutgers, The State University of New Jersey

\* Telephone Number:

848-445-3945

Fax Number:

732-445-4888

\* Email:

lreddy@rci.rutgers.edu

**Application for Federal Assistance SF-424**

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

U.S. Department of Education

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

84.374

CFDA Title:

Teacher Incentive Fund

**\* 12. Funding Opportunity Number:**

ED-GRANTS-061412-001

\* Title:

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

**13. Competition Identification Number:**

84-374A2012-1

Title:

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

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

The School System Improvement (SSI) Project was formed to increase school organizational effectiveness in four high poverty LEAs in New Jersey.

Attach supporting documents as specified in agency instructions.

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

b. Program/Project

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

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	<input type="text" value="43,975,719.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="43,975,719.00"/>

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

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

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Casandra Burrows</p>	<p>* TITLE</p> <p>Research Contract Grant Specialist</p>
<p>* APPLICANT ORGANIZATION</p> <p>Rutgers, The State Univeristy of New Jersey</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 checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**  
 Prime     SubAwardee

\* Name: Rutgers, The State University of New Jersey

\* Street 1: 3 Rutgers Plaza    \* Street 2:

\* City: New Brunswick    \* State: NJ: New Jersey    \* Zip: 08901-8559

Congressional District, if known: NJ-006

<b>6. * Federal Department/Agency:</b> N/A	<b>7. * Federal Program Name/Description:</b> Teacher Incentive Fund CFDA Number, if applicable: 84.374
---	---

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

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

Prefix:    \* First Name: N/A    Middle Name:    \* Last Name: N/A    Suffix:    \* Street 1:    \* Street 2:    \* City:    \* State:    \* Zip:

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

Prefix:    \* First Name: N/A    Middle Name:    \* Last Name: N/A    Suffix:    \* Street 1:    \* Street 2:    \* City:    \* State:    \* Zip:

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

\* Signature: Casandra Burrows

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

Title: Research Contract Grant Specialist    Telephone No.: 848-932-4002    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.**

GEPA Statement.pdf

Delete Attachment

View Attachment

## **School System Improvement (SSI) Project**

### ***Meeting the General Education Provisions Act (GEPA) Section 427 Requirements***

The **School System Improvement (SSI)** Project is intended to improve the quality of education in high poverty schools by revolutionizing educator evaluation and connecting it to performance-based compensation as part of a sophisticated human capital management system. Students in the LEAs of the SSI Project face multiple barriers to success including a high rate of staff turnover among effective teachers capable of helping them succeed. Helping students with special needs is, therefore, a central tenant of the project. By incentivizing effective instruction and leadership, and by providing job-embedded and individualized professional development, the project will make access to high quality instruction less susceptible to bias based on gender, race, national origin, color, disability, or age. As designers of the Classroom Strategies Scale (CSS) and Instructional Learning Opportunities Guidance System (My iLOGS), the Co-Principal Investigators have a record of designing measurement instruments that meaningfully include all students by focusing on the inputs of educator effectiveness, rather than solely the outputs that can be influenced by a myriad of other factors (e.g., opportunity, SES, health status). The main output for characterizing educator effectiveness has historically been summative tests that, while important, contain too many limitations to be used in isolation. Some potential limitations for student test performance include requirements (a) of visual and graphomotor acuity, (b) of fluency with cultural assumptions of the test items, and (c) of native language skills necessary to interpret tests that are not intended to reflect language abilities. These limitations make it difficult to draw inferences about the achievement of all students, and impossible to draw inferences about the effectiveness of many educators, using only one measure. The educator evaluation systems of the SSI Project incorporate multiple measures from multiple formats,

providing a diverse population of teachers and principals varied opportunities to show their effectiveness.

The leadership of the SSI Project, in addition to ensuring equitable access to the products used in the project, has developed a plan to work with populations that are diverse with regard to gender, race, national origin, color, disability, and age. New Jersey is a heavily populated and diverse state, and our five LEAs represent a cross-section of high poverty districts. Sensitive to assessment issues related to ethnic and language minority students, the SSI Project includes consultants who are experts in the areas of assessment of minorities (Dr. Frank Worrell) and assessment of English Language Learners (Dr. Maria Adelaida Restrepo). Measurement of student growth in achievement is a significant part of both educator evaluation systems, so it is critical that scores used in this area are interpreted within the context of their strengths and limitations.

Lastly, the leadership of the SSI Project will hire persons to support the project in a nondiscriminatory manner. The leadership team (Project Director and Co-Principal Investigators) is already a diverse group with regard to gender, race, and national origin, and project leadership will strive to hire additional high quality personnel, regardless of these three factors, or of color, disability, or age.

---

## 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**

Rutgers, The State Univeristy of New Jersey

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

Prefix: Ms. \* First Name: Casandra Middle Name:

\* Last Name: Burrows Suffix:

\* Title: Research Contract Grant Specialist

**\* SIGNATURE:** Casandra Burrows

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

---

SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS

**1. Project Director:**

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Linda	A.	Reddy	PhD

Address:

* Street1:	152 Frelinghuysen Rd.
Street2:	Rm. A225
* City:	Piscataway
County:	
* State:	NJ: New Jersey
* Zip Code:	08854
* Country:	USA: UNITED STATES

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

848-445-3945	732-445-4888
--------------	--------------

Email Address:

lreddy@rci.rutgers.edu
------------------------

**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:**

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## 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

### **SCHOOL SYSTEM IMPROVEMENT (SSI) PROJECT**

U.S. Department of Education Teacher Incentive Fund (TIF) Program CFDA 84.374A

Project Director: Linda A. Reddy

Rutgers, The State University of New Jersey, a non-profit 501(c)(3) organization, proposes to partner with four high poverty school districts in New Jersey, each its own local education agency (LEA), for a grant under the **General Teacher Incentive Fund (TIF) Competition**. The **School System Improvement (SSI) Project** represents Asbury Park, Hillside, Lakewood, and North Plainfield School Districts. This group application includes 22 schools, all of which meet the definition of high poverty schools (i.e., 73% of the 10,000 students receive free or reduced lunch subsidies). Furthermore, SSI Project schools do not meet desired academic progress based on New Jersey's statewide achievement tests and have high staff turnover rates (25%) compared to the NJ rate of teacher turnover (5%).

The SSI Project meets **Absolute Priorities 1 and 2** and **Competitive Preference Priority 4**. The SSI Project is a new applicant for the TIF grant program. Neither Rutgers University, nor any of the LEAs in this proposal, have previously applied for a TIF grant, nor are any currently implementing: (1) a comprehensive human capital management system (HCMS), (2) a performance-based compensation system (PBCS) or (3) a rigorous educator evaluation system (EES). Thus, the SSI Project will significantly increase the organizational capacity and instructional improvement visions of the high needs schools. Additionally, no LEA from New Jersey has ever received funding from the TIF grant program.

The SSI Project will implement a comprehensive HCMS that includes rigorous (highly reliable and valid) educator evaluation systems (EES) for both teachers and principals that are

familiar to and strongly supported by participating LEAs, who have used components such as the Danielson Framework for years. The EES will generate scores that inform four performance levels of effectiveness to identify and reward teacher and principal effectiveness through a differentiated PBCS. The EES will inform empirically supported professional development for teachers and principals. The HCMS and PBCS will help these high poverty schools attract, develop, motivate, and retain the most effective teachers and principals. Together, the components of the SSI Project will build LEA-wide capacity and effectiveness for long term sustainability.

Through implementation of the proposed HCMS, the SSI Project will accomplish and measure progress on Absolute Priorities 1 and 2 through the following **eight objectives** nested within **three goals**. Goal 1 is to: **Increase the percent of effective teachers**, and includes the following three objectives: (a) Increase effectiveness of current teachers, (b) Increase the recruitment of teachers who are effective or likely to be effective, and (c) Increase the percent of effective teachers retained. Goal 2 is to: **Increase the percent of effective principals**, includes the following three objectives: (a) Increase effectiveness of current principals, (b) Increase the recruitment of principals who are effective or likely to be effective, and (c) Increase the percent of effective principals retained. Goal 3 is to: **Increase student growth in achievement**, and includes the following two objectives: (a) Increase student growth in achievement at the classroom and school level, and (b) Increase student growth in achievement across schools.

Under this TIF grant proposal, the SSI Project requests **\$43,975,719** from the U.S. Department of Education for a five-year grant that will maintain the proposed HCMS in the four LEAs for the duration of the project period and build sustainability for its continuation after the project period.

## Project Narrative File(s)

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\* Mandatory Project Narrative File Filename:

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

Add Optional Project Narrative File

# THE SCHOOL SYSTEM IMPROVEMENT (SSI) PROJECT

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## THE SCHOOL SYSTEM IMPROVEMENT (SSI) PROJECT

U.S. Department of Education Teacher Incentive Fund (TIF) Program CFDA 84.374A

New Jersey's education system represents a diverse landscape of quality. On the Global Report Card's (2007) comparison of national district rankings, districts in New Jersey (NJ) ranged from the 18<sup>th</sup> to 80<sup>th</sup> percentile for Math and Reading proficiencies, indicating that NJ includes many academically underperforming school districts (LEAs). Complicating matters in these LEAs are high correlations between poor academic performance, high poverty rates, and high staff turnover rates. Despite these findings, no high needs school district in NJ has received a TIF grant; therefore none of our four LEAs has previously participated in a TIF project.

The School System Improvement (SSI) Project was formed to increase school organizational effectiveness in four high poverty LEAs in NJ. The LEAs of Asbury Park, Hillside, Lakewood, and North Plainfield School Districts have joined with Rutgers, The State University of NJ to enhance school capacity, instructional quality, and leadership for promoting student achievement for 22 schools, all of which meet the TIF definition of high-poverty (i.e., 50% or more of students receive free or reduced lunch). The SSI Project is a natural extension of the school reform efforts that the four LEAs and Rutgers University have had for numerous years (see Section E Management Plan pages 48-58).

In Part 6 Other Required Attachments, **High Need Documentation** presents the high poverty levels of the schools in each LEA. Across the 22 schools, 73% of students receive free or reduced lunch subsidies. Additionally, the schools do not meet desired academic progress; in language arts between 16% and 84% of students performed below proficient, and in mathematics this range was 23% to 74% (see Table A in Part 6). The four LEAs also exhibit high staff turnover rates (i.e., average 25%) in comparison to the NJ average rate of 5%.

The SSI Project team represents a committed partnership between four high poverty LEAs (see Commitment Letters in Part 6) and Rutgers University. The SSI Project team includes school-based administrators, teachers, and staff, as well as Rutgers project training staff (see Section E Management Plan pages 48-58). Grounded in organizational systems theory and research, the SSI Project views schools as organizations that are guided by strong leadership, strategic management of human capital, data based decision making, and strong education improvement plans (Childress, Elmore, Grossman, & Johnson, 2007). The SSI Project aims to enhance the overall capacity and effectiveness of schools as organizations through collaborative “top-down” system change (policy decision making, infrastructure) that is informed by **input of all stakeholders**, rigorous measurement using **multiple data sources** (students, teachers, and principals), and **empirically supported professional development (PD)**. The SSI Project recognizes that high poverty schools have unique community, school, classroom, and student characteristics and needs that will guide project decision-making and efforts. Thus, school-specific factors and contexts will inform all aspects of project implementation and evaluation.

### **SSI Project Priorities**

Under the 2012 TIF grant program, the SSI Project will achieve the following two Absolute Priorities and one Competitive Preference Priority.

**Absolute Priority 1.** The SSI Project team has developed a comprehensive Human Capital Management System (HCMS) with a rigorous Educator Evaluation System (EES) at its center. The SSI Project team has developed a comprehensive HCMS that includes rigorous teacher evaluation and principal evaluation systems, empirically supported PD, and a performance-based compensation system (PBCS) to attract and retain the most effective teachers

and principals in the participating high-need schools. The framework for the SSI Project HCMS is detailed in Section A of the proposal (pages 7-16).

**Absolute Priority 2.** The SSI Project team has developed an LEA-wide rigorous EES focused in part on student growth in achievement. The SSI Project team has designed an LEA-wide EES that will generate highly reliable and valid data for informing educators' policies and practices that lead to improved student growth in achievement, and that is flexible to existing LEA educator and student achievement evaluation practices. The framework for the SSI Project EES is detailed in Section B of the proposal (pages 16-37).

**Competitive Preference Priority 4.** The SSI Project is a new applicant for the TIF grant program. None of the LEAs in this proposal have previously applied for a TIF grant, nor are currently implementing: (1) a comprehensive and organized HCMS, (2) a PBCS, or (3) a rigorous and comprehensive EES. Thus, the SSI Project will significantly increase the organizational capacity and instructional improvement visions of the high needs schools.

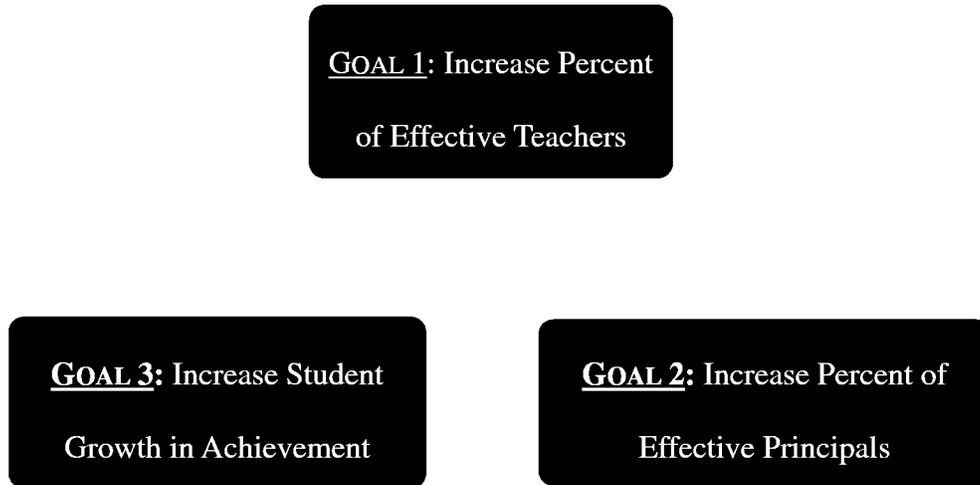
### **SSI Project Goals and Objectives**

To accomplish and measure progress on Absolute Priorities 1 and 2, **three goals** are outlined: (1) Increase the percent of effective teachers through rigorous evaluation, empirically supported PD, and differentiated incentives; (2) Increase the percent of effective principals through rigorous evaluation, empirically supported PD, and differentiated incentives; and (3) Increase student growth in achievement. These goals are depicted in Figure 1.

#### **Goal 1. Increase Percent of Effective Teachers**

Objective 1. Increase effectiveness of current teachers. The SSI Project's teacher evaluation system (TES) will measure teacher effectiveness indicators of student growth and

Figure 1. SSI Project Goals and Theory of Change



teacher competence (see Figure 3 page 18). In addition to measuring the percent of effective teachers currently within each LEA, the SSI Project will monitor the implementation process of teacher PD and differentiated PBCS at each school. It is anticipated that implementation of the proposed TES will inform PD and consequently enhance the effectiveness of human capital resources already at each LEA. The SSI Project will collect and analyze teachers' and principals' input on the usefulness and acceptability of the EES, PD, and PBCS during Project Years 2-5.

Objective 2. Increase the recruitment of teachers who are effective or likely to be effective. The EES will guide the recruitment and hiring practices of new teachers, as well as measure the effectiveness of newly hired teachers throughout the course of their first year of teaching using the data described in Objective 1. The SSI Project team will assess and compare qualification data (degrees and certifications) on new applicants to hired teachers to determine the quality of the applicant pool attracted by the schools during the project. The SSI Project team will examine through focus groups and on-line surveys principals' and newly hired teachers' perceptions of the effect of the SSI Project on teacher recruitment.

Objective 3. Increase the percent of effective teachers retained. The SSI Project team will analyze teacher retention and turnover across the LEAs and high poverty schools on an annual basis in the context of the effectiveness data described in Objective 1. The SSI Project will measure retention rates using administrative data on staff changes, including exit interview data, and will assess the effectiveness of retained teachers using the TES data obtained in Objective 1. The SSI Project team also will compare past retention data among teachers determined to be effective or not effective using previous practices.

## **Goal 2. Increase Percent of Effective Principals**

Objective 1. Increase effectiveness of current principals. The SSI Project team will measure the effectiveness of principals as defined in this proposal through indicators of student growth and principal competence (see Figure 4 page 33). In addition to measuring the percent of effective principals, the SSI Project team will monitor the ongoing implementation process of the principal evaluation system (PES), principal PD, and differentiated PBCS at each school. As noted, the SSI Project team will collect and analyze teachers' and principals' input on the usefulness and acceptability of the PES, PD, and PBCS during Project Years 2-5.

Objective 2. Increase the recruitment of principals who are effective or likely to be effective. The SSI Project PES will measure the effectiveness of newly hired principals at the end of their first year using the data described in Objective 1 in relation to their professional qualifications (degrees and certifications) and experience prior to hiring. The SSI Project team will assess and compare qualification data on new applicants to hired principals to determine the quality of the applicant pool attracted by the schools during the project. The SSI Project team will examine through focus groups and surveys teachers' and newly hired principals' perceptions of the effect of the SSI Project on principal recruitment.

Objective 3. Increase the percent of effective principals retained. The SSI Project team will analyze principal retention and turnover across the LEAs and high poverty schools on an annual basis in the context of the effectiveness data described in Objective 1. The SSI Project will measure retention rates using administrative data on staff changes, including exit interview data, and will assess the effectiveness of retained principals using the SSI Project principal evaluation data obtained in Objective 1. The SSI Project team also will compare past retention data among previously LEA determined low and high effective (performing) principals.

### **Goal 3. Increase Student Growth in Achievement**

#### Objective 1: Increase student growth in achievement at the classroom and school level.

The SSI Project team will analyze classroom and school level student growth in achievement using standardized testing and additional measures (e.g., district-specific tests). The team will also examine achievement growth scores for each content area, grade, and student subgroup (e.g., special education populations, general education) to assess the possible differentiated impact of the project in relation to implementation fidelity at the classroom and school level.

Objective 2: Increase student growth in achievement across schools. The SSI Project team will analyze annual statewide achievement test scores across schools (elementary, middle, and high school) in the project. In addition to measuring overall SSI Project progress, the SSI Project team will also examine achievement growth scores for each content area, grade, and student subgroup (e.g., special education versus non-special education populations) to assess the possible differentiated impact of the overall SSI Project in relation to implementation fidelity.

### **Section A: Coherent and Comprehensive Human Capital Management System**

To meet these priorities and performance goals, the SSI Project will implement a comprehensive HCMS that includes a highly reliable and valid EES (see Section B pages 16-38).

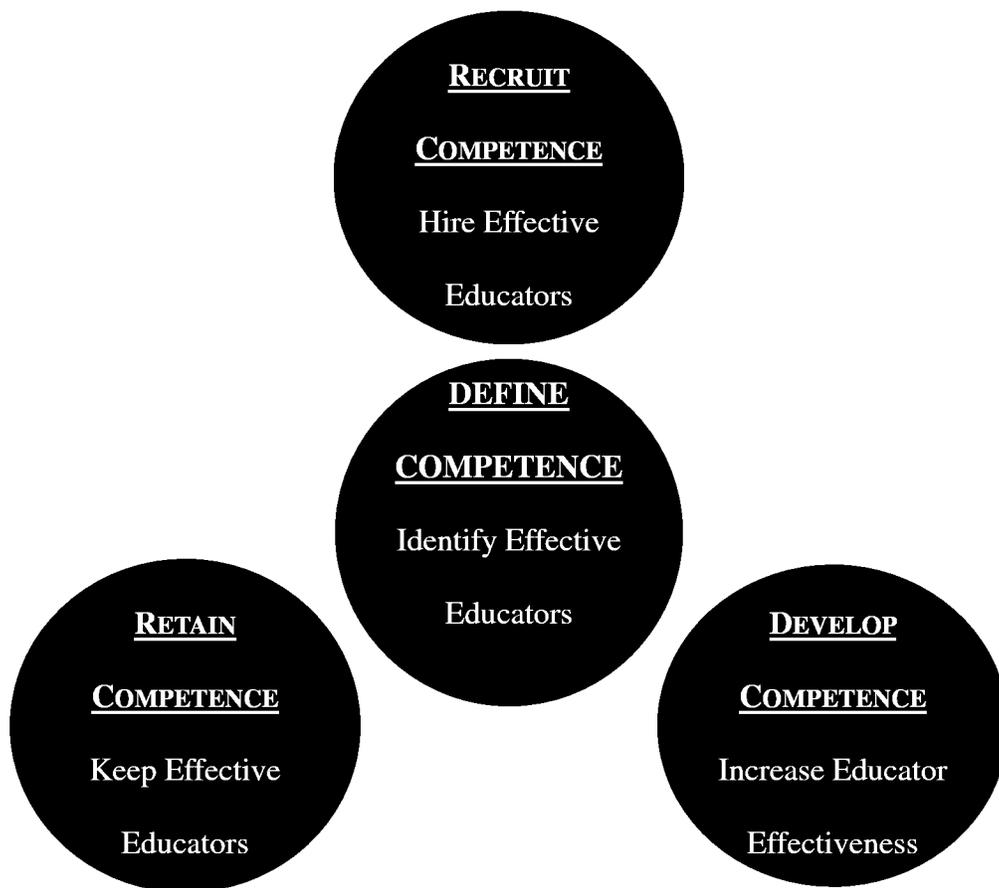
Grounded in organizational theory, the proposed HCMS emphasizes the **identification** of highly effective teachers and principals and the **hiring and placement** of key staff at all levels of an LEA (e.g., classroom, school, district office). The SSI Project also recognizes the importance of strategic management of human capital in LEAs throughout all processes of an HCMS. The proposed HCMS is closely linked to each LEA's overall instructional improvement visions for enhancing the overall student academic performance and growth in schools. The roles and functions of key school personnel needed to effectively execute the HCMS adhere to current policies from the NJ Department of Education and the Teacher Union. During Project Year 1, the proposed HCMS will be tailored to meet each LEA's specific needs.

At the heart of an effective education HCMS lies the identification of highly effective teachers and principals. The non-profit organization, Strategic Management of Human Capital (SMHC; Odden & Kelly, 2008) highlights the necessity of an education system possessing top talent and high quality human capital at all levels. This would be considered a strategic vertical emphasis on talent or human capital that is ubiquitous throughout an education system's hierarchy and closely aligned with LEA instructional improvement plans (Gratton & Truss, 2003). Likewise, strategic human capital management is horizontally emphasized across key decision-making processes (e.g., recruitment, placement, induction/mentoring, professional development, compensation). The primary method for empowering the identification of effective teachers and principals is an LEA's EES. A rigorous EES that consists of empirically supported measures of teacher and principal effectiveness subsequently directs an LEA's recruitment, development, and retention practices, which are key components of an educational HCMS. **The proposed EES will significantly inform HCMS decision making and LEA-wide policies.** It will be implemented in Project Years 2-5. Figure 2 presents the theoretical model that guides the

SSI Project’s HCMS. The central activity of the model is to **Define Competence**, which has been done by describing the SSI Project’s EES in detail in Section B (pages 16-37). The other main pieces of the HCMS, recruiting, developing, and retaining competence, are dependent on this definition and operationalization of educator competence.

**Recruit Competence.** Historically, many high needs districts (i.e., high-poverty, low-achieving districts) have difficulty recruiting effective teachers and principals (Ingersoll, 2003; Lankford, Loeb & Wyckoff, 2002). Thus, strategic recruitment methods are paramount for the SSI Project LEAs to attract and hire top talent among teachers and administrators into their

*Figure 2. SSI Project Human Capital Management System Theoretical Model*



electronic and printed mediums to recruit effective educators and principals by describing the key competencies, instructional improvement vision, PD, and compensation system. Second, marketing and recruitment will be accomplished through **collaborative partnerships** with top universities and colleges that train highly effective educators and principals. The SSI Project LEAs have established partnerships with universities (e.g., Rutgers, Fairleigh Dickinson, Seton Hall, and Montclair State) that include top education training programs in NJ. Third, the SSI Project will market and recruit teachers and principals from Teach for America, The New Teacher Project, and New Leaders for New Schools, which are well known **recruitment organizations** that work with top universities and colleges across the nation. Based on participating LEAs' staffing needs, every effort will be made to recruit a diverse set of candidates for staffing to fill high priority content areas (e.g., reading, mathematics). Fourth, hiring strategies will consist of specific **screening, selection criteria, and interview procedures**, as well as a **compensation system** that are closely aligned with each LEA's instructional improvement visions and the proposed EES. For hiring, demo lessons as evidence of teaching effectiveness, strategic instructional management plans as evidence of principal effectiveness, and/or past student growth in achievement data will be used. Finally, placement decisions will be carefully considered within and across school staffing needs. The SSI Project strategies will include placement of talent: (1) based on content expertise, (2) as cohorts in schools to enhance capacity impact, and (3) evenly distributed across schools within LEAs. Collectively, these strategies have been found to be highly effective in building school effectiveness and leading to improved student achievement growth (Odden, 2008).

**Develop Competence.** To maintain high quality teacher and principal performance, an LEA must strategically develop and motivate top talent in ways that support the overall goals of

the participating LEAs. Therefore, an adequate support system that generates targeted PD linked to the EES for its constituents is necessary to ensure effective teachers and principals continue to be effective. The SSI Project will include three elements for motivating and developing top school personnel: (1) induction and mentoring, (2) PD, and (3) instructional performance monitoring to inform compensation and career development. The three elements will be closely aligned to LEAs' instructional improvement vision, LEA-wide policies and the proposed EES.

The processes of induction and mentorship are critical for developing and retaining effective school personnel. Induction and mentorship will focus on helping new teachers and principals to develop the **core competencies** of instruction and classroom behavioral management in line with the LEA's vision of instructional improvement. Likewise, mentorship will focus on helping newly hired teachers and principals to learn the LEA's instructional improvement vision. School-based **Master Mentor Teachers** will be hired at each participating school and be responsible for the induction and mentoring of teachers and new principals at each school. Also, Rutgers-based **Leadership Teachers** will provide training, support, and mentorship to all school-based Master Mentor Teachers and work with individual career teachers at each TIF qualifying schools as needed (see Section E Management Plan). To help support principals at each school, Rutgers-based **Leadership Principals** will provide training, support, and mentorship to all school-based principals and administrative leaders.

SSI Project PD system will be aligned with all **core features** of effective PD, incorporate existing, empirically supported PD programs of participating LEAs, and advance existing programs by integrating **job-embedded personalized PD** grounded in classroom observations, teacher self-monitoring, and instructional coaching. For principals, PD will focus on core components and key processes of effective leadership (see Section C PD pages 37-46). Research

has shown that job-embedded, personalized PD can be highly effective at changing instructional and leadership practices that can improve student achievement (Cohen & Hill, 2001; Leithwood et al., 2004). Such PD will be informed by the EES and highly motivating for school personnel.

Following the SSI Project's targeted PD and mentorship, the EES also will serve as a method for teacher and principal performance monitoring. **Performance monitoring** will help teachers and principals identify the use of best practices and track their PD goal progress. Also, performance monitoring will help guide teachers' and principals' career development paths and motivate them to grow professionally. EES guided teacher and principal performance monitoring will inform compensation, tenure, and a range of HCMS decisions in SSI Project schools.

**Retain Competence.** The SSI Project will include four elements for retaining top school personnel: (1) induction and mentoring, (2) instructional and leadership performance monitoring, (3) additional PD, and (4) differentiated compensation and career development. As mentioned, these four elements will be closely aligned to LEAs' instructional improvement visions, LEA-wide policies, and the EES and have been shown to impact retention (Odden, 2008). For example, formal induction and ongoing mentoring during the first four years of teaching have been found to influence retention especially in high needs districts (Odden, 2008). Also, instructional and leadership performance monitoring combined with PD and career path opportunities will help SSI Project LEAs identify those educators who display exceptional practices from those educators who display insufficient instructional practices. Likewise, **EES-informed differentiated compensation** will recognize and reward the best performing educators. Also, EES-intensive certification training and supervision will enhance principals' and observers' proficiency (and therefore, reliability) in using the EES, formulating effective instructional improvement plans from EES data for teachers.

## **Performance-Based Compensation System**

The SSI Project will implement a Design 1 PBCS to attract and retain the most effective teachers and principals in participating LEAs during Project Years 3-5. The proposed EES will be implemented LEA-wide in Project Years 2-5. The EES will identify effective teachers and principals who will then be compensated and recognized through the PBCS. The PBCS has been designed in collaboration with LEA administrative leadership and teachers at each LEA. During Project Year 1, the proposed EES and PBCS are aligned with Allan Odden's model, tailored to meet the specific needs of the LEA. LEA administrators and teachers are strongly committed to the PBCS (see Commitment Letters in Part 6) and provided valuable input (see Section D Involvement of Educators pages 46-48). No LEA is currently implementing a PBCS.

The PBCS compensates teachers and principals identified by the EES as *Effective* or *Highly Effective*. The EES will inform both **financial incentives** through the PBCS and nonfinancial incentives (e.g., public announcements, awards) for effective teachers and principals. Nonfinancial incentives for effectiveness may include LEA-wide and school level performance awards. Based on theory and research, nonfinancial incentives such as school-wide performance awards are important for promoting professional collaboration, motivation, collegiality, and alignment of organizational resources with instructional improvement goals.

As recommended by the Center for Educational Compensation Reform and HCMS scholars (Odden, 2008), teachers and principals identified by the EES as "effective" will receive a 3% bonus (non-salary base adjustment) and teachers and principals identified as "highly effective" will receive a 5% bonus based on the median salary for teachers or principals at each LEA. For example, the median salary for teachers at North Plainfield is \$59,190. "*Effective*"

teachers would receive a bonus of \$1,775.7 and “*Highly Effective*” teachers would receive a bonus of \$2,959 (see Table B in Part 6 for projected distributions by performance levels).

This performance rubric is strongly supported by the LEAs and aligned with the recommendations of the **2011 NJ Educator Evaluation Task Force**. The EES scores will be linked to four performance levels of effectiveness: *Not Effective*, *Developing*, *Effective*, and *Highly Effective*. The rubric also parallels that of the Danielson Framework for Teaching used in the EES, and is familiar to the LEAs (see Section F Sustainability pages 58-60).

### **HCMS Alignment with LEA’s Vision of Instructional Improvement**

The proposed HCMS is closely aligned with each LEA’s instructional improvement vision and organization goals (see Commitment Letters in Part 6). In the Spring of 2012, LEA leadership and Rutgers staff met numerous times to discuss LEA goals and needs in the designing of the proposed HCMS. For example, North Plainfield’s *vision of instructional improvement* closely follows the Danielson Framework for Teaching by targeting (1) instructional planning, (2) instructional process, (3) assessment-based instruction, and (4) PD. LEA leaders reported a strong desire to incorporate technology and innovations to improve teachers’ instructional practices and curriculum alignment to the common core standards for math and language arts literacy. These goals are aligned with the proposed EES and PD system.

Visions of instructional improvement from the other three LEAs are also closely aligned with the SSI Project. Like North Plainfield, Asbury Park closely follows the Danielson Framework for Teaching. Their goals are: (1) district reorganization leading to improved curriculum management, (2) student assessment and program evaluation, and (3) enhanced educator evaluation methods linked to a PD system. Since 2010, Asbury Park has been implementing a three phase approach to accomplishing this vision, which includes: (1) aligning

educational goals from the student level to the community level, (2) improving educator evaluation to meet these goals, and (3) preparing the leadership necessary to carry out these aspirations. The Asbury Park School District is strongly committed to expanding their current evaluation efforts and is in full support of the proposed EES.

Hillside School District's vision of instructional improvement includes four key competencies and behaviors: (1) content area knowledge, (2) pedagogical capabilities, (3) communication skills, and (4) professionalism. Hillside's goals are: (1) continue to improve academic growth of all students and in particular increase math scores for 3<sup>rd</sup> through 8<sup>th</sup> graders by 5% through the adoption of a new math curriculum, expanded professional development, and teacher coaching model, (2) increase utilization of technology to enhance instructional effectiveness and alignment of curriculum to common core standards, (3) improve communication and outreach to all stakeholders through the use of technology, and (4) increase minority recruitment of teachers and professional staff (goals of the proposed HCMS).

Lakewood's vision of instructional improvement involves moving toward data driven instruction that can identify where each student is academically, where they need to be, and what teachers can do to get them there. To achieve this, the district is aligning their curriculum to a rigorous K-8 assessment system that will be linked to specific teacher interventions to support student achievement. A key component of this vision is the creation of a positive climate for reform and professional growth. Their vision matches the proposed HCMS' systemic and organizational model for affecting school reform via student and teacher assessment methods.

Collectively, the four LEAs' instructional improvement visions and organizational goals are strongly aligned with the proposed HMCS and SSI Project priorities and performance objectives. The SSI Project will include rigorous evaluation systems for teachers and principals,

empirically supported PD, and differentiated compensation to reward and increase teacher and principal effectiveness for improving student growth and achievement. Evidence-based assessment and PD, innovative models of teacher mentorship, and utilization of state-of-the-art technology will be the core features of the proposed HCMS. Additionally, the HCMS is designed to maximize school capacity and sustainability beyond the grant period (see Sections E Management Plan and F Sustainability pages 48-60).

### **SSI Project LEAs' Feasibility and Commitment to Implement HCMS**

The HCMS has been developed in collaboration with LEAs and aligned with LEA instructional improvement visions. The HCMS's recruitment, development, and retention plans build on existing LEA-wide evaluation and personnel policies. All LEAs have prioritized educator evaluation and initiated systemic changes based on criteria expressed in the Danielson Framework for Teaching. Also, the LEAs have established relationships with local universities and colleges for recruitment efforts, and they have basic induction and mentorship in place. As described in Section D (Involvement of Educators pages 46-48), LEA leadership and teachers are strongly committed to the implementation of the proposed HCMS and believe the HCMS will aid them in achieving their instructional improvement visions and organizational goals.

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

Two EESs, one for teachers and one for principals, are central to the SSI Project. Both evaluation systems include **multiple methods** and **multiple sources of evidence**, including student growth on achievement tests to a significant degree, while also considering practices that are critical to being competent as a teacher or principal.

The proposed EESs are strongly influenced by the NJ Educator Effectiveness Task Force's Interim Report (March, 2011). The task force was composed of nine members with

expertise in and knowledge of education policy, administration, and teaching. The Task Force was formed by Governor Christie in 2010 for the purpose of helping “*New Jersey create a new system for evaluating teachers and principals that leads to substantial and lasting improvements in public education*” (Task Force, 2011, p. 9). We share the Task Force’s perspective that educator effectiveness evaluation includes both the **inputs** (i.e., competency as a teacher or principal) and the **outputs** (i.e., student growth in achievement) of the schooling process, and that both inputs and outputs should be weighted equally. The proposed Teacher Evaluation System (TES) and the Principal Evaluation System (PES) are similar in structure, including multiple sources of highly reliable and valid data. All measurement components of the TES and PES have been reviewed and strongly approved by LEA leadership and educators (see Section D Involvement of Educators pages 46-48).

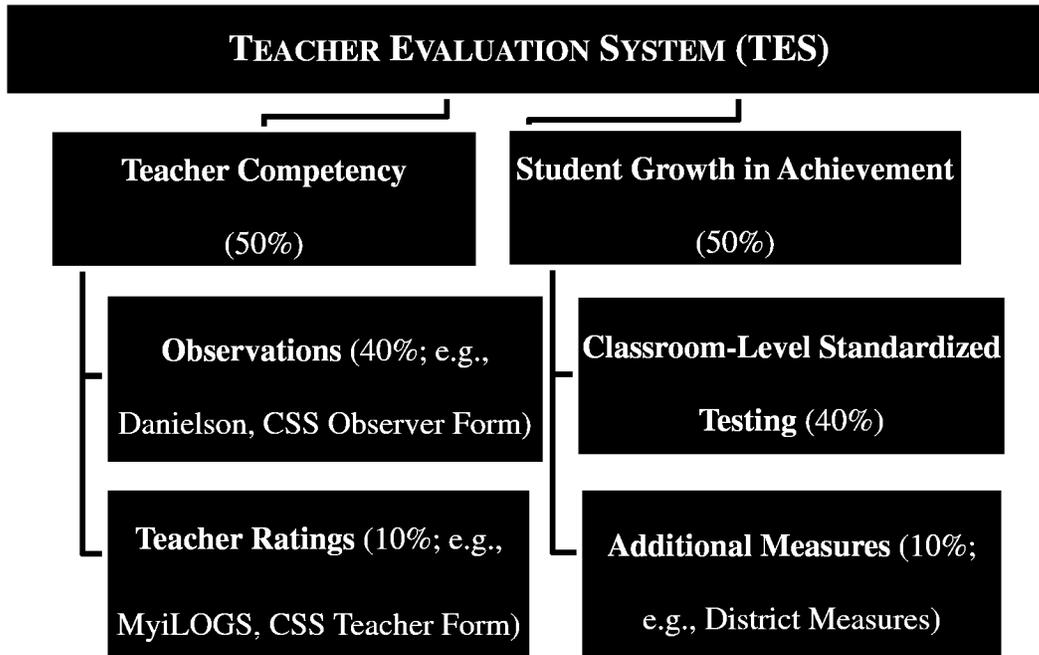
In congruence with the Task Forces’ recommendations, it is anticipated that the evaluation period of the EES will be for the duration of one year. Observation based data for the EES will be collected during this time (October to June) via four to six formal observations. Student achievement data will also be collected throughout the year and at the beginning of the next school year when standardized test results become available. EES data will be reviewed prior to the beginning of next school year to make HCMS, PBCS, EES, and PD decisions.

### **Teacher Evaluation System (TES)**

Teaching facilitates student learning, which can be characterized as positive changes or growth in students’ understanding, as indicated on standardized tests. However, effective teaching is only one of a myriad of factors (e.g., student attendance, nutrition, emotional stability) that contribute to student learning. Student achievement is a distal outcome of educator effectiveness, while teacher competence is a more directly related construct. Teacher competence

can be quantified using direct observations and teacher self-report measures. The TES is equally founded in these two complementary methodologies for characterizing teacher effectiveness.

Figure 3. SSI Project Proposed TES



**TES Framework.** Starting in Year 2 and for each subsequent year, the TES will be implemented LEA-wide and will identify individual teachers as performing in one of four performance levels as indicated by the NJ Task Force (2011): *Not Effective*, *Developing*, *Effective*, and *Highly Effective*. As indicated in Figure 3, performance levels of effectiveness will be determined by a formula that is based half on Teacher Competency and half on classroom-level Student Growth in Achievement. Of the half that is based on competency, findings from Observations (OBS) will be weighted four to one compared to Teacher Self-Report Ratings (TR). Of the half that is based on classroom-level student growth, Standardized Testing (ST) will

be weighted four to one against Additional Measures (AM). These weights were developed by the SSI Project leadership team, and are consistent with the recommendations of the New Jersey Task Force (2011). For each of the four sources of information, a score of one through four will be assigned annually (1 = *Low*, 2 = *Below Average*, 3 = *Above Average*, 4 = *High*), with higher numbers corresponding to better performance based on each measure type. The formula for determining the teacher’s total score (TTS) in each year will be as follows: **TTS = (4 x OBS) + (1 x TR) + (4 x ST) + (1 x AM)**. This system of combining data again follows the recommendations of the Task Force (2011). Table 1, demonstrates total scores ranging from 10 to 40, and map to the four performance levels.

*Table 1. Proposed TES and PES Performance Levels by Score Range*

<b>Performance Level</b>	<b>Score Range</b>
<b>Highly Effective</b>	33 to 40
<b>Effective</b>	25 to 32
<b>Developing</b>	17 to 24
<b>Not Effective</b>	10 to 16

**TES Examples.** For example, Teacher 1 may be found *Effective* even if she has below average teaching competence based on direct observations (OBS = 2) and teacher self-report ratings (TR = 2). This could happen based on high student growth on Standardized Testing (ST = 4) and high student growth on Additional Measures (AM = 4). Her calculations for the year would be as follows:

$$\text{TTS} = (4 \times \text{OBS}) + (1 \times \text{TR}) + (4 \times \text{ST}) + (1 \times \text{AM})$$

$$\text{TTS} = (4 \times 2) + (1 \times 2) + (4 \times 4) + (1 \times 4)$$

$TTS = 8 + 2 + 16 + 4 = 30$ , Performance Level is *Effective*

Teacher 2 may also be found *Effective*, even though his profile is very different. He may have high teaching competence based on direct observations (OBS = 4), but below average competence based on teacher self-report ratings (TR = 2), as well as on student growth on Standardized Testing (ST = 2) and on Additional Measures (AM = 2). His calculations for the year would be as follows:

$TTS = (4 \times OBS) + (1 \times TR) + (4 \times ST) + (1 \times AM)$

$TTS = (4 \times 4) + (1 \times 2) + (4 \times 2) + (1 \times 2)$

$TTS = 16 + 2 + 8 + 2 = 28$ , Performance Level is *Effective*

Teacher 3 may be found *Not Effective* based on low teaching competence based on direct observations (OBS = 1) and low student growth on Standardized Testing (ST = 1), while receiving high teaching competence based on teacher self-report ratings (TR = 4) and high student growth on Additional Measures (AM = 4). Her calculations for the year would be as follows:

$TTS = (4 \times OBS) + (1 \times TR) + (4 \times ST) + (1 \times AM)$

$TTS = (4 \times 1) + (1 \times 4) + (4 \times 1) + (1 \times 4)$

$TTS = 4 + 4 + 4 + 4 = 16$ , Performance level is *Not Effective*

Our formula ensures that any teacher who is low on classroom-level student growth in Standardized Testing (ST=1) and direct observations of teaching competency (PBS = 1) will be identified by the TES as *Not Effective*.

**LEA-Wide Implementation.** The SSI Project's TES is designed to be implemented LEA-wide. It will be used to evaluate the practice of all teachers, including general education, special education, and teachers of English Language Learners (ELLs). Additional measures,

observations, and teacher ratings will be available regardless of grade level, content area, or special student population served by a classroom. Standardized test scores will also be available.

The SSI Project team does not foresee any limitations in evaluating students from any special groups. However, in the event that modifications will need to be considered, the SSI Project team includes leaders and consultants with expertise in general education, special education, and non-academic content, as well as in assessment of minorities, ELLs, and students with disabilities (see Section E Management Plan pages 48-58).

**Proposed TES Measures.** The TES consists of multiple measures to assess both Student Growth in Achievement and Teacher Competency. Student Growth in Achievement is evidenced by performance on large-scale proficiency tests and additional measures currently used by each LEA. Teacher Competency is evidenced by: (1) direct classroom observations (i.e., Danielson Framework of Teaching and Classroom Strategies Scale [CSS] Observer Form) conducted by principals or Master Mentor Teachers and (2) teacher-reported coverage of the NJ Common Core State Standards using MyiLOGS and the CSS Teacher Form.

The TES teacher competency measures are fully aligned with the Interstate Teachers Assessment and Support Consortium (InTASC) Core Teaching Standards (see Table C in [Part 6](#)). Also, large-scale proficiency tests, additional measures, and direct observations will yield performance levels of teacher effectiveness that will be entered into the aforementioned formulas. While MyiLOGS and the CSS Teacher Form also yield data related to teacher effectiveness (e.g., time on instruction, content coverage, use of instructional practices), the computation of TES performance levels will only include teachers' timely completion of MyiLOGS and the CSS Teacher Form (i.e., not score data). The rationale for this decision is twofold: (a) timely completion of MyiLOGS and the CSS Teacher Form results in known

beneficial teacher self-monitoring and positive behavior change; and (b) use of credit for timely completion of these two measures (as opposed to credit for higher scores) reduces the potential of teacher self-reporting bias for high-stakes decision making (e.g., tenure, promotion, PBCS).

Given that teacher evaluation involves high stakes decision-making (e.g., dismissal, tenure, promotion, PBCS), it is absolutely critical that measures used to evaluate educators' effectiveness be of an extremely high quality, so that users can have faith in inferences drawn from their scores. The SSI Project only incorporates instruments yielding scores that have high reliability and validity. The reliability or consistency of scores yielded by an instrument is an essential prerequisite to being able to draw valid inferences. Reliability is often estimated using an index of how well items on a test fit together (e.g., coefficient alpha), or by calculating correlations between administrations at two different times (i.e., test-retest reliability) or between two different raters or observers (e.g., inter-rater reliability or agreement). Investigators conceptualize the construct validity of each instrument using a framework introduced in the *Standards for Educational and Psychological Testing* (American Educational Research Association [AERA], American Psychological Association [APA], and National Council on Measurement in Education [NCME], 1999), which incorporates multiple forms of evidence indicating that each score represents that which it is intended to represent. The *Standards* identify four forms of construct validity evidence: (1) *content validity*, or the degree to which the content of a measure reflects its intended construct; (2) *validity based on response processes*, or the degree to which the respondents to a measure interact with it as intended; (3) *internal structure validity*, or the degree to which the various parts of a measure fit together in the way that was intended; and (4) *validity based on relations to other variables*, or the degree to which scores agree or disagree with scores from measures of similar or dissimilar constructs. A

comprehensive reliability and validity argument typically includes several of these forms of evidence and explains how they are interrelated.

Large Scale Proficiency Tests in NJ. The NJ Assessment of Skills and Knowledge (NJ ASK) is administered to students in NJ 3<sup>rd</sup> grade through 8<sup>th</sup> grade, and in 11<sup>th</sup> grade as the High School Proficiency Assessment (HSPA; NJ Department of Education, 2011). Content areas include language arts literacy (LAL) and mathematics. The NJ ASK is designed to indicate progress students are making in mastering the knowledge and skills described in NJ's Core Curriculum Content Standards (CCCS), and to fulfill the requirements under the 2001 No Child Left Behind (NCLB) Act. Based on NJ ASK scores, students are categorized as Partially Proficient, Proficient, and Advanced Proficient.

The LAL tests cover writing (one persuasive prompt and one explanatory prompt) and reading (Working with Text and Analyzing Text). The reading section includes 18 to 36 multiple-choice questions and 3 to 6 open-ended/constructed response questions per grade level. The LAL tests take between three and four hours to administer.

The reliability and validity argument for the LAL tests of the NJ ASK is good. The tests have adequate reliability as quantified using coefficient alpha (.81 to .84) at the third and fourth grade levels, and good reliability (.87 to .91) at the higher grade levels. Content validity for the tests was confirmed by a New Jersey Teacher Advisory Committee's critical review of items for alignment to state standards and freedom of bias. Internal structure validity was evidenced by a pattern of correlations shared by scores within content area exceeding correlations between scores from different content areas.

The mathematics tests cover Numbers and Operations; Geometry and Measurement; Patterns and Algebra; and Data Analysis, Probability, and Discrete Mathematics. The

mathematics test includes 32 to 35 multiple-choice questions, 6 to 8 short constructed-response items, and 3 extended constructed-response items per grade level. The mathematics tests take a little more than 2 hours to administer.

The reliability and validity argument for the mathematics tests of the NJ ASK is good. The tests have good reliability as quantified using coefficient alpha (.90 to .92) across grade levels. Content validity for the tests was confirmed by a NJ Teacher Advisory Committee's critical review of items for alignment to state standards and freedom of bias. Internal structure validity was evidenced by a pattern of correlations shared by scores within content area exceeding correlations between scores from different content areas.

Tests at Additional Grade Levels. The SSI Project will include tests of student growth in achievement for all educators (Kindergarten through 12 grade). A competitive proposal will be selected for a vendor to produce tests for Kindergarten, 1<sup>st</sup>, 2<sup>nd</sup>, 9<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> grade levels. Doing so will allow student growth to be measured using highly reliable and valid standardized tests at each grade level (i.e., LEA-wide). The vendor will produce tests similar to the NJ ASK, in order to (1) increase teachers' and principals' trust in the student growth data for the TES and PES and (2) enhance the overall psychometric quality and comparability of student growth data LEA-wide (K-12 grades). The addition of these tests is consistent with the NJ Task Force's (2011) recommendation to "develop assessments capable of generating growth scores in as many additional subjects and grades as appropriate and financially feasible so growth scores can be calculated for more teachers."

Student Growth in Achievement Model. Incorporating new grade-level tests that are comparable to tests from NJ ASK will ensure that the TES will work equally well across all grades and LEAs. Standardized tests are the most objective tool available for measuring student

growth, and using the same measures in all participating schools is a major strength of the SSI Project. The NJ Department of Education characterizes student growth using student growth percentiles (SGPs; NJ Department of Education, 2012) in the Colorado Model and the four LEAs have experience measuring classroom growth using this model. The use of the Colorado Model represents a second major strength: the model is already used by the participating LEAs.

The Colorado Model characterizes student growth as the difference between achievement tests (i.e., NJ ASK) performance in consecutive years, compared to the projected achievement based on each student's historical results. According to an August 2011 white paper from The National Center for the Improvement of Educational Assessment (Betebenner, 2011), SGPs (used in the Colorado Model) describe how "typical a student's growth is by examining his/her current achievement relative to his/her academic peers" (p. 3, Betebenner, 2011). In the simplest case, a student who has only taken one achievement test in the past has her growth compared with the growth of all other students who have obtained that same score at that same grade level (i.e., academic peers). Over the years, as a student develops a longer history of annual achievement testing, more scores are entered into the model to better predict the amount of growth that should be expected. A student with an SGP of 75 showed an improvement over the previous year to a degree that equaled or exceeded the improvement of 75 percent of all other students who had a similar history of achievement performance.

SGPs can be aggregated at the classroom, school, or district level, and reported as median scores indicative of educational effectiveness. In comparison to competing models of student growth, the Betebenner SGP models require neither vertical scaling across grades nor interval scaling within or across grades. The information provided by the SGPs in the Colorado Model is relatively easy to understand, compared to value-added models that may input additional

variables (e.g., demographics) in an attempt to isolate school and teacher effects. The Colorado Model is a good fit within the SSI Project's TES and PES, which are designed to reflect teacher and principal contributions by *combining* student growth data *with* data on educator competencies, rather than attempting to express everything in a single index that may be difficult to interpret.

Additional LEA-Wide Measures. As mentioned, the TES will include additional measures identified as useful by LEAs. While these data are less comparable across SSI Project LEAs, the measures are valued by LEAs and will be included in the EES to an appropriate extent (10% of the total evaluation). To that end, the EES will be customized by district and school to include the measures valued by each. Some of these additional measures include district specific end-of-quarter tests, the Measures of Academic Process (MAP), Star Reading, the Developmental Reading Assessment – Second Edition (DRA-2), Everyday Mathematics, and MyAccess. MAP assessments are adaptive and online, and are available for reading, language arts, mathematics, and science at various grade levels. Star Reading is also an adaptive, online assessment that provides immediate feedback on 36 reading skills across five domains. The DRA-2 is a reading assessment that addresses reading engagement, oral reading fluency, and comprehension, and has a great deal of reliability and validity evidence. Everyday Mathematics is a widely used curriculum that comprehensively covers mathematics skills at kindergarten through sixth grade levels. MyAccess is an online writing assessment that provides immediate feedback and instruction using artificial intelligence. The aforementioned constitute just a sample of the additional measures that will be considered as Additional Measures as part of the EES.

Danielson Framework-Teaching Evaluation Instrument. The LEAs participating in the SSI Project already employ the Danielson Framework in their evaluation of teachers (Danielson,

2011). The Danielson Framework is grounded in a research-based set of components of instruction, the Interstate Teachers Assessment and Support Consortium (InTASC) Core Teaching Standards, and a constructivist view of learning and teaching. The Teaching Evaluation Instrument employs observations to evaluate teachers based on seventy-six elements of effective practice, organized into twenty-two components within four domains. The domains include Planning and Preparing for Student Learning (Domain 1), Creating an Environment for Student Learning (Domain 2), Teaching for Student Learning (Domain 3), and Professionalism (Domain 4). On each element, teachers are rated as Distinguished, Proficient, Basic, or Unsatisfactory. Data used to inform the ratings emanate from observations and from portfolio review. The framework is designed to be flexible to fit the needs and preferences of the districts in which it is implemented. Details such as who will serve as evaluator (observer), how many observations will be used, and what evidence warrants advancement along a professional track may vary by LEA (Charlotte Danielson will provide consultative input on the implementation of the Danielson Framework; see letter of support in Part 6). However, the framework promotes high quality assessment by including guidance for making these decisions (e.g., a process for training and certifying the evaluators).

Since the Danielson Framework will influence high stakes decisions for teachers, it is paramount that all persons using the Framework to evaluate teachers use it accurately and reliably. Observer training and calibration for the Danielson Framework will be a rigorous process with multiple methods testing for rater accuracy and high degrees of inter-rater reliability. All observers will be required to undergo a six-day intensive workshop that includes training on the following components: (1) theoretical background of the Danielson Framework, (2) training on how use the framework for observing teachers, (3) critical observer skills and

competencies, and (4) the skills necessary to successfully train future observers. In addition to undergoing the workshop, all Danielson Framework observers will participate in the Teaching Proficiency System, an online training and certification program for the Danielson Framework. Observers will be required to complete the 7.5 hours of online training modules and practice coding videos before undergoing an observer certification test that assesses their accuracy in rating teachings with the framework. To maintain high observer reliability and accuracy, at the start of each project year, all observers will be required to pass recertification tests through the Teachscape system.

The reliability and validity argument for the Danielson Framework – Teaching Evaluation Instrument is good. Based on a large pilot study ( $n = 257$  teachers), Sartain et al. (2011) concluded that principals rated teachers reliably at the low end and middle of the scale, and most often agreed with outside observers. Content validity for the indices of the framework is evidenced by principal and teacher testimony that the framework has made conversations more reflective, more evidence-based, less subjective, and more grounded in a shared language about instructional practice and improvement. Validity based on relations to other variables has been evidenced using student achievement as a criterion variable (Kane, Taylor, Tyler, & Wooten, 2010; Sartain et al. 2011). In the Sartain et al. (2011) study, researchers found that student achievement as characterized by value-added scores was higher at each increasing level of teacher performance. In another study, Kane et al. (2010) found that combinations of scores from the instrument have been shown to predict achievement in previous, current, and following years to the expected degrees in both reading (49% to 57% of variance explained) and mathematics (48% to 62% of variance explained).

Classroom Strategy Scale (CSS). The CSS is brief classroom observation measure grounded in decades of research on instructional and behavioral management practices and aligned with the InTASC core teaching standards. The CSS includes Observer and Teacher Forms. The CSS Observer Form is composed of three assessment stages and the Teacher Form is composed of two assessment stages that include empirically supported items/strategies (e.g., Bender, 2007; Kalis et al., 2007; Marzano, 1988).

The CSS is conducted both during and after classroom observations. During the classroom observation, the observer completes the Stage 1 (Teacher Behavior) assessment, which asks observers to count the frequency at which teachers employ eight behaviors related to instruction and behavior management. Following the observation, observers complete the Stage 2 (Strategy Rating Scales), which consists of a Positive Instructional Strategies (PIS) and Behavioral Management Strategies (BMS) Scales. The PIS scale (26 items) includes a total scale, two composite scales, and five subscales. The BMS scale (25 items) includes a total scale, two composite scales, and four subscales (see Figure A in [Part 6](#)).

On the PIS and BMS strategy rating scales, observers rate how often (*Frequency Rating*) teachers used specific positive instructional and behavioral management strategies on a 7-point Likert scale (1 “never used”, 3 “sometimes used”, 7 “always used”) and then rate how often the teachers *should have* used each strategy (*Ideal Frequency*) on a 7-point Likert scale (1 “never used”, 3 “sometimes used”, 7 “always used”). Discrepancy scores are then calculated between the Ideal and Frequency items (Ideal – Frequency), indicating the under use, appropriate use, or over use of a specific item/strategy. Stage 3: Classroom Checklist is completed after the classroom observations and assesses the presence of 10 specific items or procedures in the

classroom related to classroom structure and procedures. Average completion time for observers is 75 minutes (Observer Form) and for teachers is 10 minutes (Teacher Form).

Like the Danielson Framework, the CSS will be used in the TES to guide high stakes decisions for teachers. Therefore a rigorous training program will be used to ensure reliability and validity of the evaluations using the CSS. All observers using the CSS to evaluate teachers will be required to attend a 3 day workshop that includes training on the following: (1) theoretical background of the CSS, (2) training on how to use the CSS for observing teachers, (3) observer skills and competencies, and (4) the skills necessary to successfully train future observers. Following the three-day workshop, observers will be required to pass an observer certification and reliability test. The test will be conducted via an online format and require observers to reach a reliability rating of at least 80% with CSS master coders. To maintain high observer reliability and accuracy, at the start of each project year, all observers will be required to pass recertification tests. The Danielson Framework and CSS provide **distinct and complimentary data** on teaching effectiveness and will be important inputs for the TES and proposed PD system.

The reliability and validity argument for the CSS is good. The CSS has strong internal consistency (Cronbach alphas of .92-.93) across Stages 1 through 3. Good inter-rater reliability was found for the Stage 1 (Classroom Observation) Total Behaviors ( $r = .94$ ; percent agreement = 92%), Stage 2 (Strategy Rating Scales) PIS and BMS Total scales ( $r = .80$ ,  $r = .72$ ; percent agreement between 92% and 88%), and Stage 3 Classroom Checklist ( $r = .86$ ; percent agreement = 91%). Good test-retest reliability (approximately 2 to 3 weeks, unadjusted) was found for the Stage 1 Total Behaviors ( $r = .70$ ; percent agreement = 81%), Stage 2 PIS and BMS Total scales

( $r = .86$ ,  $r = .80$ , percent agreement between 93% and 85%), and Stage 3 Classroom Checklist ( $r = .77$ ; percent agreement = 81%).

Evidence based on relations to other variables was tested in a number of studies. In a study with 125 teachers (Reddy, Fabiano, & Dudek, in press), the CSS was found to have good convergent and divergent validity with the Classroom Assessment Scoring System (CLASS), a well-established measure of teacher and classroom quality (Pianta, La Paro, & Hamre, 2008). The CSS Strategy Rating Scales (PIS and BMS discrepancy scores) have been found to be highly predictive of student math and language arts statewide testing scores. Teachers rated as having higher discrepancy scores (greater need for change in specific practices) on their instructional and behavioral management practices were found to have higher percentages of students below language arts and mathematics proficiency benchmarks (Reddy et al., 2012). Finally, in a randomized clinical trial of 90 teachers, CSS scores were found sensitive to change following teacher consultation (Reddy & Fabiano, 2012).

Instructional Learning Opportunities Guidance System (MyiLOGS). MyiLOGS is an online teacher log that allows teachers to efficiently record standards-based instruction at the class and student levels on a daily basis. Teachers use the tool to document their classroom instruction along all three key dimensions of the enacted curriculum: time, content, and quality. To this end, MyiLOGS provides teachers with an instructional calendar that features an expandable sidebar, which lists the skills that comprise the intended academic standards as well as custom objectives and IEP objectives (see Figure B in [Part 6](#)). Teachers can drag and drop skills onto the respective calendar days and indicate the number of minutes allocated to each skill. On a subsample of days, teachers are further asked to report on additional time emphases (in minutes) related to the academic skills listed on the calendar according to cognitive demands

(e.g., recall, analyze), instructional groupings (e.g., small group, whole class), and use of evidence-based instructional practices (e.g., direct instruction, reinforcement). Figure C in [Part 6](#) shows the MyiLOGS matrices. The information logged by teachers yields indices related to (a) Instructional Time on Standards (Min/Day and %), (b) Instructional Time on Custom Objectives (Min/Day and %), (c) Instructional Time on IEP Objectives (Min/Day and %), (d) Non-instructional Time (Min/Day and %), (e) Content Coverage (%), and (f) three scores related to time emphasis of higher-order cognitive processes, evidence-based instructional practices, and /individual/small group formats. Average completion time based on the results of a large-scale study (Kurz et al., 2012) was 6 minutes per week.

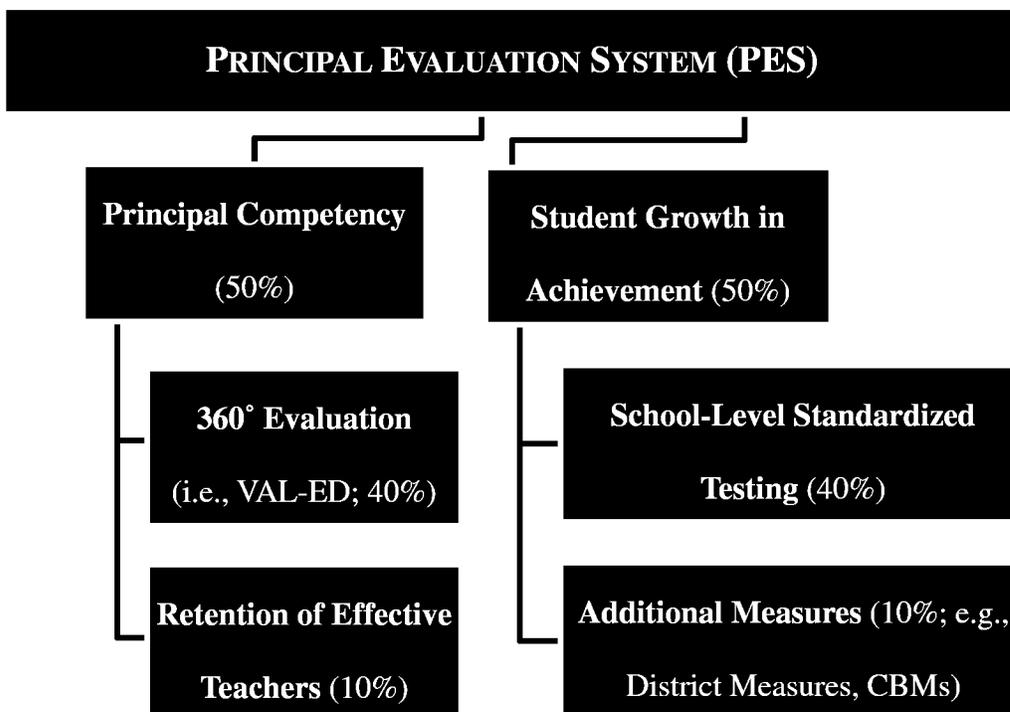
The reliability and validity argument for MyiLOGS is good. The logs have good reliability as quantified using coefficient alpha, which ranged from  $\alpha = .98$  to  $\alpha = .99$  across the five indices. Test-retest reliability averaged  $r = .72$  across indices at a 1-month time interval. Content validity for the indices was ensured by a panel of experts who reviewed and refined the respective OTL indices. Validity based on response processes was evidenced by 92% of participants using MyiLOGS correctly without prompting, and 100% using it correctly when provided a single prompt. Internal structure validity analyses of MyiLOGS indicated that the various indices measured relatively independent constructs, with no pair of the five sharing a correlation greater than  $r = .38$ . Validity based on relations to other variables was evidenced by the extent to which teacher log data were in agreement with the log data of independent observers recording the same lesson percent agreement = 77%.

### **Principal Evaluation System (PES)**

As with teachers, the ultimate goal of any principal or other school leader is to maximize student learning which can be characterized as student growth on achievement tests. Growth in

achievement is influenced by a large number of variables beyond principal effectiveness, so more direct measures must be included in a comprehensive evaluation. Principal competency can be evidenced through a comprehensive evaluation from supervisors, peers, and supervisees (i.e., teachers), commonly known as a 360° evaluation, as well as through a principal’s rate of retaining teachers who are effective. The SSI Project’s PES can be used to evaluate principals using both Student Growth in Achievement and Principal Competency.

Figure 4. SSI Project Proposed PES



### PES Framework

Each year, the multi-method Principal Evaluation System (PES) will identify each principal as performing in one of four performance levels as indicated by the NJ Task Force (2011): *Not Effective, Developing, Effective, and Highly Effective*. As indicated in Figure 4, performance levels will be determined by a formula that is based half on Principal Competency

and half on School-Level Student Growth in Achievement. Of the half that is based on competency, findings from the 360° Evaluation (EVAL) will be weighted four to one compared to Retention of Effective Teachers (RET). Of the half that is based on student growth, Standardized Testing (ST) at the school level will be weighted four to one against Additional Measures (AM). Basing half of the formula on student growth ensures that principals will strive to focus every teacher, and the school community generally, on student growth. Unlike teachers, who directly instruct students, principals will only be able to affect this critical outcome by taking strong leadership and communicating the importance of student growth to teachers and other members of the school community. These weights were developed by the SSI Project team, and are consistent with the recommendations of the NJ Task Force (2011). For each of the four sources of information, a score of one through four will be assigned annually, with higher numbers corresponding to better performance based on each type measure. The formula for determining the principal's total score (PTS) in each year will be as follows:

$$\text{PTS} = (4 \times \text{EVAL}) + (1 \times \text{RET}) + (4 \times \text{ST}) + (1 \times \text{AM})$$

Total scores range from 10 to 40, and map to the four performance levels, as defined in Table 1. The PES directly mirrors the TES, with one major input (EVAL) supplemented by a minor input (RET), and one major output (ST) supplemented by a minor output (AM).

**Proposed PES Measures.** Like the TES, the SSI Project's PES relies on multiple measures to characterize both the Principal Competency and the Student Growth in Achievement aspects of their job performance. Student Growth in Achievement is evidenced using the same tools described in the TES section, except scores are aggregated exclusively at the school level. Principal Competency is evidenced primarily through the Vanderbilt Assessment of Leadership

in Education (VAL-ED; Porter et al., 2008), and secondarily through the rate of retention of effective teachers.

VAL-ED. The VAL-ED is an evidenced-based, multi-rater scale that assesses principals' learning-centered leadership behaviors known to directly influence teachers' performance, and in turn students' learning (Porter et al., 2008). The VAL-ED measures critical learning-centered leadership behaviors for the purposes of diagnostic analyses, performance feedback, progress monitoring, and PD planning. Each principal is evaluated through VAL-ED by her or his supervisors, her or himself, and her or his teachers using an online submission system that ensures confidentiality. The result is a 360° evaluation that provides formative and summative feedback for the principal. Each principal is categorized as *Ineffective*, *Minimally Effective*, *Satisfactorily Effective*, *Highly Effective*, or *Outstandingly Effective*.

The content of VAL-ED is aligned to the Interstate School Leader Licensure Consortium (ISLLC; 2008) standards. Principals receive scores based on six core components (i.e., High Standards for Student Learning, Rigorous Curriculum, Quality Instruction, Culture of Learning and Professional Behavior, Connection to External Communication, and Performance Accountability) and on six key processes (i.e., Planning, Implementing, Supporting, Advocating, Communicating, and Monitoring) that are critical to their job performance.

VAL-ED key components and processes are aligned with the TIF program, and LEAs and SSI Project beliefs of effective leadership. Each principal's behavior toward every teacher, and the school community generally, on student growth is reflected by the core components of High Standards for Student Learning, Quality Instruction, and Performance Accountability, as well as by the key processes of Planning, Implementing, and Monitoring. (In addition, due to the influence of student growth within the PES, each principal will be motivated to focus teachers

and community members on its importance.) Each principal's behavior toward establishing a collaborative school culture focused on continuous improvement is reflected by those same three components, as well as by the core component of Culture of Learning and Professional Behavior, and the key processes of Implementing and Communicating. Each principal's support of the TES and PD connected to its measures (e.g., CSS, MyiLOGS) will be reflected in these core components and key processes. Also, VAL-ED links to its own PD program, allowing principals to model continuous improvement. Each principal's behavior toward supporting the academic needs of special student populations is addressed by the core component of Connection to External Communication, a skill that allows a good leader to stay current with best practices, as well as by the key processes of Supporting and Advocating. These skills will address a principal's proficiency at supporting and advocating for special populations, including students with disabilities and English learners, for example, by creating systems to support successful innovative practices (e.g., co-teaching, research-based intervention services, instructional accommodations).

The reliability and validity argument for VAL-ED is very good. Coefficient alphas at the total score level range from .98 to .99. Content validity for the tests was ensured by conducting a sorting study in which nine principals identified the core component and key process connected to each item; accuracy was 75% for each component and 76% for each process. Validity based on response processes was evaluated in cognitive labs, where respondent "thought aloud" while interacting with the instrument. Respondents indicated that VAL-ED reflects key leadership behaviors of principals. Internal structure validity was evaluated using confirmatory factor analyses, one focusing on the six core competencies and one focusing on the six key processes, both yielding goodness-of-fit indices of .99.

Retention of Effective Teachers (RET). Consistent with the recommendations of the NJ Task Force (2011), each principal will be placed in one of four performance levels annually for RET. RET will be based on a simple percentage of those teachers rated as effective in a given year who are retained in the school the following year. Table D in Part 6 outlines the performance levels connected to various teacher retention rates. The SSI Project team considered a more complicated system that would incorporate any activities (recruitment, hiring, PD) that would increase the number of effective teachers in a classroom, but the simpler percentage retained is preferred. More complicated systems opened two possibilities that we seek to avoid: (1) combination of noncomparable data based on teachers already in the district and those that are newly hired, and (2) the conflict of interest present if principals could improve their own compensation by rating their teachers higher based on observations.

### **C. PD Systems to Support the Needs of Teachers and Principals**

PD is a systematic effort to change the knowledge and skills that can improve student learning (Guskey, 2002). Based on review of over 1,300 studies, Yoon et al. (2007) noted that effective PD systems can increase the average student achievement by 21 percentile points compared to the average achievement of control group students. Research has reached consensus on the core features of **effective PD** (Desimone, 2009). Building on this knowledge base, the SSI Project PD system (a) aligns with all core features of effective PD; (b) incorporates existing, empirically supported PD programs of participating LEAs; and (c) substantially advances existing programs by incorporating **job-embedded, personalized PD** grounded in classroom observations, teacher self-monitoring, and instructional coaching. This innovative PD approach strictly utilizes validated instruments both at the **teacher level**—the Danielson Framework (Danielson, 2001), the CSS (Reddy, 2012), MyiLOGS (Kurz, Elliott, & Shrago, 2009)—and the

**principal level**—VAL-ED (Porter et al., 2008). In addition, technology-based platforms are used to ensure the efficient and timely delivery of PD to individual educators and schools. As such, the proposed PD system is designed to deliver comprehensive excellence by developing and sustaining the knowledge, skills, and practices necessary for highly effective teaching and leadership.

### **Evidence for PD System to Improve Teacher Instructional Practices**

All components of the PD system are aligned with the five core features of effective PD (Desimone, 2009): (1) *content focus* (i.e., focus on subject matter content and how students learn that content); (2) *active learning* (i.e., observing expert teachers or being observed, interactive feedback and discussion, reviewing students work and leading discussion); (3) *coherence* (i.e., the extent to which teacher learning is consistent with teachers’ knowledge and beliefs and reform policies); (4) *duration* (i.e., the span of time over which the activity is spread and the number of hours spent in the activity); and (5) *collective participation* (i.e., interaction and discourse among teachers from the same school, grade, or department) (see Table E in [Part 6](#)).

The components of the PD system are further aligned with the entire set of core teaching standards established by the *Council of Chief State School Officers* (CCSSO) via its InTASC. InTASC standards describe what teachers should know and do to ensure all students reach the goal of being ready to enter college or the workforce (see Table C in [Part 6](#)).

**Danielson Framework.** As noted, the Danielson Framework for Teaching is a research-based set of instructional components grounded in a constructivist view of learning and teaching that is used worldwide. For purposes of PD within the Danielson Framework, the TES categories—*Highly Effective*, *Effective*, *Developing*, and *Not Effective*—will yield teacher-specific ratings within these 22 components that are subsequently linked to individualized

growth targets. The PD for each teacher's targets is provided via easy-to-use, research-based **online multimedia content libraries** for effective instructional strategies, new teacher support, ELLs, mathematics, literacy, elementary science, and early childhood. These content libraries are organized into 44 topics that include 124 modules with over 2,500 videos and 10,000 learning resources. These libraries help teachers and instructional leaders deepen their understanding of academic content while developing effective strategies for improving teaching and learning. Based on the contingencies established through the PBCS, teachers are incentivized to develop professionally in the identified and targeted areas prior to their next evaluation.

The modules allow teachers to review research summaries that support the illustrated instructional practice and help them understand why and how the practice works. The modules further include classroom resources, such as lesson plans, sample student work, assessments of student work, and suggestions for addressing the diverse learning needs of students. To ensure active learning and integration into classroom practice, all modules include activities to build knowledge, such as reflective questions and exercises, as well as interactive tools that model conceptual ideas and allow participants to explore the content and enrich their learning experience. The content of the modules is based on current knowledge about how students learn and based on the work of Robert Marzano, Irene Gaskins, and Carolyn Evertson.

**Classroom Strategies Scale (CSS).** CSS Observer and Teacher Forms are used collaboratively to identify areas for suggested teacher growth, support, and PD. It is important to include information from an outside perspective (observer), but also equally important to direct teacher PD in areas the teacher identifies as personal areas of improvement (goals) and/or greater competence. The CSS measures nine areas related to empirically valid and supported instructional and behavior management strategies (see Figure A in [Part 6](#)). Both the Observer

and Teacher Forms assess how frequently the teacher uses these strategies and how often these strategies should ideally be used, based on the observed lesson. The discrepancy between the ideal frequency and actual frequency scores is a difference score that indicates desired direction and magnitude for change. The CSS Observer Form scores inform principals and instructional coaches of target areas for PD, while the CSS Teacher Form allows educators to monitor their own usage of instructional and behavioral management practices and plan areas for personal growth. CSS software tracks how teachers are making progress on the goals selected by their supervisors and by themselves. For purposes of PD, the CSS is designed to be used in an ongoing coach or mentor model. The evaluator uses data from their CSS observations to provide targeted and specific feedback to teachers. Also, the CSS scores can be used to enhance collaboration in professional learning communities.

**Instructional Learning Opportunities Guidance System (MyiLOGS).** The Instructional Learning Opportunities Guidance System (MyiLOGS; Kurz, Elliott, & Shrago, 2009) is an online measure designed to assist teachers with the **planning and implementing of intended curricula** at the class and student levels (Kurz, 2011). MyiLOGS provides teachers with a personalized report of their instructional data based on twelve indices along three enacted curriculum dimensions: **time, content, and quality** for instructional improvement.

An additional PD framework, the MyiLOGS Instructional Growth Plan (IGP), is used to structure teachers' engagement with their own instructional data to develop personalized goals of instructional improvement via Goal Attainment Scales (GAS). Teachers can review the MyiLOGS instructional feedback reports after logging approximately one month of instruction. These reports include tables and figures that detail a teacher's instructional provisions on the basis of the various OTL indices collected via MyiLOGS. Figure D in [Part 6](#) shows a collection

of three charts related to time allocations for state standards, instructional practices, and content coverage across the year. Over a dozen charts are available to teachers, several of which provide information for the overall class as well as individual students. Teachers thus have the ability to not only monitor the instructional provisions for their class, but also determine the extent to which they provide **differentiated instruction** for specific students.

The MyiLOGS IGP builds on teachers' ongoing self-reflection and monitoring of their own instructional inputs and processes, and structures their engagement in the instructional feedback reports by developing improvement goals based on personal data. Key aspects of the MyiLOGS IGP have been used for decades in human behavior change programs. Specifically, goal attainment scaling (Kiresuk & Sherman, 1968) has been used with adults in a wide range of behavior change programs and has been found to be an efficient method of goal setting and reactive measurement (Kiresuk, Smith, & Cardillo, 1994). The change strategies of coaching, modeling, behavioral rehearsal, self-monitoring, and self-reinforcement also have strong evidence for being effective when used with integrity to address performance deficits (Elliott & Gresham, 1991; Witt, Elliott, & Gresham, 1988). Note that teachers will have a choice regarding which of these change strategies they believe will be effective; some will seek additional support from an instructional coach or a colleague to model key instructional actions. Other teachers will primarily use the inherent self-monitoring and self-reinforcement features of MyiLOGS as change strategies.

### **Evidence for PD System to Improve Principal Leadership Practices**

**VAL-ED.** Any comprehensive educator PD system must further address the development and improvement of effective principal leadership practices. To this end, we have incorporated VAL-ED, a research-based principal evaluation tool designed to measure the leadership

behaviors known to affect changes in school performance, which in turn lead to student success. The proposed 360-evaluation model under the PES (Section B pages 32-37), which assesses these core components and key processes, is used to inform the proposed principal PD. Based on the norm-referenced and criterion-based VAL-ED data, a **personalized PD program** is created that provides comprehensive and constructive feedback to principals. This feedback is further aligned to the widely used Interstate School Leaders Licensure Consortium (ISLLC) standards. The proposed PD is supported by a PD coach and unfolds along three phases: (a) collaborative preparation and organization of individualized growth targets (6 hrs); (b) setting implementation guidelines and schedules (6 hrs); and (c) review and analysis of professional growth (6 hrs). The PD dosage of 18 hours is distributed across the school year and requires principals to incorporate their individualized growth targets into their daily practices. This job-embedded and personalized approach to PD is systemic to our entire PD program. The evidence supporting the likely efficacy of the teacher components for improving their instructional practices is provided next.

Because the PD system of the SSI Project is systemic, principals and other district administrative leaders will also benefit and develop professionally from the aforementioned teacher PD components. Principals are the main evaluators of instructional effectiveness and the front line of PD service delivery to teachers. Therefore, they must possess significant knowledge of effective instructional practices and the skills necessary to help teachers implement these practices in their classroom (e.g., scaffolding, modeling, coaching). The utilization of the Danielson Framework and CSS for teacher evaluation and PD simultaneously improves principal knowledge of effective instructional practice via exposure to empirically validated strategies and practices highlighted in these measures. Both assessments are aligned with recent empirical findings on effective instruction, and complement each other by providing a global view of

effective instruction (the Danielson Framework) and specific instructional strategies (the CSS). Furthermore, both measures include significant observation skills training, which will lead to the improved ability of principals to identify and monitor teachers' effective instructional practices and areas for suggested growth and development.

Furthermore, the combination of these two measures will enhance principals' delivery of PD services to teachers. Historical observation and feedback processes have placed principals' evaluations and teachers' instruction at odds with each other, often leading to disparate understandings of effective instruction and a fear of being evaluated. This has led to teachers' use of preplanned or specially prepared lessons that are designed to impress the observer and circumvent the evaluation process. As a result, this leads to ineffective PD service delivery since principals do not witness the true level of effective instructional practice in the classroom and teachers fail to receive vital feedback and support.

In contrast, the EES vision of instructional improvement via the Danielson Framework and CSS does not create a disparate knowledge or power base between teachers and principals. Instead, the proposed PD model brings principals' and teachers' ideas of effective instruction under the same umbrella and focuses on a collaborative discussion approach for interpreting classroom instruction and providing teachers with feedback. Both the Danielson Framework and CSS include training on PD service delivery components (e.g., scaffolding, coaching, modeling) related to each measure's effective instructional practices. By improving principals' abilities to provide PD services, teachers' growth and development will be enhanced, ultimately leading to improved student achievement.

### **Job-Embedded, Personalized PD Based on Data from the Educator Evaluation System**

All described components of the proposed PD system are personalized according to each educator’s abilities and needs identified during the processes for the TES and PES. That is, the evaluation categories for both teachers and principals are based, in part, on teacher and principal competencies. These competencies are assessed via the aforementioned measures—VAL-ED, the Danielson Framework, CSS, and MyiLOGS—the data from which is not only used to determine their TES and PES scores, but also to inform the PD for both teachers and principals. For example, a teacher may be found *Effective* due to high student growth on standardized testing (ST = 4) and above average growth on additional measures (AM = 3). However, her competence was judged to be below average based on observation (OBS = 2)—mainly a result of *Unsatisfactory* ratings for her management of classroom procedures and student behavior via Danielson Framework. Based on this specific information, the teacher can now engage in the “effective instructional strategies” content library and work through several modules on classroom and behavior management. Moreover, these modules will provide her feedback on her content acquisition and require specific implementation tasks in her own classroom. As such, this professional learning exhibits all key characteristics of job-embedded PD (Wolfe, 2001): (a) self-directed learning, (b) past experiences and data used to structure and understand new information, (c) on-demand learning relevant both in timing and content, and (d) problem-centered orientation based on the learner’s professional circumstances. This type of PD has shown to be effective in changing and sustaining adult behaviors (Sparks & Hirsh, 1997).

### **Timely and School-Based PD to Ensure Transfer of New Knowledge into Practice**

Our proposed PD system is predicated on sustainability, which requires capacity building at each LEA. To this end, we have incorporated a rigorous **train-the-trainer model** for all key

components of the proposed PD system (i.e., the Danielson Framework, CSS, MyiLOGS) during the initial planning year. These LEA-based trainers will be trained in the administration of these measures and their respective PD components. The ability to rely on these experts at the local district level allows the PD components, which are based on measures already in use as part of the EES, to be launched and implemented as soon as the TES and PES scores become available. In addition, the PD system utilizes these LEA-based trainers as **instructional coaches** at the various school sites for purposes of the CSS and MyiLOGS components. According to Knight (1998), instructional coaches typically employ seven practices: (a) “enrolling” teachers, (b) collaborative planning, (c) modeling lessons, (d) teacher-directed post-conferencing, (e) observing lessons, (f) collaboratively exploring instructional data, and (g) continually supporting teachers during implementation of new practices. A number of studies have indicated these seven practices of instructional coaching impact teacher attitudes (Edwards, Green, & Lyons, 1998; Edwards & Newton, 1995), teaching practices (Bush, 1984; Joyce & Showers, 1982; Showers, Joyce, & Bennett, 1987; Knight, 1998), teacher efficacy (Coladarci & Breton, 1997; Edwards & Green, 1999; Woolfolk & Hoy, 1990), and finally, student achievement (Sanders & Rivers, 1996; Wenglinsky, 2000). Our LEA-based trainers engage in all seven practices put forth by Knight and they do so on a school-by-school basis.

While instructional coaching is intended to support the transfer of new knowledge into practice, our PD components are also specifically designed to assist teachers in the implementation of their new practices. For example, MyiLOGS allows teachers to quickly track their instructional time, content coverage, and basic aspects of instructional quality. The accessibility and use of effective instruction tracking data will allow teachers to use their own instructional data to set individualized growth targets, which may include customized

instructional practices that come directly from the data of the Danielson Framework. For example, a teacher who struggles with classroom and behavior management may begin to learn more about effective management practices through the online PD modules, and subsequently decide to keep track of her instructional time dedicated to these new practices via MyiLOGS. She can then monitor, evaluate, and discuss her implementation practices at the MyiLOGS Instructional Growth Plan (IGP) meetings with her colleagues and the school-based Master Mentor teacher. Potential support needs can be addressed at these meetings, which should ultimately yield improved instructional practices as evidenced by observation scores on the TES evaluation. In essence, our PD approach prevents the shortcomings of typical one-size-fits-all workshops by including PD components that allow a range of teachers such as general and special educators as well as teachers of non-tested subjects to set meaningful PD goals that fit their particular student population and instructional context. This innovative approach to job-embedded, personalized PD grounded in classroom observations, teacher self-monitoring, and instructional coaching represents the cornerstone of the proposed EES to yield highly effective and internationally competitive teaching and leadership practices.

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

##### **Educator Involvement in the Design of the Proposed EES and PBCS**

For the past two years, Asbury Park, Hillside, Lakewood, and North Plainfield School Districts established LEA-wide committees for developing: (a) an EES and (b) PD initiatives. Each of these committees has included numerous teachers, union representatives, and administrators. The SSI Project is a natural extension of LEA educators' involvement and commitment to developing a comprehensive highly reliable and valid EES that guides PD services for teachers and principals. The proposed EES includes assessments (e.g., Danielson

Observational Framework) that are familiar to and have been used by the LEAs for years, thus building on what educators and principals find most useful for instructional practice.

For the SSI Project, general and special education teachers in the four LEAs will offer ongoing input on the tailoring of the EES and PBCS for specific LEA needs. First, Teacher Advisory Committees (TACs) will be established at each TIF school during the winter of 2012 (Project Year 1). At each school, the TAC will include teacher nominated members (e.g., three general education, three special education, and one union representative). During Project Year 1, the TACs will meet at least three times to generate specific feedback on the proposed EES and PBCS. Second, recommendations from each TAC will be shared with all TACs within the LEA. Third, an LEA-wide TAC will be formed that represents one member from each school TAC to enhance collaboration and LEA-wide consensus on the EES and PBCS.

### **Evidence that Educators Support the Elements of the Proposed EES and PBCS**

The proposed EES and PBCS have strong educator and administrator support across LEAs. For example, North Plainfield Public School's K-12 Instructional Council (eight appointed teachers, two principals, two district supervisors, the Superintendent, and the Assistant Superintendent) has voted (100%) in support of the SSI Project, as has their District PD Committee (six elected teachers and two administrators). Asbury Park's Educator Evaluation team (nine principals, six teachers, and one union representative) strongly supported the EES and PBCS, as well as the Curriculum and PD Council (assistant superintendent and six teachers). Hillside District-Wide Teacher Assessment Committee (thirteen appointed teachers, one union representative, one board member, and one parent) and PD Committee (four elected teachers, two administrators, and one Director of Guidance) each voted unanimously in support of the SSI Project. In Lakewood the EES and PBCS received strong support from three critical committees

directing current within district improvements. An ad hoc school climate evaluation committee voted (100%) in favor SSI Project. The Interim Assessment Committee, (responsible for designing the K-8 assessments) provided unanimous support as did the eight-member Parental Involvement Committee. Also, all four of the LEAs' boards of education voted in June of 2012, offering unanimous approval for the design and goals of the EES and PBCS (see Commitment Letters and Other Evidence of Educator Support in Part 6).

### **E. Management Plan**

For over 40 years, Rutgers and the Graduate School of Applied and Professional Psychology (GSAPP), has formed partnerships with LEAs to increase the capacity of high needs schools with the support of numerous state and federal grants. A core mission of GSAPP and its Center for Applied Psychology (CAP) is to serve the needs of under-served and disadvantaged children, families, schools, and communities. With high needs school districts, GSAPP and CAP have developed new policies and procedures, evidence-based assessment and treatment services, and innovative PD for personnel to meet the challenging and changing needs of school systems. As a result, GSAPP faculty and staff have extensive relationships with LEAs throughout NJ, as well as a proven track record for collaboratively managing and smoothly implementing multi-site projects with LEAs.

### **SSI Project Roles and Responsibilities of Key Personnel**

Given the TIF program's emphasis on the importance of human capital, it is paramount that large-scale systems like the SSI Project possess experienced and talented leaders. Thus it is a natural extension for GSAPP and CAP to partner with the high poverty LEAs of Asbury Park, Hillside, Lakewood, and North Plainfield, and direct the collaborative efforts to increase effective teacher capacity and student achievement via SSI Project. All partners have signed

Memorandums of Understanding (see Part 6) and will strategically and equally work toward implementing the project goals. The key personal already involved with the SSI Project is a highly qualified and diverse group with regard to gender, race, ethnicity, color, age, and national origin, and project leadership will strive to hire additional high quality personnel that represent these or other demographic factors (e.g., disability status).

**Project Director and Co-Principal Investigators.** Dr. Linda A. Reddy will serve as the Principal Investigator (PI) and Project Director, and Drs. Ryan J. Kettler and Alexander Kurz will serve as Co-Principal Investigators. Together they will be responsible for overall project leadership, budget oversight, and practical and methodological issues related to implementing an HCMS in each LEA. Also, they will be responsible for reporting to the funding agency and consulting with all LEAs and project staff.

Dr. Reddy is an Associate Professor in the GSAPP at Rutgers. She will be responsible for the overall project, budget, practical, and methodological issues related to implementation of the HCMS, EES, PD, and PBCS. She has extensive experience leading multisite, multistate educator evaluation system programs. Dr. Reddy has published five books and over 70 manuscripts and book chapters in the areas of behavior disorders, test development and validation, and school-based interventions. She has received several research awards and grants and is currently the PI of an IES National Center for Educational Research multi-site teacher measurement grant. Dr. Reddy will coordinate all aspects of the SSI Project, including the EES and PBCS. She will dedicate 41% of her effort during the academic year and 2.5 summer months to the SSI Project.

Dr. Kettler is an Assistant Professor in GSAPP at Rutgers. He will be responsible for overall project leadership, practical and methodological issues related to implementation of the

teacher and principal evaluation systems and student growth. Dr. Kettler has served as Project Director and Co-PI on a general supervision enhancement grant (GSEG) and an enhanced assessment grant (EAG), and has had leadership roles on two additional EAGs, all funded by the U.S. Department of Education (DOE) in the past five years. Dr. Kettler has published over 30 articles and book chapters in the area of educational assessment. He is also Co-Editor of two texts and three measurement instruments in this area. Dr. Kettler will assist Dr. Reddy in coordinating the various aspects of the project, and will closely oversee the EES. He will dedicate 41% of his effort during the academic year and 2.5 summer months to the SSI Project.

Dr. Kurz is an Assistant Research Professor in the Learning Sciences Institute and Affiliated Adjunct Faculty in the Mary Lou Fulton Teachers College at Arizona State University. He will be responsible for overall project leadership for implementation of educator and principal instructional improvement PD and practical issues related to implementation of the EES. He has over 15 years of experience in the field of special education, and currently serves as an investigator for the National Center for Accountability and Assessment for Special Education. Dr. Kurz has published over a dozen journal articles and book chapters related to measurement of opportunity-to-learn (OTL) and its implications for PD. He has conducted PD workshops related to OTL with general and special educators in several states, and also has served on two EAGs funded by the U.S. DOE. Dr. Kurz will focus his expertise on the PD aspects of the SSI Project. He will dedicate 25% of his effort during the full calendar year to the SSI Project.

**Rutgers University Team.** The Rutgers team will be responsible for managing the day-to-day affairs of the SSI Project, overseeing the implementation of the HCMS in each school district, and measuring the impact of the HCMS on teacher competency variables and student achievement.

The Assistant Project Director will be hired for coordination, implementation, and supervision of HCMS activities with the district offices, administrative and teaching staff, and teacher unions at each of the four LEAs. This position will be filled by a person with extensive experience in high poverty school district administration (e.g., a former superintendent of schools) and instructional systems reform. They will oversee the training and activities of the Rutgers Leadership Principals and Teachers. The Project Assistant Director will be hired on a full time 12-month contract to assist in the management of day to day affairs of the SSI Project.

The Business Manager will be hired to manage the human resource components and financial aspects of the Rutgers University Team, and to serve as a coordinator and liaison for all human resource (HR) departments in the participating LEAs. This person will have prior experience working in high poverty schools as a business manager and be responsible for training LEA human resource departments on how the HCMS and EES will impact HR capacities at each LEA. Under the direction of the Assistant Project Director, the Business Manager will assist each LEA in making HR decisions as the HCMS is implemented, including but not limited to: recruitment, placement, PD, compensation, tenure, promotion, and dismissal. This person will also oversee the day to day expenses incurred on the SSI Project, as well as be responsible for managing payroll allocations and disbursement of the Rutgers University Team. The Business Specialist will be hired on a full time 12-month contract.

The Information Technology (IT) Specialist will be hired to assist in the development of the software programs needed to implement and manage the HCMS, PBCS, and EES. The IT Specialist will possess expert knowledge in multiple programming languages to develop local software and the web-based interfaces, and also possess excellent team leadership skills. The IT Specialist's will be responsible for: (1) coordinating with contracted programming consultants on

the creation and implementation of the SSI Project web-based portal that will track HCMS, PBCS, and EES data for each LEA, and (2) collaborating with LEA's IT department on accessing the SSI system and training school personnel on its use. The IT Specialist will be hired on a full time 12-month contract.

The Data and Growth Modeling (DGM) Specialist will be hired to assist in data collection management, analysis, and interpretation of teacher and student growth data. The DGM Specialist will have a doctoral degree, prior experience in large scale educational evaluation, and expertise in growth modeling, educational assessment, and knowledge of evidence-based instruction. The DGM Specialist will interface with the Project Director, Co-PIs, and IT Specialist. The DGM Specialist will be hired on a full time 12-month contract.

The Evaluation Manager will assist the DGM Specialist in leading internal evaluation of the project via data collection management, analysis, and interpretation. The Evaluation Manager will have extensive experience with managing datasets for large federally funded school-based evaluation projects. The Evaluation Manager will interface primarily with the Project Director, Co-PIs, DGM Specialist, and External Evaluator. The DGM Specialist will be hired on a full time, 12-month contract.

Three Leadership Principals will be hired for the purposes of coordinating with the 43 school-based principals on implementation of the HCMS model. Leadership Principals will have prior administrative experience in high poverty schools and will be responsible for overseeing the implementation of the PES in each school district, as well as principal level HCMS components. The Leadership Principals will train participating principals at each school on the VAL-ED system, and will provide PD to enhance principal leadership. They will be hired on full time, 12-month contracts.

Six Leadership Teachers will be hired to assist in the implementation of the HCMS, PBCS, EES, and PD for all teacher constituents. Leadership Teachers will possess at least a Master's Degree in teaching and demonstrate knowledge of empirical practices and evidence of being an effective teacher. Leadership Teachers will be responsible for overseeing the 51 school-based Master Mentor Teachers serving four LEAs (22 schools). They will train and supervise Master Mentor Teachers on the components of the EES, how it relates to the PD, and how to deliver PD for approximately 1,211 teachers. They will be hired on full time, 12-month contracts.

The Program Coordinator will be hired to directly assist the Project Director, Assistant Project Director, Co-PIs, and all SSI Project staff. The Program Coordinator will be responsible for all communications and correspondences between Rutgers SSI Project staff and LEA staff. The Program Coordinator will manage communications between the Rutgers Foundations and Development staff and LEA development officers on possible grant opportunities. Also, this person will prioritize and purchase office supplies and project materials for the entire project.

Fifty-one school-based Master Mentor Teachers will be hired to directly serve the 22 schools (1,211 teachers). Teachers currently employed at high poverty schools or certified teachers not employed by the LEA may apply for Master Mentor teacher positions. Master Mentor Teachers will be hired through a rigorous selection process that emphasizes the ability to successfully work with and train adult learners, as well as a record of exceptional teaching and student achievement results. Master Teachers will be responsible for assisting school-based principals in conducting classroom observations for the EES, as well as additional observations required for ongoing PD and progress monitoring. Master Teachers will be responsible for collecting, analyzing, and presenting EES data to their teacher constituents. They will provide

PD (e.g., coaching, modeling) based on the feedback from the EES. Master Teachers will be hired on full time, 12-month contracts.

**Consultants.** Dr. Steve Elliott will act as a supervising mentor to Dr. Reddy for the SSI Project. He will also offer consultation for the implementation of the VAL-ED system that will be used to evaluate principal leadership and guide principal PD. Dr. Elliott will provide valuable feedback about the criteria for determining principal effectiveness and the role principals play in developing teacher effectiveness. Dr. Elliott is the Mickelson Foundation Professor of Education and Director of the Learning Sciences Institute at ASU, one of the nation's leading experts in educational assessment. He will commit three days per year to the project.

Dr. Louis Hsu will serve as a statistical and measurement consultant. He will be involved with conceptualizing all data analysis. Dr. Hsu is an expert in psychometrics and measurement. His work is widely cited and has been published in premier measurement journals. Dr. Hsu is a Professor Emeritus at Fairleigh Dickinson University and Senior Analyst at FutureWorkSystems. He will commit seven days per year to the project.

Dr. Frank Worrell will serve as a student minority assessment consultant. He will be responsible for conceptualizing the assessment and analysis of student achievement data for minority populations. Dr. Worrell is a Professor and the Director of the School Psychology Program at Berkeley, and has over 100 publications on psychosocial variables related to academic achievement among minority students and assessment practices for minority students' achievement. Dr. Worrell will commit one day per year to the project.

Dr. Maria Adelaida Restrepo will serve as English Language Learners (ELL) consultant. She has extensive experience enhancing the evaluation and intervention of language skills in minority children, specifically those who speak Spanish as a native language, and providing PD

to teachers. Her expertise will support the development and implementation of the proposed PD system for teachers of ELL students. She has numerous publications and has received over 30 million dollars in federal funding. Dr. Restrepo will commit one day per year to the project.

Lynn Holdheide, M.S. will serve as a teacher quality consultant on evaluating non-tested subjects. As a Research Associate at the National Comprehensive Center for Teacher Quality, she has extensive experience in working with states and regional comprehensive centers on teacher effectiveness, teacher evaluation, and assessment of non-tested subjects. She will commit one day per year to the project.

Dr. Dan Reschly will serve as the external evaluator for the project. He will attend meetings, review performance measures, and draft annual reports and a final project report. Dr. Reschly is a Professor of Special Education in Peabody College of Vanderbilt University, and director of the National Comprehensive Center on Teacher Quality. He will commit five days per year to the project.

### **Project Evaluation Plan**

A multi-method, multi-source approach will be used to evaluate the outcomes of the SSI project. The project evaluation will address TIF Absolute Priorities 1 and 2, the project's three goals, and the project's eight objectives. SSI Project personnel and the external evaluator (Dr. Reschly) will consider both the inputs and outputs of the project. *Inputs* are the steps planned to ensure the success of the HCMS, including (but not limited to) hiring appropriate personnel, implementing the EES in a timely fashion, distributing compensation via the PBCS, and providing PD. *Outputs* are the observed or expected results of successful inputs. Expected outputs of the SSI Project include larger numbers of teachers and principals being rated *Effective*

or *Highly Effective*, and larger numbers of students showing growth in achievement that falls in the *Proficient* or *Advanced Proficient* ranges.

The project will be evaluated with quantitative and qualitative measures. Data gathered annually will allow SSI Project staff and the external evaluator to assess the relationship between inputs and outputs, as well as the process and outcomes of implementing and LEA-wide HCMS with a PBCS. Data will be used to determine whether the goals and objectives of the SSI Project are ultimately achieved. This data will be reported through the various Performance Measures identified on Table 2.

The external evaluator will be hired to ensure evaluation procedures are objective and unbiased. The PIs and project partners will use the evaluator's feedback to revise and improve project activities. The evaluator will compare intended results to actual results at the end of each year, as well as at the end of the project.

### **Project Objectives and Performance Measures**

The SSI Project has three main goals and eight objectives that will be met and evidenced through multiple performance measures. Table 2 depicts these objectives, relevant performance measures, and their due dates.

### **Project Timeline**

The SSI Project will phase in schools and educators, with a planning year included at the beginning, and with implementation of the EES and PD (Years 2-5) preceding implementation of PBCS and fully HCMS (Years 3-5). Year 1 (October 2012 through September 2013) of the SSI Project will be dedicated to tailoring the HCMS, PBCS, and EES to each LEA, hiring staff at the university and LEAs, and training personnel on the EES. Year 2 (10/13 – 9/14) will be the first year of implementation of the EES and provision of PD. The summer of Year 2, and all

Table 2. Objectives, Performance Measures, and Due Dates of the SSI Project

<b>Objective</b>	<b>Performance Measures</b>	<b>Due</b>
1.1. Increase effectiveness of current teachers	PD Materials	9/2013
	Teacher Effectiveness Report	10/14-10/17
1.2. Increase the recruitment of teachers who are effective or likely to be effective	Teacher Advertising Materials	5/2013
	Teacher Hiring Effectiveness Report	9/13-9/17
1.3. Increase the percent of effective teachers retained	Teacher Retention Reports	8/13-8/17
2.1. Increase effectiveness of current principals	PD Materials	9/2013
	Principal Effectiveness Report	10/14-10/17
2.2. Increase the recruitment of principals who are effective or likely to be effective	Principal Advertising Materials	5/2013
	Principal Hiring Effectiveness Report	9/13-9/17
2.3. Increase the percent of effective principals retained	Principal Retention Reports	8/13-8/17
3.1. Increase student growth in achievement at the classroom and school level	Classroom Standardized Test Reports	10/14-10/17
	Classroom Additional Measures Reports	7/14-7/17
3.2. Increase student growth in achievement across schools	School Standardized Test Reports	10/14-10/17
	School Additional Measures Reports	7/14-7/17

following summers, will be dedicated to evaluating results from the EES. Year 3 (10/14 – 9/15) will be the second year of the EES and PD, and the first year of the PBCS and full HCMS. All four systems will be implemented, evaluated, and improved throughout the life of the project, and preparations will be made to sustain all four systems following the end of project in September 2017.

### **F. Sustainability Plan**

The SSI Project team developed the budget for this project to build toward sustainability beyond the length of the grant. First, the SSI Project plan includes comprehensive and intensive school-based train-the-trainer models for all components of the TES and PES and its aligned teacher and principal PD services. The result will be substantial LEA capacity building and cost savings for continued implementation of these components beyond the project term. Thus, costs for maintenance of the TES, PES, and PD will be significantly less as school capacity grows over the course of the funded project. For example, numerous school personnel will be certified trainers of the Danielson Framework for Teaching as observers and teachers; of the CSS as observers and teachers; of MyiLOGS as self-raters; and of VAL-ED as teachers, principals, and district administrators. Also, the SSI Project team and LEA leadership will hire 1 school-based Master Mentor teacher for every 24 teachers, rather than use the 1 to 12 ratio outlined in the TIF announcement. The 1 to 24 ratio will be used to allow LEAs to fiscally and operationally sustain these important positions after the project term.

Second, the SSI Project will result in an overall increase in the effectiveness of teachers and principals in LEAs. This important change will happen through targeted PD, increased motivation linked to tangible rewards, and human capital decisions based on educator effectiveness. Increased competence will remain years after the end of the project period.

Principals and teachers will still have the benefit of lessons learned through PD sessions. The behaviors that led to external rewards will become strongly internalized (i.e., best practices will become the routine). The most effective staff members will be retained, with a raised set of expectations for which the entire school will strive. Educator and principal competency are central to an effective school system, and the competency of educators and principals in our partner LEAs will undoubtedly have been raised.

Third, LEAs will be provided subcontracts that include funds for all training, evaluation, and PBCS expenses, in order to build their infrastructure. TIF funding and subcontracts enable LEAs to fiscally and operationally implement the HCMS (i.e., EES, PBCS, and PD) during the project and prepare the LEAs operationally to successfully implement the HCMS as *a system of doing business* in their schools after the project ends.

Fourth, to demonstrate the SSI Project's commitment to fulfill Absolute Priorities 1 and 2, LEAs will redirect some of their state and federal funds to support the continued implementation of the HCMS beyond the project term. For example, funds from the NJ Department of Education (i.e., Excellent Educators for NJ and Principal Evaluation Pilot), Title I, Title II, Title III, Title VI, IDEA and the School Improvement Grant Funds will be reallocated to support the HCMS system after the project term.

Fifth, LEAs are not at maximum student enrollment capacity (e.g., Asbury Park 60%, Lakewood 66%). The SSI Project will result in increased teacher and principal effectiveness and student achievement, and as a result, student enrollment is expected to grow. It is expected operational costs will remain steady and revenues from student enrollment will increase. These additional revenues will be redirected to sustain the HCMS and PBCS.

Sixth, Rutgers University will provide substantial in kind contributions to support the implementation of the HCMS (see Non-Federal and Non-TIF Federal Program Funds Budget Narrative). Rutgers University will also provide continued leadership and technological assistance after the project term. For example, the SSI Project web-based HCMS portal, web-based host and server space, which will be used to input, combine, analyze, and report results regarding the EES and PBCS during the project, will be maintained and upgraded for an additional 6 years after the project term. This commitment includes regular maintenance of the secure system and its fail-safe backup system, as well as scheduled replacements of the hardware every two years. Rutgers is making this and other contributions to ensure the sustainability of the SSI Project and to strengthen relationships with the LEAs. Rutgers will also commit 32% academic calendar salaries for Drs. Reddy and Kettler for ongoing interface between the LEAs and Rutgers following the period term. This is essential to ensure that the impact of the SSI Project is permanent.

Finally, the SSI Project will establish a grant development team that includes LEA and Rutgers-based staff starting in Project Year 3 that will continue to work together beyond the project term. The grant development team will identify state, federal, national business, and private foundation programs for high poverty schools to continue the HCMS implementation. As a premium research institution, SSI Project staff and Rutgers Office of Research and Sponsored Projects will provide substantial expertise and resources for all grant writing and submissions (see Non-Federal and Non-TIF Federal Program Funds Budget Narrative).

## 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.

## **Part 6 Other Required Attachments**

### Table of Contents

1. Application Reference Chart – pages 2 to 12
2. High Needs Documentation – page 13
3. Memorandum of Understanding (MOU) – pages 14 to 30
4. Commitment Letters – pages 31 to 47
5. Other Evidence Demonstrating Educator Support – page 48
6. Indirect Cost Rate Agreement – pages 49 to 57
7. Individual Resumes for Project Directors and Key Personnel – pages 58 to 92
8. Proposal Supplementary Tables and Figures – pages 93 to 104
9. Union Representation – page 105
10. References – pages 106 to 112

## 1. Application Reference Chart

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

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

### Please indicate your eligibility classification

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

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

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

LEA

#### **Group Applications:**

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

2 or more LEAs

One or more SEAs and one or more LEAs

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

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

**Instructions**

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

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

**Absolute Priority 1**

<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<p><b>Absolute Priority 1: HCMS</b> To meet this priority, the applicant must include, in its application, a description of its LEA-wide HCMS, as it exists currently and with any modifications proposed for implementation during the project period of the grant.</p>	<p>SSI Project Priorities  Absolute Priority 1</p>	<p>Pages 3-7  Pages 3-4</p>	
<p>(1) How the HCMS is or will be aligned with the LEA's vision of instructional improvement;</p>	<p>HCMS Alignment with LEA's Vision of Instructional Improvement</p>	<p>Pages 14-16</p>	
<p>(2) How the LEA uses or will use the information generated by the evaluation systems it describes in its application to inform key human capital decisions, such as</p>	<p>Section A: Coherent and Comprehensive HCMS</p>	<p>Pages 7-16</p>	

<p>decisions on recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion;</p>			
<p>(3) The human capital strategies the LEA uses or will use to ensure that high-need schools are able to attract and retain effective educators</p>	<p>Recruit Competence Develop Competence Retain Competence Performance-Based Compensation System</p>	<p>Pages 9-14</p>	<p>Part 6 – Page 95, Table B</p>
<p>(4) Whether or not modifications are needed to an existing HCMS to ensure that it includes the features described in response to paragraphs (1), (2), and (3) of this priority, and a timeline for implementing the described features, provided that the use of evaluation information to inform the design and delivery of professional development and the award of performance-based compensation under the applicant’s proposed PBCS in high-need schools begins no later than the third year of the grant’s project period in the high-need schools listed in response to paragraph (a) of <u>Requirement 3--Documentation of High-Need Schools</u>.</p>	<p>C. PD Systems to Support the Needs of Teachers and Principals</p> <p>Management Plan – Project Objectives and Performance Measures &amp; Project Timeline</p> <p>The School System Improvement (SSI) Project</p>	<p>Pages 37-46</p> <p>Pages 48-58</p> <p>Page 2</p>	<p>Part 6 – Page 13, High Needs Documentation</p>

<b>Absolute Priority 2</b>			
<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<p><b>Absolute Priority 2:</b> Educator Evaluation Systems</p> <p>To meet this priority, an applicant must include, as part of its application, a plan describing how it will develop and implement its proposed LEA-wide educator evaluation systems. The plan must describe-</p>	<p>SSI Project Priorities</p> <p>Absolute Priority 2</p> <p>B. Rigorous, Valid, and Reliable EES</p>	<p>Pages 3-4</p> <p>Page 4</p> <p>Pages 16-37</p>	<p>Part 6 – Page 99, Table D</p>
<p>(1) The frequency of evaluations, which must be at least annually;</p>	<p>B. Rigorous, Valid, and Reliable EES</p>	<p>Page 17</p>	
<p>(2) The evaluation rubric for educators that includes at least three performance levels and the following--</p>	<p>TES Framework</p>	<p>Page 19</p>	
<p>(i) Two or more observations during each evaluation period;</p>	<p>Danielson Framework – Teaching Evaluation Instrument &amp; Classroom Strategies Scale</p>	<p>Pages 17, 26-31</p>	
<p>(ii) Student growth, which for the evaluation of teachers with regular instructional responsibilities must be growth at the classroom level; and</p>	<p>Student Growth in Achievement Model</p>	<p>Pages 24-26</p>	
<p>(iii) Additional factors determined by the LEA;</p>	<p>Additional LEA-Wide Measures</p>	<p>Page 26</p>	

(3) How the evaluation systems will generate an overall evaluation rating that is based, in significant part, on student growth; and	Teacher Evaluation System (TES)	Pages 17-32	
	Principal Evaluation System (PES)	Pages 32-37	
(4) The applicant's timeline for implementing its proposed LEA-wide educator evaluation systems.	Management Plan – Project Objectives and Performance Measures & Project Timeline	Pages 56-58	

<b>Absolute Priority 3</b>			
<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<b>Absolute Priority 3: STEM Plan (if applicable)</b> To meet this priority, an applicant must include a plan in its application that describes the applicant's strategies for improving instruction in STEM subjects through various components of each participating LEA's HCMS, including its professional development, evaluation systems, and PBCS. At a minimum, the plan must describe—	N/A		
(1) How each LEA will develop a corps of STEM master teachers who are skilled at modeling for peer teachers pedagogical methods for teaching STEM skills and content at the appropriate grade level by providing additional compensation to teachers who—			

<p>(i) Receive an overall evaluation rating of effective or higher under the evaluation system described in the application;</p> <p>(ii) Are selected based on criteria that are predictive of the ability to lead other teachers;</p> <p>(iii) Demonstrate effectiveness in one or more STEM subjects; and</p> <p>(iv) Accept STEM-focused career ladder positions;</p>			
<p>(2) How each LEA will identify and develop the unique competencies that, based on evaluation information or other evidence, characterize effective STEM teachers;</p>			
<p>(3) How each LEA will identify hard-to-staff STEM subjects, and use the HCMS to attract effective teachers to positions providing instruction in those subjects;</p>			
<p>(4) How each LEA will leverage community support, resources, and expertise to inform the implementation of its plan;</p>			
<p>(5) How each LEA will ensure that financial and nonfinancial incentives, including performance-based compensation, offered to reward or promote effective STEM teachers are adequate to attract and retain persons with strong STEM skills in high-need schools; and</p>			
<p>(6) How each LEA will ensure that students have access to and participate in rigorous and engaging STEM coursework.</p>			

**Competitive Preference Priority 4**

<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<p><b>Competitive Preference Priority 4:</b> New and Rural Applicants (if applicable) To meet this priority, an applicant must provide at least one of the two following assurances, which the Department accepts:</p>			
<p>(a) An assurance that each LEA to be served by the project has not previously participated in a TIF-supported project.</p>	The School System Improvement (SSI) Project	Page 2	Part 6 – Pages 31 to 35, Commitment Letters
<p>(b) An assurance that each LEA to be served by the project is a rural local educational agency (as defined in the NIA).</p>	N/A		

**Competitive Preference Priority 5**

<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<p><b>Competitive Preference Priority 5:</b> An Educator Salary Structure Based on Effectiveness (if applicable)  To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for</p>	N/A		

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

<b>Requirement 1</b>			
<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<b>Requirement 1:</b> Performance-Based Compensation for Teachers, Principals, and Other Personnel. In its application, an applicant must describe, for each participating LEA, how its proposed PBCS will meet the definition of a PBCS set forth in the NIA.	Performance-Based Compensation System	Pages 13-14	Part 6 – Pages 31 to 35, Commitment Letters Table  Part 6 – Page 95, Table B
<ul style="list-style-type: none"> <li>• Design Model 1 or 2</li> </ul>	Performance-Based Compensation System	Pages 13-14	
<ul style="list-style-type: none"> <li>• PBCS Optional Features</li> </ul>			

<b>Requirement 2</b>			
<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<p><b>Requirement 2:</b> Involvement and Support of Teachers and Principals            In its application, the applicant must include--            (a) Evidence that educators in each participating LEA have been involved, and will continue to be involved, in the development and implementation of the PBCS and evaluation systems described in the application;</p>	HCMS Alignment with LEA’s Vision of Instructional Improvement	Pages 14 – 16	Part 6 – Page 48, Other Evidence of Educator Support
	SSI Project LEAs’ Feasibility and Commitment to Implement HCMS	Page 16	
	D Involvement of Educators	Pages 46-48	
(b) A description of the extent to which the applicant has educator support for the proposed PBCS and educator evaluation systems; and			Part 6 – Page 48, Other Evidence of Educator Support
(c) A statement indicating whether a union is the exclusive representative of either teachers or principals in each participating LEA.			Part 6 – Page 48, Other Evidence of Educator Support

<b>Requirement 3</b>			
<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<p><b>Requirement 3:</b> Documentation of High-Need Schools</p> <p>Each applicant must demonstrate, in its application, that the schools participating in the implementation of the TIF-funded PBCS are high-need schools (as defined in the NIA), including high-poverty schools (as defined in the NIA), priority schools (as defined in the NIA), or persistently lowest-achieving schools (as defined in the NIA). Each applicant must provide, in its application--</p>	<p>The School System Improvement (SSI) Project</p>	<p>Page 2</p>	<p>Part 6 – Page 13, High Needs Documentation</p>
<p>(a) A list of high-need schools in which the proposed TIF-supported PBCS would be implemented;</p>			<p>Part 6 – Page 13, High Needs Documentation</p>
<p>(b) For each high-poverty school listed, the most current data on the percentage of students who are eligible for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act or are considered students from low-income families based on another poverty measure that the LEA uses (see section 1113(a)(5) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6313(a)(5))). <i>[Data provided to demonstrate eligibility as a high-poverty school must be school-level data; the Department will</i></p>		<p>Page 2</p>	<p>Part 6 – Page 13, High Needs Documentation</p>

<p><i>not accept LEA- or State-level data for purposes of documenting whether a school is a high-poverty school; and</i></p>			
<p>(c) For any priority schools listed, documentation verifying that the State has received approval of a request for ESEA flexibility, and that the schools have been identified by the State as priority schools.</p>			

## 2. High Needs Documentation

### Poverty Levels and TIF Eligibility of Participating School Districts/LEAs

<b>District</b>	<b>School</b>	<b>Grade Levels</b>	<b>Total Enrollment</b>	<b>Free &amp; Reduced Lunch Enrollment</b>	<b>Percentage of Students</b>	<b>TIF Fund Eligibility</b>
Asbury	Barack Obama	K to 5	36	30	83%	Eligible
	Bradley	K to 5	508	444	87%	Eligible
	Thurgood Marshall	K to 5	566	532	94%	Eligible
	Asbury Park Middle	6 to 8	522	487	93%	Eligible
	Asbury Park High	9 to 12	414	289	70%	Eligible
Hillside	Abram P. Morris	PreK – 1 <sup>st</sup>	613	354	58%	Eligible
	Calvin Coolidge	2 <sup>nd</sup>	204	136	67%	Eligible
	Hurden Looker	3 <sup>rd</sup> – 4 <sup>th</sup>	491	330	67%	Eligible
	George Washington	5 <sup>th</sup>	252	164	65%	Eligible
	Walter O. Krumbiegel	6 <sup>th</sup> – 8 <sup>th</sup>	664	420	63%	Eligible
	Hillside High	9 <sup>th</sup> – 12 <sup>th</sup>	938	520	55%	Eligible
Lakewood	Clifton Ave	PreK to 6	911	818	90%	Eligible
	Oak Street	PreK to 6	1070	968	90%	Eligible
	Ella G. Clarke	PreK to 6	788	730	93%	Eligible
	Spruce Street	PreK to 6	853	792	93%	Eligible
	Lakewood Middle	7 to 8	638	534	84%	Eligible
	Lakewood High School	9 to 12	1000	711	71%	Eligible
North	East End	PreK – 4 <sup>th</sup>	465	263	57%	Eligible
Plainfield	Stony Brook	K – 4 <sup>th</sup>	251	182	73%	Eligible
	West End	K – 4 <sup>th</sup>	563	318	56%	Eligible
	Somerset Intermediate	5 <sup>th</sup> – 6 <sup>th</sup>	495	292	59%	Eligible
	North Plainfield High	7 <sup>th</sup> – 12 <sup>th</sup>	1513	865	57%	Eligible

**3. Memorandum of Understanding (MOU)**  
**from Local Educational Agencies**

**Asbury Park School District**  
**Hillside School District**  
**Lakewood School District**  
**North Plainfield School District**

**School System Improvement Project (SSIP):  
A Grant Proposal to the U.S. Department of Education  
Teacher Incentive Fund (TIF) Grant Program**

**Asbury Park Public School District and Rutgers University**

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**Memorandum of Understanding (MOU)**

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This Memorandum of Understanding (MOU) is entered into by and between the following entities: Asbury Park Public Schools, and Rutgers University.

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

**I. Scope of Work**

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

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

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

**III. Lead Applicant and Fiscal Agent**

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

**IV. Use of Funds**

Each group applicant that is not the lead applicant agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal requirements that apply to the grant, including any restrictions on the use of TIF funds set forth in the Notice Inviting Applications (NIA), provisions of the approved TIF application, and applicable provisions of the

Education Department General Administrative Regulations (EDGAR), including provisions governing allowable costs in section 74.27 (applicable to non-profit organizations) and section 80.22 (applicable to SEAs and LEAs). (See 34 C.F.R.74.27 and 80.22.)

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

#### **V. Participating LEA Responsibilities**

Each participating LEA agrees to—

- 1) Collaborate with Rutgers University to develop and refine a HCMS specific to the school district's needs.
- 2) Implement with full fidelity the human capital management system (HCMS), as it pertains to the educator evaluation system, hiring practices, placement procedures, professional development, and retention/dismissal policies.
- 3) Implement with full fidelity the educator evaluation system as is designed in coordination with Rutgers University and New Jersey Department of Education guidelines.
- 4) Implement with full fidelity the performance-based compensation system (PBCS) based on results from the educator evaluation system and in accordance with guidelines in the TIF application.
- 5) Participate, as requested, in any evaluations of this grant conducted by ED or by evaluators working at the request of the group.
- 6) Provide full access to project data for the purposes of designing an effective HCMS.
- 7) To exclusively utilize subcontract funds for expenses associated with the design and implementation of the HCMS and its components.

#### **VI. Other Members' Responsibilities**

Participate in project meetings (phone and/or in person) for district-wide development and implementation of the educator and principal evaluation system, professional development, and PBCS.

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

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

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

### **VIII. Working Relationship Among Group Members**

Asbury Park Public Schools will immediately inform Rutgers University, if for any reason they are unable to implement any aspect of the project goals and requirements so that alternative arrangements may be made to fulfill the project goals at the district.

### **IX. Assurances**

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

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

### **X. Modifications**

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

### **XI. Effective Date/Duration/Termination**

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

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

**XII. Signatures**

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

*Denise M. Lowe*, 7/10/12  
Signature/Date

**Denise Lowe, Ed.D., Superintendent, Asbury Park Public Schools**  
Print Name/Title/Name of LEA

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

(b)(6)  


7/19/12

✓ Signature/Date

**Linda A. Reddy Ph.D., Associate Professor, Rutgers University**  
Print Name/Title/Name of organization

**School System Improvement Project (SSIP):  
A Grant Proposal to the U.S. Department of Education  
Teacher Incentive Fund (TIF) Grant Program**

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

**III. Lead Applicant and Fiscal Agent**

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

**IV. Use of Funds**

Each group applicant that is not the lead applicant agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal requirements that apply to the grant, including any restrictions on the use of TIF funds set forth in the Notice Inviting Applications (NIA), provisions of the approved TIF application, and applicable provisions of the

Education Department General Administrative Regulations (EDGAR), including provisions governing allowable costs in section 74.27 (applicable to non-profit organizations) and section 80.22 (applicable to SEAs and LEAs). (See 34 C.F.R.74.27 and 80.22.)

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

#### **V. Participating LEA Responsibilities**

Each participating LEA agrees to—

- 1) Collaborate with Rutgers University to develop and refine a HCMS specific to the school district's needs.
- 2) Implement with full fidelity the human capital management system (HCMS), as it pertains to the educator evaluation system, hiring practices, placement procedures, professional development, and retention/dismissal policies.
- 3) Implement with full fidelity the educator evaluation system as is designed in coordination with Rutgers University and New Jersey Department of Education guidelines.
- 4) Implement with full fidelity the performance-based compensation system (PBCS) based on results from the educator evaluation system and in accordance with guidelines in the TIF application.
- 5) Participate, as requested, in any evaluations of this grant conducted by ED or by evaluators working at the request of the group.
- 6) Provide full access to project data for the purposes of designing an effective HCMS.
- 7) To exclusively utilize subcontract funds for expenses associated with the design and implementation of the HCMS and its components.

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Hillside Public Schools will immediately inform Rutgers University, if for any reason they are unable to implement any aspect of the project goals and requirements so that alternative arrangements may be made to fulfill the project goals at the district.

### **IX. Assurances**

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

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

### **X. Modifications**

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

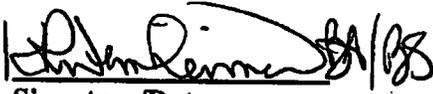
### **XI. Effective Date/Duration/Termination**

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

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

**XII. Signatures**

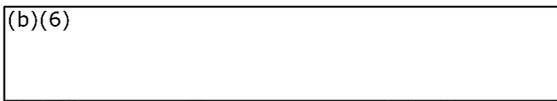
1) *LEA Superintendent (or designee) -- required*

 6/22/12  
Signature/Date

**Kenneth R. Weinheimer, School Business Administrator/Board Secretary of the Hillside Public Schools**

**Print Name/Title/Name of LEA**

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

(b)(6)  


7/19/12

✓ Signature/Date

**Linda A. Reddy Ph.D., Associate Professor, Rutgers University**

**Print Name/Title/Name of organization**

**School System Improvement Project (SSIP):  
A Grant Proposal to the U.S. Department of Education  
Teacher Incentive Fund (TIF) Grant Program**

**Lakewood Public School District and Rutgers University**

---

**Memorandum of Understanding (MOU)**

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This Memorandum of Understanding (MOU) is entered into by and between the following entities: Lakewood Public Schools, and Rutgers University.

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

**I. Scope of Work**

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

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

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

**III. Lead Applicant and Fiscal Agent**

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

**~~IV. Use of Funds~~**

Each group applicant that is not the lead applicant agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal requirements that apply to the grant, including any restrictions on the use of TIF funds set forth in the Notice Inviting Applications (NIA), provisions of the approved TIF application, and applicable provisions of the

**Education Department General Administrative Regulations (EDGAR), including provisions governing allowable costs in section 74.27 (applicable to non-profit organizations) and section 80.22 (applicable to SEAs and LEAs). (See 34 C.F.R.74.27 and 80.22.)**

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

#### **V. Participating LEA Responsibilities**

**Each participating LEA agrees to—**

- 1) Collaborate with Rutgers University to develop and refine a HCMS specific to the school district's needs.**
- 2) Implement with full fidelity the human capital management system (HCMS), as it pertains to the educator evaluation system, hiring practices, placement procedures, professional development, and retention/dismissal policies.**
- 3) Implement with full fidelity the educator evaluation system as is designed in coordination with Rutgers University and New Jersey Department of Education guidelines.**
- 4) Implement with full fidelity the performance-based compensation system (PBCS) based on results from the educator evaluation system and in accordance with guidelines in the TIF application.**
- 5) Participate, as requested, in any evaluations of this grant conducted by ED or by evaluators working at the request of the group.**
- 6) Provide full access to project data for the purposes of designing an effective HCMS.**
- 7) To exclusively utilize subcontract funds for expenses associated with the design and implementation of the HCMS and its components.**

#### **VI. Other Members' Responsibilities**

**Participate in project meetings (phone and/or in person) for district-wide development and implementation of the educator and principal evaluation system, professional development, and PBCS.**

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

**Each member of the group agrees to the following joint responsibilities--**

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

## **VIII. Working Relationship Among Group Members**

Lakewood Public Schools will immediately inform Rutgers University, if for any reason they are unable to implement any aspect of the project goals and requirements so that alternative arrangements may be made to fulfill the project goals at the district.

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**XII. Signatures**

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

Laura A Winters  
Signature/Date

7/9/12

**Laura Winters, Superintendent, Lakewood Public Schools**  
Print Name/Title/Name of LEA

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

(b)(6)  
[Redacted Signature/Date]

7/19/12

✓ Signature/Date

**Linda A. Reddy Ph.D., Associate Professor, Rutgers University**  
Print Name/Title/Name of organization

**School System Improvement Project (SSIP):  
A Grant Proposal to the U.S. Department of Education  
Teacher Incentive Fund (TIF) Grant Program**

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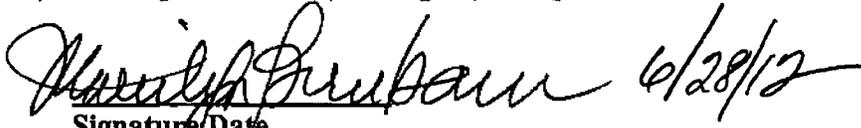
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**XII. Signatures**

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

  
Signature/Date

**Marilyn E. Birnbaum Ed.D., Superintendent, North Plainfield Public Schools**  
Print Name/Title/Name of LEA

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

(b)(6)  


7/19/12

✓Signature/Date

**Linda A. Reddy Ph.D., Associate Professor, Rutgers University**  
Print Name/Title/Name of organization

#### **4. Commitment Letters**

##### ***Participating Local Educational Agencies:***

**Asbury Park School District  
Hillside School District  
Lakewood School District  
North Plainfield School District**

##### ***Participating Institutions:***

**Richards L. Edwards, Ph.D.  
President of Rutgers University, State University of New Jersey**

**Stanley Messer, Ph.D.  
Dean of Graduate School of Applied and Professional Psychology**

**Charlotte Danielson  
Author of the Danielson Framework of Teaching**

##### ***SSI Project Consultants:***

**Steve Elliott, Ph.D.  
Lynn Holdeide, M.S.  
Louis Hsu, Ph.D.  
Maria Adelaida Restrepo, Ph.D.  
Daniel Reschly, Ph.D.  
Frank Worrell, Ph.D.**



**Asbury Park Board of Education**  
603 Mattison Avenue, 3<sup>rd</sup> Floor  
Asbury Park, New Jersey 07712  
(732) 776-2606 Ext. 2423

**Dr. Denise M. Lowe, Superintendent**

**William J. Shannon**  
Director of Special Services

**Andrea Bates**  
Interim Director of Personnel

**Geoffrey Hastings**  
Business Administrator/Board Secretary

**Dr. Martin Dickerson**  
Director of Curriculum & Instruction

July 13, 2012

Miriam Lund, Ph.D.  
U.S. Department of Education  
400 Maryland Avenue, SW. Room 3E245  
LBJ Building  
Washington, DC. 20202-6200

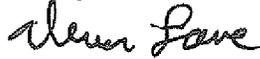
Dear Dr. Lund,

The School System Improvement (SSI) Project that is applying for the Teacher Incentive Fund (TIF) Program [CFDA 84.374A] is fully endorsed by Asbury Park Public Schools. TIF presents a tremendous opportunity to refine our district's quality of education by developing effective systems of educator evaluation, as well as the implementation of an effective human capital management system. Asbury Park Public Schools qualifies for the TIF program as we contain five schools with "high poverty" levels exceeding 85% of students receiving free or reduced lunch subsidies. Our district would benefit greatly from the support provided through the TIF Program.

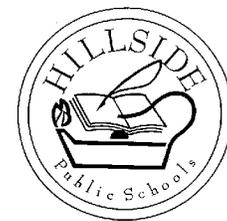
Asbury Park Public Schools supports the goals of the SSI Project and the TIF program's absolute priorities 1 and 2. We fully endorse the implementation of a human capital management system with an educator evaluation system significantly linked to student growth components as its centerpiece. The development of such systems will increase the competency of our teachers and principals by providing rigorous evaluation measures linked to specific professional development supports. The addition of pay based compensation that is linked to the educator evaluation system will further enhance and promote our talented educators' development. The systemic nature of these systems will improve educator and student achievement throughout our district. Asbury Park Public Schools is excited to engage in the TIF program's goals and to promote high quality education!

Asbury Park's partnership with Dr. Linda Reddy and her team at Rutgers, The State University of New Jersey, is a strong choice. By collaborating together, we will be able to achieve the responsibilities associated with this project and implement the aforementioned human capital management, educator evaluation, and pay based compensation systems. The partnership between Asbury Park Public Schools and Rutgers University will lead to long lasting improvements in our school district and we look forward to working with Rutgers University to enhance student and teacher achievement.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Denise Lowe". The signature is written in a cursive, flowing style.

Denise M. Lowe, Ed.D.  
Superintendent



**HILLSIDE PUBLIC SCHOOLS**

*"Providing Every Student, Every Learning Opportunity, Every Day"*

*Frank Deo, Ed.D.  
Superintendent of Schools*

July 4, 2012

Miriam Lund, Ph.D.  
U.S. Department of Education  
400 Maryland Avenue, SW. Room 3E245  
LBJ Building  
Washington, DC. 20202-6200

Dear Dr. Lund,

Hillside Public Schools fully supports the aims of the ***School System Improvement [SSI] Project*** that is applying for the Teacher Incentive Fund (TIF) Program [CFDA 84.374A]. This is a tremendous opportunity to improve our district's quality of education by enhancing our systems of educator evaluation and implementing an effective human capital management system that includes pay based compensation components. Hillside Public Schools qualifies for the TIF program as we contain six schools with "high poverty" levels exceeding 65% of students receiving free or reduced lunch subsidies. We would benefit greatly from the support provided through the TIF Program.

The district supports the goals of the SSIP to implement the TIF program's absolute priorities 1 and 2. We fully endorse the implementation of a human capital management system that contains an educator evaluation system as its centerpiece and uses student growth as a significant component. The implementation of these systems will increase the number of effective teachers and principals by providing rigorous evaluation measures, empirically informed professional development supports, and differentiated incentives. Ultimately, these systems will improve student achievement and attract the most talented teachers and leaders to our school district. Hillside Public Schools is excited to be engaged in the TIF program's aims to develop high quality education systems.

We have full confidence in our partnership with Dr. Linda Reddy and her team at Rutgers, The State University of New Jersey. As collaborators on the SSI Project, we strongly believe we will be able to execute the main responsibilities associated with this project and implement the aforementioned human capital management, educator evaluation, and pay based compensation systems. The partnership between Hillside Public Schools and Rutgers University will lead to long lasting improvements in the quality of education we provide our students. Hillside Public Schools looks forward to working with Rutgers University and enhancing student and teacher achievement alike.

Sincerely,

*Frank Deo, Ed.D.  
Superintendent of Schools*

Office of the Superintendent, Hillside Public Schools  
195 Virginia Street, Hillside, NJ 07205-2798  
Ph: 908/352-7664 x 6400, Fax: 908/282-5831; FDeo@hillsidek12.org  
PR/Award # S374A120060

LAURA A. WINTERS  
Interim Superintendent of  
Schools

ARLENE BESEDA  
Business Administrator  
Board Secretary

## LAKESWOOD BOARD OF EDUCATION



BOARD OF EDUCATION  
PRESIDENT  
CARL FINK  
VICE PRESIDENT  
YECHEZKEL STELLER  
BOARD ATTORNEY  
SCHWARTZ SIMON  
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BOARD MEMBERS  
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ZACHARIAH GREENSPAN  
THE MENON  
JOEL SCHWARTZ  
JONATHAN SILVER  
TRACY THOMAS  
ISAAC ZATKIN

July 13, 2012

Miriam Lund, Ph.D.  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3E245  
LBJ Building  
Washington, DC. 20202-6200

Dear Dr. Lund,

Lakewood Public Schools fully supports the School System Improvement (SSI) Project that is applying to the Teacher Incentive Fund (TIF) Program [CFDA 84.374A]. The TIF program holds tremendous value for improving our management of human capital and evaluation systems. Lakewood contains six public schools that meet the "high-poverty" high-needs definition, as the students receiving free and reduced lunch subsidies ranges from 71% to 93% across schools. Our six schools will tremendously benefit from the TIF program's emphasis on human capital management for increasing effective educator and school system capacity.

Lakewood Public Schools strongly endorses the TIF program's absolute priorities 1 and 2. The implementation of a human capital management system, based on an evaluation system grounded in student growth, is necessary to improve the quality of education our students receive. By enhancing our evaluation systems and establishing a pay based compensation system, Lakewood Public Schools will attract talented educators who can provide high quality education and leadership in our school district. As collaborators on this project, we are excited to engage in revising our management systems and improving the ways in which we evaluate and support teachers. Ultimately, this will benefit current and future students in our district!

We look forward to collaborating with Dr. Linda Reddy and her team at Rutgers, The State University of New Jersey. Rutgers University is a strong partner for this opportunity as they possess not only the knowledgeable and expertise to conduct this project, but also the resources to see its completion. Together, Lakewood Public Schools and Rutgers University will be able to implement a human capital management system that will guide educator and student growth alike and improve the overall quality of education in our school district.

Sincerely,

(b)(6)

Laura Winters, Ed.D.  
Interim Superintendent

1771 MADISON AVENUE, LAKEWOOD, NJ 08701-2895 • (732) 364-2400 • FAX (732) 905-3687  
BUSINESS OFFICE FAX (732) 364-2954 • HUMAN RESOURCES FAX (732) 905-0009

BOARD OFFICE FAX (732) 364-1657

PR/Award # S374A120060

**NORTH PLAINFIELD PUBLIC SCHOOLS**

33 Mountain Avenue

North Plainfield, New Jersey 07060

www.familyeducation.com/NJ/North\_Plainfield

Marilyn E. Birnbaum, Ed.D.  
Superintendent

Tel: (908) 769-6060, Ext. 6104  
Fax: (908) 755-5490

Robert H. Rich, Ed.D.  
Assistant Superintendent

Tel: (908) 769-6059, Ext. 6106  
Fax: (908) 222-7607

July 6, 2012

Miriam Lund, Ph.D.  
U.S. Department of Education  
400 Maryland Avenue, SW. Room 3E245  
LBJ Building  
Washington, DC. 20202-6200

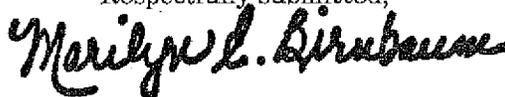
Dear Dr. Lund,

I am writing on behalf of the North Plainfield Public School District to express full support as a collaborator on the School System Improvement [SSI] Project that will be submitted to the Teacher Incentive Fund (TIF) Program [CFDA 84.374A]. We have reviewed the proposal and believe this to be a great opportunity to modernize our systems of human capital management, educator evaluation, and performance-based compensation, and by doing so, improve the overall effectiveness of teachers and principals in our school district. Our district qualifies for TIF as "high poverty" with approximately 60% of our students qualifying for either free or reduced lunch subsidies, and would benefit greatly from the support provided by the TIF Program.

North Plainfield Public School District recognizes effective teachers and principals are the core of a successful school district, and that the subsequent systems responsible for supporting and enhancing effective educators are equally important. We embrace the goals of the TIF program to implement an LEA-wide human capital management system with a rigorous educator evaluation system at its center, and to place a significant emphasis on student growth in achievement. As a collaborator, we look forward to implementing a fair and balanced evaluation system for teachers and principals that will enhance the attractiveness of working in our district and ultimately improve the quality of education services that our students receive. The district supports the SSI Project's efforts to achieve the goals and absolute priorities of the TIF program.

We are confident that we will be able to execute the responsibilities associated with this project, with the collaboration of Dr. Linda Reddy and her team at Rutgers, The State University of New Jersey. Our strong partnership will lead to successful implementation of the aforementioned systems to identify and reward effective educators, and manage the awarded funds to accomplish the goals of the project in North Plainfield Public School District.

Respectfully submitted,



Marilyn Birnbaum, Ed.D.  
Superintendent of Schools



Richard L. Edwards, Ph.D.  
Interim Executive Vice President for Academic Affairs  
Rutgers, The State University of New Jersey  
Old Queens Building  
83 Somerset Street  
New Brunswick, New Jersey 08901-1281

redwards@oldqueens.rutgers.edu  
Phone: 848-932-7821  
Fax: 732-932-5532  
<http://academicaffairs.rutgers.edu>

July 16, 2012

Miriam Lund, Ph.D.  
U.S. Department of Education  
400 Maryland Avenue, SW. Room 3E245  
LBJ Building  
Washington, DC. 20202-6200

Dear Dr. Lund:

I am writing to convey that Rutgers, The State University of New Jersey strongly supports the **School System Improvement Project** proposal to the U.S. Department of Education – Teacher Incentive Fund Program. I understand that several high needs school districts and Rutgers University have joined together to enhance the organizational capacity of schools in New Jersey.

This proposal is in line with Rutgers University's long standing initiatives to serve disadvantaged and culturally diverse populations. The **School System Improvement Project** is a comprehensive school reform project focused on increasing teacher and principal effectiveness and student achievement and growth. This is an important project for New Jersey public schools, and it is closely aligned with the 2011 New Jersey Educator Evaluation Task Force recommendations.

I am pleased to hear that the project team will implement a comprehensive human capital management system that includes fair and balanced educator evaluation, data driven professional development, and compensation based on merit for effective teachers and principals. The project team headed by Dr. Linda Reddy has extensive experience with developing and implementing school-wide assessments and interventions for improving instructional effectiveness and student academic growth. Rutgers's team has a long history of working with high needs school districts in New Jersey. Thus, the **School System Improvement Project** is a natural extension of work conducted by this exceptional team.

In sum, Rutgers University is strongly committed to supporting innovative assessment and intervention approaches that improve educator and student success. I strongly recommend that the reviewers support this outstanding proposal.

Respectfully submitted,

(b)(6)

A rectangular box with a black border, used to redact the signature of Richard Edwards. The text "(b)(6)" is written in the top left corner of the box.

Richard Edwards, Ph.D.  
Interim Executive Vice President for Academic Affairs

July 18, 2012

Dr. Miriam Lund, Ph.D.  
U.S. Department of Education  
400 Maryland Avenue, SW. Room 3E245  
LBJ Building  
Washington, DC. 20202-6200

Dear Dr. Lund:

**RE: U.S. Department of Education Teacher Incentive Fund (TIF)  
*School System Improvement Project***

On behalf of the faculty, staff, and students at Rutgers Graduate School of Applied and Professional Psychology, I am writing to confirm my strong support of the **School System Improvement (SSI) Project** submitted by several New Jersey high needs school districts and Rutgers University. The **SSI Project** proposes to implement a comprehensive human capital management system with a rigorous, yet balanced and fair, educator evaluation system that includes assessment of teacher best practices and student success. The system will identify effective teachers, guide professional development, and compensate educators based on their effectiveness to improve student growth in achievement. The **SSI Project** will closely follow the recommendations outlined in Governor Christie's 2011 New Jersey Educator Effectiveness Task Force Report.

Right now, Rutgers and New Jersey Public Schools have before them the opportunity and expertise to make real change for our children and families by enhancing school reform through the **SSI Project** for high poverty schools in New Jersey. The participating school districts in this proposal and the State of New Jersey has yet to receive any TIF funding for comprehensive school reform that includes a quality and comprehensive human capital management system (e.g., recruitment, hiring, placement, retention, promotion).

At Rutgers Graduate School of Applied and Professional Psychology, we have a solid history of securing multi-million dollar federal and state grants and contracts focused on implementing evidence-based prevention and intervention programs to improve teacher performance and student outcomes in schools. We also have over twenty years of demonstrated ability to create and sustain relationships with school administrators, teachers, parents, and other staff, working with over 1,100 New Jersey schools in all 21 state counties. We educate and train doctoral level psychologists, in a rigorous five-year program, who are committed to enhancing the lives of children, adolescents, adults, and families—especially the underserved—in schools and communities in New Jersey, the United States, and around the world. Our graduates are well-trained professionals who are leaders in their field and in their practice, often launching new initiatives capable of wide-scale impact in schools and communities, creating national visibility and whole system change through replicable models of prevention and intervention that have been adapted across the country.

Rutgers University is strongly committed to supporting innovative assessment and intervention approaches that improve teacher, principal and student achievement in New Jersey School Districts. Our faculty and staff in the Graduate School together have over 30 years of developing and implementing school-based assessments and research programs, particularly in the areas of improving instruction and student academic growth. The **SSI Project** Team, headed by Dr. Linda Reddy, has considerable experience in working directly with educators, students, parents, and other school professionals in high needs and underserved school districts throughout New Jersey.

A grant from the U.S. Department of Education Teacher Incentive Fund would initiate positive transformation for our New Jersey public school students, their teachers, and schools. Thank you for your time and consideration. Should you have any questions or comments regarding this initiative, please feel free to contact me at [smesser@rci.rutgers.edu](mailto:smesser@rci.rutgers.edu).

Respectfully submitted

(b)(6)

Stanley B. Messer, Ph.D.

*Dean and Professor II*



June 27, 2012

Miriam Lund, Ph.D.  
U.S. Department of Education  
400 Maryland Avenue, SW. Room 3E245  
LBJ Building  
Washington, DC. 20202-6200

Dear Dr. Lund:

I am writing to enthusiastically endorse and assist in the *School System Improvement Project* to be submitted by Rutgers, The State University of New Jersey to the U.S. Department of Education – Teacher Incentive Fund Program. This proposed project includes an outstanding team of school personnel and researchers. I am delighted to support this important project by assisting the team in training school personnel on the Danielson Framework for Teaching and increasing the overall professional capacity of teachers and administrators in the participating high needs schools.

I have devoted my entire career to enhancing the evaluation of educators and the collaborative process between principals and teachers for improving instructional effectiveness and student learning across the world. Drs. Reddy, Kettler, and Kurz’s proposal outlines several unique and important goals that are urgently needed for the field of education. I understand that the Project team plans to implement a human capital management system for increasing the recruitment, development, and retention of highly effective teachers and principals. The school districts and Rutgers University will together implement rigorous educator evaluation, provide empirically-supported professional development, and compensate effective teachers and principals. I applaud the project team efforts!

I enthusiastically and unequivocally recommend that the Teacher Incentive Fund support this proposal and I look forward to working with Rutgers University and their partner school districts soon!

Sincerely,

(b)(6)

Charlotte Danielson



June 26, 2012

Dr. Linda Reddy  
TIP Project Director  
Rutgers University  
152 Frelinghuysen Road  
Piscataway, NJ 08854-8085

Dear Dr. Reddy,

I have reviewed your proposed TIF proposal and believe you and your team at Rutgers, and school partners in New Jersey, has developed an excellent system improvement project. Your proposed 5-year School System Improvement Project (SSIP) is characterized by a strong theory of action that will be operationalized with excellent measurement of principal and teacher effectiveness measures. I am knowledgeable of several of the measures you will be using and have been actively engaged in other states with school improvement projects, as well as serve large scale multi-state improvement projects. As a result, I would be pleased to serve as a mentor consultant to you and your co-PIs. I can commit 3 days per year during the period October 1, 2012 - Sept. 30, 2017 to this project and find the daily rate of \$1,500 acceptable.

I look forward to working with you and others to ensure this project is highly successful. I am sure I too will learn some value new lessons regarding school improvement!

Sincerely,

(b)(6)

Stephen N. Elliott, PhD  
Mickelson Foundation Professor of Education  
Director



July 16, 2012

Miriam Lund, Ph.D.  
U.S. Department of Education  
400 Maryland Avenue, SW. Room 3E245  
LBJ Building  
Washington, DC. 20202-6200

Dear Dr. Lund:

I am pleased to support the ***School System Improvement Project*** to be submitted by Rutgers, The State University of New Jersey to the U.S. Department of Education – Teacher Incentive Fund Program and am delighted to serve as part of the pool of national experts. I understand my knowledge of state and district approaches to measuring growth in non-tested subjects and grades will be called upon to contribute to the discussion and decision making process.

In review of the proposal, I am impressed with the commitment to address teacher evaluation as a systems approach to human capital management and not in isolation. Such a comprehensive approach has greater potential to lead to improved teacher capacity and student growth. Equally impressive is the range of national experts recruited to assist in this endeavor. I am delighted to support and collaborate on this project.

Over the last 5 years in my position at the National Comprehensive Center for Teacher Quality, I have had the opportunity to work with a range of State Education Agencies to help facilitate the decision making process in designing comprehensive teacher and leader evaluation systems. Determining appropriate measures of student growth in non-tested subjects and grades continues to be a challenge. States have taken various approaches, all of which have areas of strengths and weakness; however states that consider measures that can be used to inform instruction are more likely to build stakeholder commitment.

I believe that the team leading this work is particularly strong, and if funded, look forward to collaborating with Rutgers University.

Sincerely,

Lynn Holdheide



July 17, 2012

Dr. Linda A. Reddy  
TIF Project Director  
Graduate School of Applied and Professional Psychology  
Rutgers, The State University of New Jersey  
152 Frelinghuysen Road  
Piscataway, NJ 08854, USA

Dear Dr. Reddy:

I am delighted to confirm my interest and availability to serve as measurement and statistical consultant for the proposed **School System Improvement (SSI) Project**. I have carefully reviewed the project proposal. I am confident that I can commit the expected time to assist in this important school improvement project.

I have reviewed your proposed TIF proposal and believe you and your team at Rutgers, and the five school district partners in New Jersey, have developed a comprehensive human capital management system (HCMS) which includes rigorous teacher and principal evaluation systems that identify and reward effectiveness through performance-based compensation system. I understand the proposed educator evaluation system will inform HCMS decision making, differentiated incentives, and targeted professional development. As you know, I am knowledgeable of several of the measures you will be using and have successfully worked with you on large multi-state and school measurement projects.

I look forward to working with you again and collaborating with the local education agencies of Asbury Park, Hillside, Lakewood, and North Plainfield School Districts. Please let me know if I can assist you in anyway.

Sincerely,

(b)(6)

Louis Hsu, Ph.D.  
Professor Emeritus – Fairleigh Dickinson University  
Senior Analyst at FutureWorkSystems

July 12, 2012

Miriam Lund, Ph.D.  
U.S. Department of Education  
400 Maryland Avenue, SW. Room 3E245  
LBJ Building  
Washington, DC. 20202-6200

Dear Dr. Lund:

I am writing to enthusiastically endorse and assist in the *School System Improvement Project* to be submitted by Rutgers, The State University of New Jersey to the U.S. Department of Education – Teacher Incentive Fund Program. This proposed project includes an outstanding team of school personnel and researchers. I am delighted to support this important project by assisting the team in training school personnel on the Danielson Framework for Teaching and increasing the overall professional capacity of teachers and administrators in the participating high needs schools.

I have dedicated my career to enhancing the evaluation and intervention of language minority children, specifically those who speak Spanish as a native language and are learning English as a second language. In addition, I have worked in professional development helping teachers maximize language learning opportunities in these children and in making appropriate referrals when their development is not what is expected for a bilingual child through professional development contracts and grants through the US Department of Education and Head Star. Drs. Reddy, Kettler, and Kurz's proposal outlines several unique and important goals that are urgently needed for the field of education. I understand that the Project team plans to implement a human capital management system for increasing the recruitment, development, and retention of highly effective teachers and principals. The school districts and Rutgers University will together implement rigorous educator evaluation, provide empirically-supported professional development, and compensate effective teachers and principals. I applaud the project team efforts!

I enthusiastically and unequivocally recommend that the Teacher Incentive Fund support this proposal and I look forward to working with Rutgers University and their partner school districts soon!

Sincerely,

(b)(6)

Maria Adelaida Restrepo, Ph.D.  
Associate Professor



July 16, 2012

Dr. Linda A. Reddy  
TIF Project Director  
Graduate School of Applied and Professional Psychology  
Rutgers, The State University of New Jersey  
152 Frelinghuysen Road  
Piscataway, NJ 08854, USA

Dear Dr. Reddy:

I am writing to confirm my interest and availability to serve as the independent evaluator for the proposed School System Improvement (SSI) Project. I have carefully reviewed the project proposal and view very positively the importance and potential impact of this work in improving outcomes for children. I am confident that I can commit the expected time (5 days per year in Years 1 through 5), fulfill the attendant responsibilities, and complete the evaluation activities and reports in a timely manner as prescribed.

I look forward to working with you, the collaborating with local education agencies, and the participating staff should the project be approved. Please do not hesitate to contact me should you need additional information.

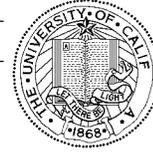
Sincerely,

(b)(6)

Daniel J. Reschly, PhD  
Professor of Education and Psychology  
Box 228 Peabody  
Vanderbilt University  
Nashville, TN 37203-5701

# UNIVERSITY OF CALIFORNIA, BERKELEY

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA • SANTA CRUZ

DIRECTOR  
SCHOOL PSYCHOLOGY PROGRAM  
4427 TOLMAN HALL  
GRADUATE SCHOOL OF EDUCATION  
BERKELEY, CALIFORNIA 94720-1670

PH: (510) 643-4891  
FX: (510) 642-3555  
EM: [franke@berkeley.edu](mailto:franke@berkeley.edu)  
<http://www-gse.berkeley.edu/program/sp/sp.html>

July 2, 2012

Miriam Lund, Ph.D.  
U.S. Department of Education  
400 Maryland Avenue, SW. Room 3E245  
LBJ Building  
Washington, DC. 20202-6200

Dear Dr. Lund,

I am writing to indicate my interest in working on the proposed project, entitled the “School System Improvement Project” to be submitted by Rutgers, The State University of New Jersey and several high poverty school districts to the U.S. Department of Education – Teacher Incentive Fund Program. The leadership team on this project are competent academics with well-established track records of working collaboratively with school systems.

I have a considerable amount of experience consulting with school systems serving low-income and minority populations and conducting research focused on program evaluation and scale development. Because I also have interests in the psychosocial adjustment and educational functioning in of youth of color, I am enthusiastic about the possibility of collaborating on this important project.

Finally, being based at a land-grant institution with a longstanding tradition of research projects aimed at enhancing educational outcomes of students from low-income backgrounds, I am particularly thrilled at the commitment that this grant represents to the process of university-community school reform.

Yours sincerely,

(b)(6)

Frank C. Worrell, Ph.D.  
Certified School Psychologist  
Licensed Psychologist (PS-008390-L)

**5. Other Evidence Demonstrating Educator Support**

**SCHOOL SYSTEM IMPROVEMENT (SSI) PROJECT**

<b>District</b>	<b>Committee Approval</b>	<b>Membership</b>	<b>Approval Rate</b>
<b>Asbury Park</b>	Educator Evaluation Team	9 principals, 6 teachers, & 1 union representative	93%
	Curriculum & Professional Development Council	Assistant Superintendent and 6 teachers	100%
<b>Hillside</b>	District-Wide Teacher Assessment Committee	13 teachers, 1 union representative, 1 board member, & 1 parent	100%
	Professional Development Committee	4 teachers, 2 administrators, & 1 director	100%
<b>Lakewood</b>	School Climate Evaluation Committee	1 school psychologist, 1 social worker, 1 principal, 4 teachers, and 1 union representative	100%
	Interim Assessment Committee	8 teachers, 2 principals, 2 district supervisors, & 1 union representative	100%
	Parental Involvement Committee	6 parents and 2 teachers	100%
<b>North Plainfield</b>	Instructional Council	8 teachers, 2 principals, 2 district supervisors, & superintendents	100%
	District Professional Development Committee	6 teachers & 2 administrators	100%

Note. All four LEAs' Boards of Education voted on the SSI Project in June 2012 – unanimous support was received.

## **6. Indirect Rate Cost Agreement**



DEPARTMENT OF HEALTH & HUMAN SERVICES

Program Support Center  
Financial Management Services  
Division of Cost Allocation

26 Federal Plaza, Room 41-122  
New York, New York 10278  
Phone: (212) 264-2069  
Fax: (212) 264-5478

March 29, 2011

Mr. Stephen J. DiPaolo  
University Controller  
Rutgers University  
3 Rutgers Plaza, Admin.SV.Bldg. 3, 2<sup>nd</sup> Fl.  
New Brunswick, New Jersey 08901-3325

Dear Mr. DiPaolo:

A negotiation agreement is being faxed to you for signature. This agreement reflects an understanding reached between your institution and a member of my staff concerning the rates or amounts that may be used to support your claim for costs on grants and contracts with the Federal Government. The agreement must be signed by a duly authorized representative of your institution and faxed to me; retain a copy for your file. Our fax number is (212) 264-5478. We will reproduce and distribute the agreement to awarding agencies of the Federal Government for their use.

Requirements for adjustments to costs claimed under Federal Grants and Contracts resulting from this negotiation are dependent upon the type of rate contained in the negotiation agreement. Information relating to these requirements is enclosed.

In consideration of this negotiation agreement:

1. The carry-forward under-recovery of \$394,000 resulting from the settlement of the fringe benefit rate for fiscal year ended June 30, 2009 was considered in establishing a fixed rate for the year ending June 30, 2011. The under-recovery must be included in your fringe benefit rate proposal based on actual expenses for fiscal year ending June 30, 2011.
2. The fringe benefit rate proposal for fiscal year ended June 30, 2010 is currently on extension.

A proposal encompassing all activities of your institution together with the required supporting information must be submitted to my office at the address on page 2 for each fiscal year your institution claims costs under grants and contracts awarded by the Federal Government. This proposal is due within six months after the close of your fiscal year. Therefore, a proposal for fiscal year ending June 30, 2012 will be due in my office not later than December 31, 2012. The proposal will be used to establish rates/amounts for the fiscal year subsequent to the last period covered by an approved final, fixed, or predetermined rate(s). Failure to submit a timely proposal will be interpreted as a forfeiture of reimbursement for indirect costs.

Mr. Stephen J. DiPaolo

-2-

March 29, 2011

Therefore, unless a proposal is received by December 31, 2012, future awards made by the Department of Health and Human Services will be for direct costs only and will not provide for the recovery of costs contained in this agreement. In addition, the costs claimed against awards already made may be subject to disallowances.

If you are unable to submit your proposal by the prescribed date, you may request an extension. This request must be submitted prior to the due date of the proposal and must contain a justification for the extension and the date the proposal will be submitted.

Your proposal and relevant correspondence should be addressed to:

Department of Health and Human Services  
Division of Cost Allocation  
26 Federal Plaza, Room 41-122  
New York, New York 10278  
(212) 264-1823

In addition, please acknowledge your concurrence with the comments and conditions cited above by signing this letter in the space provided below and **FAX (212-264-5478)** it to me with the enclosed negotiation agreement.

Sincerely,

(b)(6)

Robert I. Aaronson  
Director, Division of  
Cost Allocation

Enclosures

Concurrence:

(b)(6)

Name

*Stephanie Contreras*

Title

*3/29/11*

Date

ORIGINAL

## COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1226001086A1

DATE:03/29/2011

## ORGANIZATION:

FILING REF.: The preceding  
agreement was dated

Rutgers University

01/26/2010

3 Rutgers Plaza,Admin.Sv.Blg.3,2 Fl

New Brunswick, NJ 08901-3325

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: INDIRECT COST RATES


---

 RATE TYPES:      FIXED                  FINAL                  PROV. (PROVISIONAL)      PRED. (PREDETERMINED)
 

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EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2010	06/30/2012	54.00	On-Campus	Research
PRED.	07/01/2012	06/30/2013	55.00	On-Campus	Research
PRED.	07/01/2010	06/30/2013	26.00	Off-Campus	Research
PRED.	07/01/2010	06/30/2013	53.00	On-Campus	Instruction
PRED.	07/01/2010	06/30/2013	26.00	Off-Campus	Instruction
PRED.	07/01/2010	06/30/2013	37.20	On-Campus	Other Sponsored Prog
PRED.	07/01/2010	06/30/2013	26.00	Off-Campus	Other Sponsored Prog
PRED.	07/01/2010	06/30/2013	14.00	Off-Campus	Special Instruction

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<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PROV.	07/01/2013	Until Amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2013.

\*BASE

Total direct costs excluding capital expenditures (buildings, individual items of equipment; alterations and renovations), that portion of each subaward in excess of \$25,000; hospitalization and other fees associated with patient care whether the services are obtained from an owned, related or third party hospital or other medical facility; rental/maintenance of off-site activities; student tuition remission and student support costs (e.g., student aid, stipends, dependency allowances, scholarships, fellowships).

ORGANIZATION: Rutgers University

AGREEMENT DATE: 03/29/2011

SECTION I: FRINGE BENEFIT RATES\*\*

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FIXED	7/1/2010	6/30/2011	35.40	All	Regular Sal. - Faculty & Staff
FIXED	7/1/2010	6/30/2011	29.00	All	Post - Doc Associates
FIXED	7/1/2010	6/30/2011	23.20	All	Grad./Teaching Assistants
FIXED	7/1/2010	6/30/2011	7.40	All	Coadjutants, Wages of Labor, Other Comp.
PROV.	7/1/2011	Until amended			Use the same rates and conditions as those cited for the fiscal year ending June 30, 2011.

\*\* DESCRIPTION OF FRINGE BENEFITS RATE BASE:  
Salaries and wages.

ORGANIZATION: Rutgers University

AGREEMENT DATE: 03/29/2011

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SECTION II: SPECIAL REMARKS

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TREATMENT OF FRINGE BENEFITS:

The fringe benefits are charged using the rate(s) listed in the Fringe Benefits Section of this Agreement. The fringe benefits included in the rate(s) are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

1. Off-Campus definition: All activities conducted in facilities not owned by the organization and all activities conducted at field locations where no permanent facilities are used are considered off-site and not apportioned between their on-site and off-site components. If 50% or more of the indirect cost rate base cost of the project are determined to be on-site, the entire project is considered on-site. If less than 50% of the indirect cost rate base are determined to be on-site, the entire project is considered off-site.

2. The rates in this agreement have been negotiated or revised, as appropriate, to reflect the administrative cap provisions of the revision to OMB Circular A-21 published by the Office of Management and Budget on May 8, 1996. No rate affecting the institution's fiscal periods beginning on or after October 1, 1991 contains total administrative cost components in excess of that 26 percent cap.

3. Effective beginning fiscal year ended June 30, 1977, a New Jersey State-Wide Fringe Benefit rate was negotiated that is applicable to Rutgers. The negotiated rate applicable to all programs excluding the JTPA Programs provided for this and the balance of the items to make an all encompassing rate as it pertains to Rutgers. The fringe benefit cost covered are as follows:

- Pensions
- Health Benefits (incl., Prescription Drug, Dental Care Program, and Vision Care)
- Unemployment Insurance
- Temporary Disability Insurance
- Unused Sick Leave
- Social Security Taxes (FICA)
- Workmen's Compensation
- Tuition Remission
- Early Retirement Incentive

4. Equipment means an article of nonexpendable, tangible personal property having a useful life of more than one year, and an acquisition cost of \$5,000 or more per unit.

This rate agreement updates fringe benefit rates only.

ORGANIZATION: Rutgers University

AGREEMENT DATE: 03/29/2011

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purposed by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Office of Management and Budget Circular A-21 Circular, and should be applied to grants, contracts and other agreements covered by this Circular, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

ON BEHALF OF THE FEDERAL GOVERNMENT:

Rutgers University

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(INSTITUTION)

(AGENCY)

(b)(6)

(SIGNATURE)

(SIGNATURE)

(b)(6)

Robert I. Aaronson

(NAME)

(NAME)

(TITLE)

Director, Northeastern Field Office

(TITLE)

(DATE)

3/29/2011

(DATE) 0111

*University Controller*

*3/29/11*

HHS REPRESENTATIVE: Jeffrey Warren

Telephone: (212) 264-2069

## **7. Individual Resumes for Project Directors and Key Personnel**

### ***SSI Project Directors:***

**Linda A. Reddy, Ph.D. – Principal Investigator**

**Ryan Kettler, Ph.D. – Co Investigator**

**Alexander Kurz, Ph.D. – Co Investigator**

### ***SSI Project Consultants:***

**Steve Elliot, Ph.D.**

**Lynn Holdeide, M.S.**

**Louis Hsu, Ph.D.**

**Maria Adelaida Restrepo, Ph.D.**

**Daniel Reschly, Ph.D.**

**Frank Worrell, Ph.D.**

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**BIOGRAPHICAL SKETCH**

---

<b>NAME</b> Linda A. Reddy, Ph.D.		<b>POSITION TITLE</b> Associate Professor	
<b>EDUCATION/TRAINING</b>			
<b>INSTITUTION AND LOCATION</b>	<b>DEGREE</b>	<b>YEAR(s)</b>	<b>FIELD OF STUDY</b>
Boston University	B.A.	1986	Psychology
University of Arizona	M.A.	1989	Measurement
San Fernando Valley Child Guidance Clinics (APA Accredited)		1994	Predoctoral Internship
University of Arizona (APA Accredited)	Ph.D.	1994	Educational Psychology - School Psychology
Devereux Foundation, Institute of Clinical Training and Research (APA Accredited)		1996	Postdoctoral Child Clinical Fellowship

**A. Positions and Honors**

**Positions**

- 1996- 2002 Assistant Professor, Fairleigh Dickinson University, Department of Psychology, Teaneck, NJ.
- 2000 – 2004 Director of the Center for Psychological Services and Research, Fairleigh Dickinson University, NJ.
- 1997- 2007 Founder/Director of the Child and Adolescent ADHD Clinic, Fairleigh Dickinson University's Center for Psychological Services, NJ
- 2002- 2007 Associate Professor, Fairleigh Dickinson University, Department of Psychology, Teaneck, NJ.
- 1996- Present Research Associate, Institute of Clinical Training and Research, Devereux Foundation, PA.
- 2007- Present Associate Professor & Founder/Director of the Child and Adolescent ADHD Clinic, Rutgers University, Piscataway, NJ.
- 2012 Interim Chair of the Applied Psychology Department and Interim Director of the Psy.D. School Psychology Program Rutgers University, Graduate School of Applied and Professional Psychology, Piscataway, NJ.

**Honors (partial list)**

- 1996 Research and Service Recognition Award, The Devereux Foundation
- 2003 Emerging Researcher Award for Significant Contributions to Research in Psychology the New Jersey State Psychological Association
- 2004 Distinguished Faculty Research Award, Fairleigh Dickinson University
- 2005 Testified at the Proposed Reauthorization of IDEA, New York

2006, 2008, 2010, 2012 Outstanding Service Awards from American Psychology Association (APA) Division 16 (School Psychology)

2009 Research Article of the Year Award, Journal of School Psychology – Society for the Study of School Psychology

2010 Fellow Status, APA Division 16 (School Psychology)

2012 President-Elect, APA Division 16 (School Psychology)

#### **National Committees (partial list)**

2012 APA Chair, School Improvement Task Force

2010-Present APA Division 16 Translation of Science to Practice Task Force

2008-Present APA Task Force on Violence Directed at Teachers

#### **Licensure and Certification**

Practice of Psychology: NJ #SI03655; NY #013387-1; PA # PS-008347

Nationally Certified School Psychologist #30934

**Consultant to several test development companies (e.g., Pearson, Harcourt, Riverside Publishing, ProEd)**

## **B. Publications**

**Reviewer for over 10 journals** (e.g., Assessment, Child Neuropsychology, Journal of Psychoeducational Assessment, Journal of School Psychology) as well as American Psychological Association Press, John Wiley & Sons, & Guilford Press

#### **Articles (partial list; published over 60 articles and book chapters)**

Reddy, L.A., & Fabiano, G. (in press). Special Series: Assessment of general education teachers' tier 1 classroom practices: Current science and practice, *School Psychology Quarterly*.

Reddy, L.A., Fabiano, G., & Dudek, C. (in press). Instructional and behavioral management practices implemented by elementary general education teachers. *School Psychology Review*.

Reddy, L.A., Fabiano, G., & Dudek, C. (in press). Concurrent validity of the Classroom Strategies Scale – Observer Form. *Journal of Psychoeducational Assessment*.

Reddy, L.A., Fabiano, G., & Dudek, C. (in press). Instructional and Behavioral Management Practices in Elementary School Math and Language Arts. *The Elementary School Journal*.

Reddy, L.A., Hale, J.B., & Brodzinsky, L.K. (2011). Use of the Behavior Rating Inventory of Executive Function Parent Form for children and adolescents with Attention Deficit/Hyperactivity Disorder. *School Psychology Quarterly*, 26, 45-55.

- Springer, C., & Reddy, L.A. (2010). Measuring parental treatment adherence in a multimodal treatment program for children with ADHD: A Preliminary Investigation. *Child & Family Behavior Therapy*, 32 (4), 272-279.
- Reddy, L. A., Newman, E., Pedigo, T. K., & Scott, V. B. (2010). Concurrent validity of the Pediatric Attention Disorders Diagnostic Screener for children with ADHD. *Child Neuropsychology*, 16, 1-16.
- Hale, J., Reddy, L., et al (2010). Critical Issues in response-to-intervention, comprehensive evaluation, and specific LD identification and intervention: An expert white paper consensus. *Learning Disability Quarterly*, 33, 1-14.
- Hale, J.B., Reddy, L. A., Wilcox, G., McLaughlin, A., Hain, L., Stern, A., Henzel, J., & Eusebio, E. (2009). Best practices in assessing and intervening with ADD/ADHD children and children with other frontal-striatal circuit disorders. In D. C. Miller (Ed.), *Best practices in school neuropsychology: Guidelines for effective practice, assessment and evidence-based interventions*. Hoboken, NJ: John Wiley & Sons.
- Reddy, L.A., Newman, E., DeThomas, C., & Chun, V. (2009). Effectiveness of school-based prevention and intervention programs for children and adolescent with emotional disturbance: A meta-analysis. *Journal of School Psychology*. 47, 77-99.
- Reddy, L.A., DeThomas, C., Newman, E., & Chun, V. (2009). School-based prevention and intervention programs for children with emotional disturbance: A review of treatment components and methodology. *Psychology in the Schools*. 46, 132-153.
- Hale, J.B., & Reddy, L.A. (2009). Development and validation of a 15-minute executive function and behavior rating screening battery for children with ADHD. *Journal of Clinical and Experimental Neuropsychology*, 1, 1-16.
- Reddy, L.A., Braunstein, D., & Dumont, R. (2008). Use of the Differential Ability Scales for children with ADHD. *School Psychology Quarterly*. 23, 139-148.
- Reddy, L.A., Pfeiffer, S.I., & Files-Hall, T. (2007). Use of the Devereux Scales of Mental Disorders for children and adolescents with emotional disturbance. *Journal of Psychoeducational Assessment*. 25, 356-372.
- Reddy, L.A., & Pfeiffer, S.I. (2007). Emotional and behavior symptoms of children and adolescents with Prader-Willi Syndrome. *Journal of Autism and Developmental Disorders*. 37 (5), 830-839.
- Reddy, L.A., & Hale, J. (2007). Inattentiveness. In A.R. Eisen (Ed). *Treating Childhood Behavioral and Emotional Problems: A Step-by-Step Evidence-Based Approach*. (pp.156-211) Guilford Publications, Inc.: NY
- Reddy, L.A., & De Thomas, C. (2006). Assessment of ADHD children and adolescents. In S.R. Smith & L. Handler (Eds). *The Clinical Assessment of Children and Adolescents: A Practitioner's Guide*. (367-387) Lawrence Erlbaum Associates, NJ.
- Reddy, L.A., & Richardson, L. (2006). School-based prevention and treatment interventions for children and adolescents with emotional disturbance. *Education and Treatment of Children*. 29(2), 1 -26.
- Reddy, L.A., & Atamanoff, T. (2006). From A to Z on child and adolescent bipolar disorder. *School Psychology Quarterly*. 21 (1), 112-117.
- Reddy, L.A., Springer, C. Hall, T.M., Benisz, E., Braunstein, D., Hauch, Y., & Atamanoff, T. (2005). Childhood ADHD multimodal program: An empirically-supported intervention for young children with ADHD. In L. Reddy, T. Hall, & C.

- Schaefer (Eds). *Empirically-Based Play Interventions for Children*. (145-167) American Psychological Association Press: Washington, DC.
- Springer, C. & Reddy, L.A. (2004). Measuring adherence in behavior therapy: Opportunities for research and practice. *The Behavior Therapist*, 27(4), 1 - 9.
- Reddy, L.A., Atamanoff, T., Hauch, Y., Braunstein, D., Springer, C., & Kranzler, R. (2004). Psychosocial group prevention and intervention programs for emotional disturbed children and adolescents. In B. Leventhal & P. Zimmerman (Eds). *Child and Adolescent Psychiatric Clinics of North America*. W.B. Saunders/Elsevier Science, Inc.
- Smith, S.R., & Reddy, L.A. (2002). The concurrent validity of the Devereux Scales of Mental Disorders. *Journal of Psychoeducational Assessment*, 20, 112- 127.
- Reddy, L.A. (2001). Serious emotional disturbance in children and adolescents: Present status and future directions. *Behavior Therapy*. 32 (4). 667-691.
- Smith, S.R., Reddy, L.A., & Wingenfeld, S.A. (2002). Assessment of psychotic disorders in inpatient children and adolescents: Use of the Devereux Scales of Mental Disorders. *Journal of Psychopathology and Behavioral Assessment*, 24(4), 269-273.
- Reddy, L.A., & Goldstein, A.P. (2001). Aggressive replacement training: A prevention program for aggressive children. *Residential Treatment for Children and Youth*, 18(3), 47-62.
- Smith, S. R., Wingenfeld, S. A., Hilsenroth, M. J., Reddy, L.A., & LeBuffe, P.A. (2000). Use of devereux scales of mental disorders in the assessment of attention-deficit hyperactivity disorder and conduct disorder. *Journal of Psychopathology and Behavioral Assessment*, 22(3), 237-255.
- Pfeiffer, S. I., Reddy, L.A., Kletzel, J. E., Schmelzer, E. R., & Boyer, L. M. (2000). The practitioner's view of IQ testing and profile analysis. *School Psychology Quarterly*, 15(4), 376-385.
- Reddy L. A., Barboza-Whitehead, S., Files, T., & Rubel, R. (2000). Clinical focus of consultation outcome research with children and adolescents. *Special Services in the Schools*, 16 (1/2), 1-22.
- Reddy, L.A., & Savin, H. A. (2000). Designing and conducting outcome evaluations. In H. Savin & S. Kiesling (Eds). *Putting Our House in Order: A Provider's Guide to Accountable Systems of Behavioral Health Care*. (132-158) Jossey-Bass: CA.
- Reddy, L.A., & LeBuffe, P. A. (2000). Becoming a data-driven organization. In H. Savin & S. Kiesling (Eds). *Putting Our House in Order: A Provider's Guide to Accountable Systems of Behavioral Health Care*. (113-131) Jossey-Bass: San Francisco, CA.
- Reddy, L. A. (1999). Inclusion of disabled children and school reform: A historical perspective. *Special Services in the Schools*. 15 (112) 3-24.
- Bergan, J. R., Schwarz, R. D., & Reddy, L. A. (1999). Latent structure analysis of classification errors in screening and clinical diagnosis: An alternative to classification analysis. *Applied Psychological Measurement*, 23, 69-86.
- Pfeiffer, S. I., & Reddy, L. A. (1998). School-based mental health programs: Present status and a blueprint for the future. *School Psychology Review*, 27(1), 84-96.
- Reddy, L. A. (1997). Training contemporary parents: A program for mental health professionals. *Journal of Clinical Child Psychology*, 26, 321-322.
- Reddy, L. A., & Pfeiffer, S. I. (1997). Effectiveness of treatment foster care with children and adolescents: A review of outcome studies. *Journal of the American Academy of*

Child and Adolescent Psychiatry. 36 (5), 58 1-588.

**Books**

Reddy, L.A., Hale, J., & Weissman, A. (in press). Neuropsychological Assessment and Intervention for Youth with Emotional and Behavioral Disorders: An Integrated Step-by-Step Evidence-Based Approach. American Psychological Association Press: Washington, DC.

Reddy, L.A. (2011). Classroom Interventions for Children: Techniques for Promoting Prosocial Behavior. American Psychological Association Press: Washington, DC.

Reddy, L.A., Hall, T. & Schaefer, C. (2005). Empirically-Based Play Interventions for Children. American Psychological Association Press: Washington, DC.

Pfeiffer, S.I., & Reddy, L. A. (2001). Innovative Mental Health Interventions for Children: Programs that Work. Binghamton, NY: The Haworth Press.

Pfeiffer, S.I., & Reddy, L. A. (1999). Inclusion Practice in Special Education: Research, Theory, and Application. Binghamton, NY: The Haworth Press.

**Test (Co-author) used in Head Start Programs across the Country**

Classroom Strategies Scale – Observer and Teacher Forms. Rutgers University, Piscataway, NJ.

MAPS Developmental Observation Assessment Scales Level Preschool through Third Grade. Assessment Technology Inc. Child Development Center, Tucson, AZ.

**C. Research and Development Funding (awarded 17 grants/contracts)**

**CURRENT**

2008-2013 Development and Validation of a Teacher Progress Monitoring Scale, U.S. Dept. of Education, Institute of Educational Sciences (Reddy PI \$1,486,000)

**Current Project Commitments**

Project Title, Client, Grant/Contract Number/End Date	Year 1 9/12-8/13	Year 2 9/13-8/14	Year 3 9/14-8/15	Year 4 9/15-8/16
<b>Current Projects</b>				
Development and Validation of a Teacher Progress Monitoring Scale. (2008-2013). IES, Social and Behavioral context for Academic Learning, CFDA 84.305A (Role PI)	3-months summer only			

OVERLAP: There is no scientific or budgetary overlap between the application being considered and the above grants.

COMMITMENT OVERLAP: Potential commitment overlap does not exist at this time.

## RYAN J. KETTLER, PHD, NCSP

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152 Frelinghuysen Road  
Piscataway, NJ 08854

Phone: 848-445-3960  
Fax: 732-445-4888  
[r.j.kettler@rutgers.edu](mailto:r.j.kettler@rutgers.edu)

### EDUCATION

**University of Wisconsin-Madison** PhD in Educational Psychology  
Specialization in School Psychology (APA-accredited program) 2005

Dissertation *Identifying students who need help early: Validation of the Brief Academic Competence Evaluation Screening System*

**University of Wisconsin-Madison** MS in Educational Psychology  
Specialization in School Psychology (NASP-approved program) 2003

Thesis *Teacher and student ratings of academic competence: An examination of cross-informant agreement and classification accuracy*

**University of Michigan** BA, with distinction, in Literature, Science, and Arts  
Specialization in Psychology 1998

### PROFESSIONAL EXPERIENCE

**Rutgers, The State University of New Jersey**  
Graduate School of Applied and Professional Psychology  
Assistant Professor 2011-present

**Peabody College of Vanderbilt University**  
Department of Special Education  
Research Assistant Professor 2007-2011

Learning Sciences Institute  
Coordinator of Data Services 2008-2009

**California State University, Los Angeles**  
Division of Special Education and Counseling  
Assistant Professor 2005-2007

**Ethan Allen School**  
Intern in Professional Psychology (APA-accredited program) 2004-2005

<b>COMPETITIVE GRANT ACTIVITY</b>
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**Peabody College of Vanderbilt University**

*Modified Alternate Assessment Participation Screening (MAAPS) Consortium*

(Elliott, S.N., **Kettler, R.J.**, & Zigmond, N.)

U.S. Department of Education \$1,815,700

Co-Principal Investigator 2009-2012

*Consortium for Modified Alternate Assessment Development and Implementation (CMAADI)*

(Elliott, S.N., Rodriguez, M.C., Roach, A.T., & **Kettler, R.J.**)

U.S. Department of Education \$1,999,875

Co-Principal Investigator and Project Director 2008-2011

*Operationalizing Alternate Assessment for Science Inquiry Skills (OAASIS)*

(Foster, C.J.)

U.S. Department of Education \$1,168,706

Investigator 2008-2010

*Early Identification of Students with Learning Difficulties: A Comparison of Methods*

(**Kettler, R.J.**, & Albers, C.A.)

Society for the Study of School Psychology \$14,900

Principal Investigator 2008-2009

*Consortium for Alternate Assessment Validity and Experimental Studies (CAAVES)*

(Elliott, S.N. & Compton, E.C.)

U.S. Department of Education \$1,535,473

Investigator 2007-2009

*Predicting Academic Achievement: Screening Social and Academic Enablers*

(Elliott, S.N., Griffin, P., Davies, M., & **Kettler, R.J.**)

Vanderbilt International Office \$12,000

Co-Principal Investigator 2007-2008

**California State University, Los Angeles**

(**Kettler, R.J.**)

*Evaluation of the BACESS: Predictive Validity and Generalization to an Urban Population*

Research, Scholarship, and Creative Activity \$5,000

Principal Investigator 2005-2006

## SELECT PEER-REVIEWED PUBLICATIONS

### In press

**Kettler, R.J.**, Dickenson, T.S., Bennett, H.L., Morgan, G.B., Gilmore, J.A., Beddow, P.A., Swaffield, S., Turner, L., Herrera, B., Turner, C., & Palmer, P.W. (in press). Enhancing the accessibility of high school science tests: A multi-state experiment. *Exceptional Children*.

### 2012

**Kettler, R.J.** (2012). Testing accommodations: Theory and research to inform practice. *International Journal of Disability, Development, and Education*, 5(1), 53-66.

**Kettler, R.J.** (2012). Teachers as screening tests: Two decades of concurrent evidence for teacher judgments. *The International Journal of Educational and Psychological Assessment*, 10(1), 71-82.

**Kettler, R.J.**, Elliott, S.N., Davies, M., & Griffin, P. (2012). Using academic enabler nominations and social behavior ratings to predict students' performance on Australia's national achievement test. *School Psychology International*, 33(1), 93-111.

### 2011

Feeney-Kettler, K.A., Kratochwill, T.R., & **Kettler, R.J.** (2011). Identification of preschool children at risk for emotional and behavioral disorders: Development and validation of a universal screening system. *Journal of School Psychology*, 49(2), 197-216.

**Kettler, R.J.** (2011). Computer-based screening for the new modified alternate assessment. *Journal of Psychoeducational Assessment*, 29(1), 3-13.

**Kettler, R.J.**, & Feeney-Kettler, K.A. (2011). Screening systems and decision-making at the preschool level: Application of a comprehensive validity framework. *Psychology in the Schools*, 48(5), 430-441.

**Kettler, R.J.**, Rodriguez, M.R., Bolt, D.M., Elliott, S.N., Beddow, P.A., & Kurz, A. (2011). Modified multiple-choice items for alternate assessments: Reliability, difficulty, and differential boost. *Applied Measurement in Education*, 24(3), 210-234.

### 2010

**Kettler, R.J.**, Elliott, S.N., Beddow, P.A., Compton, E., McGrath, D., Kaase, K., Bruen, C., Ford, L., & Hinton, K. (2010). What does an alternate assessment measure? A multitrait-multimethod analysis. *Exceptional Children*, 76(4), 457-474.

## EDITED BOOKS

Elliott, S.N., **Kettler, R.J.**, Beddow, P.A., & Kurz, A. (Eds.). (2011). *Handbook of accessible achievement tests for all students: Bridging the gaps between research, practice, and policy*. New York: Springer.

**Kettler, R.J.**, Glover, T.A., Albers, C.A., & Feeney-Kettler, K.A. (in preparation). *Universal screening in educational settings: Identification, implementation, and interpretation*. Washington, DC: American Psychological Association.

## MEASUREMENT INSTRUMENTS

Beddow, P.A., Elliott, S.N., & **Kettler, R.J.** (2009). *TAMI Accessibility Rating Matrix*. Nashville, TN: Vanderbilt University. Available at <http://peabody.vanderbilt.edu/tami.xml>

Feeney-Kettler, K.A., Kratochwill, T.R., & **Kettler, R.J.** (2009). *Preschool Behavior Screening System*. Nashville, TN: Vanderbilt University.

Beddow, P.A., **Kettler, R.J.**, & Elliott, S.N. (2008). *Test Accessibility and Modification Inventory*. Nashville, TN: Vanderbilt University. Available at <http://peabody.vanderbilt.edu/tami.xml>

## WEBINAR PRESENTATIONS

**Kettler, R.J.**, & Beddow, P.A. (2010, June). *OAASIS pilot results and item writing training*. Webinar presented to representatives from the departments of education in South Carolina, South Dakota, and Wyoming.

Beddow, P.A., & **Kettler, R.J.** (2010, May/June). *Guiding the development and evaluation of accessible test items using the TAMI*. Webinar presented to representatives from the departments of education in South Carolina, South Dakota, and Wyoming.

## CONSULTING

### University of Pittsburgh

*Restructuring and Improving Special Education (RISE)* 2012-present

### College Board

*Services for Students with Disabilities (SSD)* 2007-present

### Wisconsin Center for Education Research (WCER)

*Alternate Access for English Language Learners* 2010-2011

**Effort on Funded and Proposed Projects October 2012 through September 2017**

Ryan J. Kettler

<b>Funded Projects</b>	<b>Current Effort</b>
<p><b>Assistant Professor in the Graduate School of Applied and Professional Psychology</b></p> <p>Permanent position</p>	<p>100%* during the academic year, 0 summer months</p> <p>*Changes to 59% upon SSI Project funding</p>
<b>Proposed Projects</b>	<b>Proposed Effort</b>
<p><b>School System Improvement (SSI) Project</b></p> <p>Proposal to the U.S. Department of Education CDFA 84.374A Teacher Incentive Fund (TIF) Program, 10/1/2012 – 9/30/2017</p>	<p>41% during the academic year, 2.5 summer months</p>

## ALEXANDER KURZ, PH.D., BCBA

Learning Sciences Institute ♦ Mary Lou Fulton Teachers College  
Arizona State University ♦ P.O. Box 872111 ♦ Tempe, AZ 85287 ♦ 480.727.5695  
alexander.kurz@asu.edu

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### EDUCATION

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Ph.D.	<b>Peabody College of Vanderbilt University, 2011</b> Advisors: Dr. Stephen N. Elliott and Dr. Daniel J. Reschly Special Education: High Incidence Interdisciplinary Program in Educational Psychology Dissertation: <i>Opportunity to learn the intended curriculum: Measuring key instructional indicators and examining relations to achievement for students with disabilities</i>	Nashville, TN
M.Ed.	<b>Peabody College of Vanderbilt University, 2007</b> Advisors: Dr. Joseph H. Wehby and Dr. Stephen N. Elliott Special Education: Behavior Disorders Applied Behavior Analysis Certification Program Thesis: <i>Alignment of the intended, planned, and enacted curriculum in general and special education and its relation to student achievement</i>	Nashville, TN
B.S.	<b>Middle Tennessee State University, 2003</b> Philosophy	Murfreesboro, TN
B.A.	<b>Middle Tennessee State University, 2001</b> Special Education	Murfreesboro, TN
	<b>Pädagogische Hochschule Ludwigsburg</b> Special Education	Ludwigsburg, Germany

### PROFESSIONAL AND GRADUATE RESEARCH EXPERIENCES

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2011 - Present	<b>Assistant Research Professor</b> Learning Sciences Institute, Arizona State University	Tempe, AZ
2011 - Present	<b>Affiliated Adjunct Faculty</b> Mary Lou Fulton Teachers College, Arizona State University	Tempe, AZ
2008 - 2011	<b>Research Assistant</b> Center for Assessment and Intervention Research Dr. Stephen N. Elliott, Peabody College of Vanderbilt University	Nashville, TN
2007 - 2010	<b>Educational Consultant &amp; Psychometric Research Analyst</b> Discovery Education Assessment, LLC	Nashville, TN
2007 - 2008	<b>Board Certified Behavior Analyst (BCBA)</b> Scarab Behavioral Health Services, LLC	Nashville, TN
2005 - 2007	<b>Research Assistant</b> Vanderbilt Behavior Research Center Dr. Joseph H. Wehby, Peabody College of Vanderbilt University	Nashville, TN
2003 - 2005	<b>Special Education Teacher &amp; Reading Intervention Specialist</b> Learning Center, Kearny Educational Complex	San Diego, CA

2001 - 2002	<b>Special Education Teacher</b> Blackman High School	Murfreesboro, TN
1995 - 1997	<b>Educational Assistant</b> Staatliche Heimsonderschule für Körperbehinderte	Markgröningen, Germany

## REFEREED JOURNAL PUBLICATIONS

---

- Kurz, A., Talapatra, D., & Roach, A. T. (2012). Meeting the curricular challenges of inclusive assessment: The role of alignment, opportunity to learn, and student engagement. *International Journal of Disability, Development and Education*, 59(1), 37-52. doi:10.1080/1034912X.2012.654946
- Kettler, R. J., Rodriguez, M. C., Bolt, D. M., Elliott, S. N., Beddow, P. A., & Kurz, A. (2011). Modified multiple-choice items for alternate assessments: Reliability, difficulty, and differential boost. *Applied Measurement in Education*, 24(3), 210-234. doi:10.1080/08957347.2011.580620
- Kurz, A., Elliott, S. N., Wehby, J. H., & Smithson, J. L. (2010). Alignment of the intended, planned, and enacted curriculum in general and special education and its relation to student achievement. *Journal of Special Education*, 44(3), 131-145. doi:10.1177/0022466909341196
- Roach, A. T., Beddow, P. A., Kurz, A., Kettler, R. J., & Elliott, S. N. (2010). Incorporating student input in developing alternate assessments based on modified academic achievement standards. *Exceptional Children*, 77(1), 61-80.
- Elliott, S. N., Kettler, R. J., Beddow, P. A., Kurz, A., Compton, E., McGrath, D., . . . Roach, A. T. (2010). Effects of using modified items to test students with persistent academic difficulties. *Exceptional Children*, 76(4), 475-495.
- Roach, A. T., Chilungu, E. N., LaSalle, T. P., Talapatra, D., Vignieri, M. J., & Kurz, A. (2009). Opportunities and options for facilitating and evaluating access to the general curriculum for students with disabilities. *Peabody Journal of Education*, 84(4), 511-528. doi:10.1080/01619560903240954
- Roach, A. T., Niebling, B. C., & Kurz, A. (2008). Evaluating the alignment among curriculum, instruction, and assessments: Implications and applications for research and practice. *Psychology in the Schools*, 45(2), 158-176. doi:10.1002/pits.20282

## BOOK CHAPTERS

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- Elliott, S. N., Kurz, A., Neergaard, L. (2012). Large-scale assessment for educational accountability. In K. R. Harris, S. Graham, & T. Urdan (Eds.), *Handbook of educational psychology: Application to learning and teaching* (Vol. 3, pp. 111-138). Washington, DC: American Psychological Association.
- Elliott, S. N., Kettler, R. J., Beddow, P. A., & Kurz, A. (2011). Accessible tests of student achievement: Access and innovations for excellence. In S. N. Elliott, R. J. Kettler, P. A. Beddow, & A. Kurz (Eds.), *Handbook of accessible achievement tests for all students: Bridging the gaps between research, practice, and policy* (pp. 319-328). New York: Springer.
- Kurz, A. (2011). Access to what should be taught and will be tested: Students' opportunity to learn the intended curriculum. In S. N. Elliott, R. J. Kettler, P. A. Beddow, & A. Kurz (Eds.), *Handbook of accessible achievement tests for all students: Bridging the gaps between research, practice, and policy* (pp. 99-129). New York: Springer.
- Beddow, P. A., Kurz, A., & Frey, J. R. (2011). Accessibility theory: Guiding the science and practice of test item design with the test-taker in mind. In S. N. Elliott, R. J. Kettler, P. A. Beddow, & A. Kurz (Eds.), *Handbook of accessible achievement tests for all students: Bridging the gaps between research, practice, and policy* (163-182). New York: Springer.

- Elliott, S. N., Beddow, P. A., Kurz, A., & Kettler, R. J. (2011). Creating access to instruction and tests of achievement: Challenges and solutions. In S. N. Elliott, R. J. Kettler, P. A. Beddow, & A. Kurz (Eds.), *Handbook of accessible achievement tests for all students: Bridging the gaps between research, practice, and policy* (pp. 1-16). New York: Springer.
- Kurz, A., & Elliott, S. N. (2011). Overcoming barriers to access for students with disabilities: Testing accommodations and beyond. In M. Russell (Ed.), *Assessing students in the margins: Challenges, strategies, and techniques* (pp. 31-58). Charlotte, NC: Information Age Publishing.
- Elliott, S. N., Kettler, R. J., Beddow, P. A., & Kurz, A. (2010). Research and strategies for adapting formative assessments for students with special needs. In H. L. Andrade & G. J. Cizek (Eds.), *Handbook of formative assessment* (pp. 159-180). New York: Taylor & Francis.

## PRESENTATIONS AND SYMPOSIA

---

- Elliott, S. N., & Kurz, A. (2012, April). *Measurement of opportunity-to-learn and its contribution to achievement gains of students with disabilities*. U.S. Department of Education Leveraging Resources Conference, Bethesda, MD.
- Kettler, R. J., Elliott, S. N., Kurz, A., & Lemons, C. (2012, February). *Measuring what teachers teach and students learn: An integrated model*. Presentation at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.
- Kurz, A. (2012, February). Access to the general curriculum: A differentiated opportunity structure for students with disabilities. In N. Zigmond (Chair), *Assessment, opportunity-to-learn, and teacher perceptions: Putting the pieces together for students in special education*. Symposium conducted at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.
- Kurz, A. (2011, June). *Instructional progress management: An introduction*. Presentation at the annual Arizona Department of Education Leading Change Conference, Tucson, AZ.
- Elliott, S. N., & Kurz, A. (2011, April). *Learning analytics: Measuring indicators that matter*. Presentation at the annual Arizona State University Education Innovation Summit, Scottsdale, AZ.
- Elliott, S. N., & Kurz, A. (2011, February). *Measuring students' access to the intended and assessed curriculum: Constructs, tactics, and tools*. Presentation at the annual meeting of the National Association of School Psychologists, San Francisco, CA.
- Kettler, R. J., Kurz, A., Beddow, P. A., & Elliott, S. N. (2011, February). *Online identification of students with learning problems or instructional needs*. Poster presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.
- Kurz, A., & Elliott, S. N. (2010, September). MyiLOGS: A measure of students' opportunity to learn the intended curriculum. In B. Jupp (Chair), *Evaluating and rewarding educator effectiveness: Innovations and lessons from the field*. Symposium conducted at the national meeting of the National Center for Performance Incentives, Nashville, TN.
- Elliott, S. N., & Kurz, A. (2010, July). *Measuring student access to the intended and assessed curriculum: Constructs, tactics, and tools*. Presentation at the annual meeting of the Office of Special Education Programs Project Directors, Washington, DC.
- Kurz, A. (2010, July). Access to what should be taught and will be tested: Students' opportunity to learn the intended curriculum. In C. Lemons (Chair), *Reading instruction and assessment for children in special education*. Symposium conducted at the annual meeting of the Society for the Scientific Study of Reading, Berlin, Germany.

- Beddow, P. A., Kurz, A., Kettler, R. J., Elliott, S. N., Mosiman, M., & Williams, L. (2010, April). *Strategies to increase student access to assessment and aligned instruction*. Presentation at the annual meeting of the Council for Exceptional Children, Nashville, TN.
- Elliott, S. N., Kurz, A., Beddow, P. A., & Frey, J. (2009, February). *Cognitive load theory and universal design principles: Applications to test item development*. Presentation at the annual meeting of the National Association of School Psychologists, Boston, MA.
- Roach, A. T., Niebling, B. C., Kurz, A., & Wixson, C. S. (2007, August). *Aligning curriculum, instruction, and assessments: New tools for psychologist*. Presentation at the annual meeting of the American Psychological Association, San Francisco, CA.

## RESEARCH GRANTS AND OTHER EXTERNAL FUNDING

---

- Submitted, 2012      **A Technology-based Professional Development Intervention for Improving Instructional Progress Management (Project IPM)**  
*Under Review*  
 Principal Investigators: Elliott, S. N., & Kurz, A.
- 2011 - 2012      **Opportunity to Learn the Arizona Alternate State Standards for Students with Significant Cognitive Disabilities (ADE 1% OTL)**  
*Arizona Department of Education - \$75,000*  
 Principal Investigators: Kurz, A., & Williams, L.
- 2011-Present      **Enhancing the Large-scale Application of MyiLOGS: Educational Technology for Instructional Progress Management (EdTech-IPM)**  
*Arizona State University Venture Catalyst - \$50,000*  
 Principal Investigators: Elliott, S. N., & Kurz, A.

## OTHER RESEARCH GRANT AFFILIATIONS

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- 2011 - Present      **National Center on Assessment and Accountability for Special Education (NCAASE)**  
*Institute of Education Sciences Center Grant, U.S. Department of Education*  
 Principal Investigators: Tindal, G., Stevens, J., Schulte, A., & Elliott, S. N.  
 Role: Co-Investigator
- 2009 - Present      **Modified Alternate Assessment Participation Screening (MAAPS)**  
*Enhanced Assessment Grant, U.S. Department of Education*  
 Principal Investigators: Elliott, S. N., Kettler, R. J., & Zigmond, N.  
 Role: Co-Investigator
- 2008 - 2011      **Consortium for Modified Alternate Assessment Development and Implementation (CMAADI)**  
*Enhanced Assessment Grant, U.S. Department of Education*  
 Principal Investigators: Elliott, S. N., Rodriguez, M. C., Roach, A. T., & Kettler, R. J.  
 Role: Graduate Research Assistant
- 2008 - 2010      **Operationalizing Alternate Assessment for Sciences Inquiry Skills (OAASIS)**  
*Enhanced Assessment Grant, U.S. Department of Education*  
 Principal Investigator: Foster, C. J.  
 Role: Graduate Research Assistant
- 2008 - 2009      **Consortium for Alternate Assessment Validity and Experimental Studies (CAAVES)**  
*Enhanced Assessment Grant, U.S. Department of Education*  
 Principal Investigators: Elliott, S. N., & Compton, E.  
 Role: Graduate Research Assistant

**EFFORT ON FUNDED AND PROPOSED PROJECTS**

<b>Funded Projects</b>	<b>Annual Percent Effort</b>
<p><b>National Center on Assessment and Accountability for Special Education (NCAASE)</b>                      IES Special Education Centers Award R324C110004                      Grant Period: 7/1/11 to 6/30/2016</p>	<p style="text-align: center;"><b>95.0% *</b></p> <p>*: Adjusted to 35% contingent on funding of Project IPM and SSI Project or to 75% contingent on funding of SSI Project only.</p>
<b>Proposed Projects</b>	<b>Proposed Effort</b>
<p><b>A Technology-based Professional Development Intervention for Improving Instructional Progress Management (Project IPM)</b>                      IES Special Education Research Grant Goal 2                      Grant Period: 7/1/13 to 12/31/16</p>	<p style="text-align: center;"><b>40.0%</b></p>
<p><b>School System Improvement (SSI Project)</b>                      Teacher Incentive Fund (TIF)                      Grant Period: 10/1/12 to 9/30/17</p>	<p style="text-align: center;"><b>25.0%</b></p>

**STEPHEN NELSON ELLIOTT**  
*Mickelson Foundation Professor of Education*  
**Learning Sciences Institute**  
**Arizona State University**  
**Tempe, AZ 85287-7805**

**CONTACT INFORMATION**

Office Address: 108 Payne Hall East  
Office Phone: 480-965-3292  
Cell Phone: (b)(6)  
E-Mail: steve\_elliott@asu.edu

**EDUCATION**

PhD Arizona State University, Educational Psychology,  
Subspecialty: School Psychology, 1980

MA Ed Arizona State University, Educational Psychology, 1977

MA Michigan State University, Educational Psychology, 1976

BS Michigan State University, Psychology (Honors College), 1974

**RECENT HONORS**

2009 Senior Scientist Award, American Psychological Association, Division 16

2009 Fellow, American Educational Research Association

**RECENT PROFESSIONAL EXPERIENCE**

2010-present DIRECTOR OF THE LEARNING SCIENCES INSTITUTE AND THE  
MICKELSON FOUNDATION PROFESSOR OF EDUCATION,  
Arizona State University. Responsible for leading the development and  
operation of a trans-university research institute focusing on the scientific  
study of learning and innovations to improve learning across the age span.

2006-2009 DIRECTOR, Learning Sciences Institute, Vanderbilt University

1990-2004 PROFESSOR, University of Wisconsin-Madison, Department of Educational  
Psychology and School Psychology Program (APA accredited).

**SELECTED RECENT PUBLICATIONS**

DiPerna, J. C., & Elliott, S. N. (1999). The development and validation of the Academic  
Competence Evaluation Scale. *Journal of Psychoeducational Assessment*, 17, 207-225.

Elliott, S.N. (2009). Understanding the construct being measured by alternate assessments. In R.  
Lissitz & W. Schafer (Eds.), *Assessment for Alternate Achievement Standards: Current  
Practices and Future Directions*. Baltimore: Brookes Publishing Co.

- Elliott, S.N., Compton, E., & Roach, A.T. (2007). Building validity evidence for scores on a state-wide alternate assessment: A contrasting groups, multi-method approach. Educational Measurement: Issues & Practice, *26*(2), 30-43.
- Elliott, S.N., Kettler, R.J., Beddow, P.A., & Kurz, A. (2009). Research and strategies for adapting formative assessments for students with special needs. In H. L. Andrade & G.J. Cizek (Eds.). Handbook of Formative Assessment. London: Routledge.
- Elliott, S.N., Kettler, R.J., Beddow, P.A., Kurz, A., Compton, E., McGrath, D., Bruen, C., Hinton, K., Palmer, P., Rodriguez, M., Bolt, D., & Roach, A.T. (2010). Effects of using modified items to test students with persistent academic difficulties. Exceptional Children, *76* (4), 475-495.
- Elliott, S.N., & Roach, R.T. (2007). Alternate assessments of students with significant disabilities: Alternative approaches, common technical challenges. Applied Measurement in Education, *20* (3), 301-333.
- Gresham, F.M., Elliott, S.N., Cook, C.R., Vance, M.J., & Kettler, R.J. (2010). Cross-informant agreement for social and problem behavior ratings: An investigation of the Social Skills Improvement System Rating Scales. Psychological Assessment, *22* (1), 157-166.
- Gresham, F.M., Elliott, S.N., & Kettler, R.J. (2010). Base rates of social skills acquisition/performance deficits, strengths, and problem behaviors: An analysis of the Social Skills Improvement System-Rating Scales. Psychological Assessment.
- Kettler, R.J., Elliott, S.N., & Beddow, P.A. (2009). Modifying achievement test items: A theory-guide and data-based approach for better measurement of what students with disabilities know. Peabody Journal of Education, *84*, 529-551. DOI: 10.1080/016919560903240996.

### **RECENT GRANTS (External and Competitive)**

- Tindal, G., Schulte, A., Elliott, S.N., & Stevens, J.J. (2011-2106). National Research and Development Center on Assessment and Accountability for Special Education Students. U.S. Department of Education, IES, \$11,677,132.
- Elliott, S.N., & Compton, E. (2006-2009). Consortium for Alternate Assessment Validity and Experimental Studies. U.S. Department of Education, Office of Elementary and Secondary Education, \$1,535,473.
- Elliott, S.N. (2007-2010). Operationalizing Alternate Assessment for Science Inquiry Skills. U.S. Department of Education, Subcontract with South Carolina Dept. of Education, \$115,035.
- Elliott, S.N., Goldring, E., & Murphy, S.N. (2008-20012). The Development and Validation of the Vanderbilt Assessment of Leadership in Education. U.S. Department of Education, Institute of Education Sciences, \$1,600,000.
- Elliott, S.N., Kettler, R.J., & Zigmund, N. (2009-2011). Modified Alternate Assessment Participation Screening (MAAPS) Consortium. U.S. Department of Education, \$1,900,000.

## **Lynn Holdheide**

(b)(6)

**EDUCATION:** Eastern Illinois University, Charleston, Illinois  
M.S. Special Education

Ohio State University, Columbus, Ohio  
B.S. Special Education

### **PROFESSIONAL EXPERIENCE:**

#### **Vanderbilt University/National Comprehensive Center for Teacher Quality**

*July 2007 – present*

Special Education Research Associate

- Consult with Regional Comprehensive Centers and State Education Agencies on several projects related to the evaluation and identification of high effective teachers and leaders.
- Serve as a facilitator/consultant for the Nevada Teacher and Leader Council.
- Work as a consultant for the American Institute for Research supporting states in designing and implementing new teacher and leader evaluation systems
- Work on several projects related to improving the preparation of teachers for students with at-risk characteristics and disabilities.
- Coordinate the TQ Connection, an online resource designed to serve both general and special education teacher preparation.
- Serve as a special education consultant to Regional Comprehensive Centers and State Education Agencies.

#### **Vanderbilt University, Nashville, TN**

*January 2007-July 2007*

Independent Education Consultant

- Served as a research associate. Assisted with research design and implementation related to the development of tools designed to evaluate teacher preparation practices in the areas of scientifically-based reading, inclusive services, and classroom organization and behavioral management.

#### **Indiana Department of Education, Division of Special Education, Indianapolis, IN**

*January 1999 – May 2007*

Independent Education Consultant

- Project Director for the Indiana Post-School Follow Up Study. This statewide study collects data on students after they exit high school. Data is used to modify curriculum and direct policy pertaining to transition services.

- Committee member on the Employability Skills Work Group charged with developing a statewide system to measure students' employability skills.
- Member of the SB 290 Work Group, consisting of Department of Education, Vocational Rehabilitation, Workforce Development, Division of Mental Health and various University personnel. This group advises state directors and policymakers regarding transition practices.

**Indiana Department of Education, Division of Special Education, Indianapolis, IN**  
*September 1996 - January 1999*

Education Consultant

- Served as the school-to-work transition consultant.
- Assisted in the development of language for Article 7, Indiana's Special Education law.
- Spearheaded Indiana Statute regarding transition services among the Department of Education and Vocational Rehabilitation.

**Crossroads Rehabilitation Center, Indianapolis, IN**  
*February 1994 - September 1996*

Transition Specialist/Employment Services Representative

- Project Coordinator, School to Community Transition Grant.
- Presented training sessions to parents, teachers and administrators on effective transition planning for students from school to adult life in the community.
- Acted as a liaison between school and community based programs.
- Developed training and employment in the community for persons with disabilities.

**PROFESSIONAL AND COMMUNITY SERVICE ACTIVITIES**

Reviewer, Elementary and Secondary Education Act Flexibility Waiver, 2012  
 Technical Assistance Member, Promoting Teacher Effectiveness in Adult Education  
 Project, Present

Member, Religious Education Co-Coordinator, Church of Nativity, 2010- present  
 Parent Representative: Jefferson Improvement Planning Team. 2005-2007

Member: Council for Exceptional Children (CEC) 1990- present

Volunteer, PADS, Homeless Shelter, Mattoon, IL. 2004 – 2007

Member: Indiana Association of Persons in Supported Employment. 1994-1999

Committee Member: Indiana Governor's Association of Residential Facilities. 1996-99

**PUBLICATIONS/TECHNICAL WRITING**

Holdheide, L., Behrstock-Sherratt, E., & Burdette, P., (in press). *TQ Center Research to Practice Brief: Preparing Principals to Lead and Support Teachers Serving Special Populations*. Washington, DC: National Comprehensive Center for Teacher Quality.

Holdheide, L., Browder, D., Warren, S., Buzick, H., & Jones, N. (2012). *Using Student Growth to Evaluate Teachers of Students with Disabilities*. Washington, DC: National Comprehensive Center for Teacher Quality.

Goe, L., Holdheide, L. & Miller, T. (2011). *A Practical Guide to Designing Comprehensive Teacher Evaluation Systems*. Washington, DC: National Comprehensive Center for Teacher Quality.

Goe, L., & Holdheide, L. (2011). *Measuring teacher contributions to student learning growth for nontested grades and subjects*. Washington, DC: National Comprehensive Center for Teacher Quality.

Holdheide, L., Goe, L., Croft, A., & Reschly, D. (2010). *Challenges in evaluating special education teachers and English language learner specialists*. Washington, DC: National Comprehensive Center for Teacher Quality.

Holdheide, L. R., & Reschly, D. J. (2008). *Teacher Preparation to Deliver Inclusive Services to Students with Disabilities*. Washington DC: Learning Point Associates, National Comprehensive Center on Teacher Quality.

Max, J. & Holdheide, L.R. (2008). *Response to technical assistance request: Highly qualified special education teachers under the No Child Left Behind Act*. National Comprehensive Center for Teacher Quality, Chicago, IL.

## **SELECTED CONFERENCES/WORKSHOP PRESENTATIONS**

Holdheide, L. & Johnston, Senator Mike (April, 2012). Including Special Educators in Evaluation and Performance Based Compensation. Council for Exceptional Children National Convention, Denver, CO.

Holdheide, L. (March, 2012). Including Special Educators in Evaluation and Performance Based Compensation, Pennsylvania Department of Education Annual Conference. Hershey, PA.

Holdheide, L., (March, 2012). Including Special Educators In Evaluation and Performance Based Compensation. National Coalition on Personnel Shortages in Special Education and Related Services., Washington, D.C.

Holdheide, L. (March, 2012). Challenges in Evaluating Special Education Teachers: Linking Teacher Effectiveness to Student Outcomes. Project ACCEPT, Boston, MA.

Holdheide, L., (October, 2011). Teacher Effectiveness: A Practical Guide to Designing Comprehensive Teacher Evaluation Systems. National Education Association Foundation Cross-Site Convening. Columbus, Ohio.

Holdheide, L. (October, 2011). Challenges in Evaluating Special Education Teachers: Linking Teacher Effectiveness to Student Outcomes. Urban Special Education Collaborative. Austin, TX.

<b>BIOGRAPHICAL SKETCH</b>			
NAME Louis M. Hsu		POSITION TITLE Professor Emeritus, Senior Analyst Research Professor, Rutgers University	
EDUCATION/TRAINING			
INSTITUTION AND LOCATION	DEGREE	YEAR(s)	FIELD OF STUDY
Fordham University Fordham University	B.A. Ph.D.	1961 1971	Psychometrics

### **A. Positions**

**Rutgers University: Research Professor in Psychology** [investigator and/or consultant on grants and studies].

**Fairleigh Dickinson University Ph.D. Program in Clinical Psychology: [Courses Taught within the Past 10 years]:** Statistics, Research Design and Analysis I and II, Clinical Research Methods, Psychometrics, Assessment I, Statistical Inference, Issues and Techniques in Research, Test and Measurement. **[Statistical/psychometrics advisor on hundreds of Ph.D. dissertations].**

### **Future Work Systems: [Executed Tasks – Past 4 Years]:**

1. Development of cost-effective sampling plans for surveys of customer satisfaction with Jobseeker Services provided by New York City Workforce Career Centers.
2. Development and evaluation of forecasting models (simultaneous, hierarchical, and stepwise multiple regression models, simultaneous, hierarchical, and stepwise logistic regression models, and simultaneous, hierarchical, and stepwise linear and quadratic discriminant function models) to predict (from exit-based indicators) performance outcomes (employment status, placement wage, placement hours/week) of recipients of WIA-funded services (WIA: Workforce Investment Act).
3. Evaluation of the statistical criteria used by the federal government’s Department of Labor to set regional, state and local WIA performance targets.
4. Execution of cross-validation studies of forecasting models using replicated split-sample sampling, and jackknife resampling methods.
5. Development of new models to identify metric-scaled characteristics of recipients of WIA-funded services that are related to their WIA performance measures.
6. Construction of “Value Added Performance Improvement System” models to measure effectiveness of services provided by 14 Workforce Career Centers (WCC) in Missouri.
7. Evaluation of proposed performance regression models of the Washington State Workforce Training and Education Coordinating Board.
8. Investigations (using general linear models) of the incremental predictive validity of previously ignored potential predictors of performance outcomes: e.g., the within-quarter-month-of-exit (i.e., 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup>) of clients enrolled in Workforce Career Center programs.

9. Statistical challenges of Region 1 WIA administrators' performance targets for Puerto Rico.
10. Evaluation of the Department of Labor's Federal Research and Evaluation Database software tools for Future Work Systems.

## **B. Publications**

1. Hsu, L. M. (2008). Random assignment procedures. In A. M. Nezu & C. M. Nezu (Eds.), *Evidence-based outcome research: A practical guide to conducting randomized controlled trials for psychosocial interventions* (pp. 179-200). NY: Oxford University Press
2. Hsu, L. M. (2007). Fisher's exact probability test. In *Encyclopedia of measurement and statistics* (Vol. 1, pp. 354-359). Beverly-Hills, CA: Sage.
3. Hsu, L. M. (2007). The file drawer problem. In *Encyclopedia of measurement and statistics* (Vol. 1, pp. 353-354). Beverly-Hills, CA: Sage.
4. Hsu, L. M. (2007). Random sampling. In *Encyclopedia of measurement and statistics* (Vol. 3, pp. 815-819). Beverly-Hills, CA: Sage.
5. Hsu, L. M. (2005). Some properties of  $r_{\text{equivalent}}$ : A simple effect size estimator. *Psychological Methods*, *10*, 420-427.
6. Hsu, L. M. (2005). Using critiques of the Millon Clinical Multiaxial Inventory-III (MCMI-III) to improve MCMI-III interpretations and to guide future MCMI-III research. In R. J. Craig (Ed.), *New directions in interpreting the MCMI: Essays on current issues* (pp. 290-320). Hoboken, NJ: John Wiley.
7. Hsu, L. M. (2004). Biases of success rate differences shown in Rosenthal and Rubin's Binomial Effect Size Displays. *Psychological Methods*, *9*, 183-197.
8. Hsu, L. M., & Field, R. (2003). Inter-rater agreement measures: Comments on Kappa, Cohen's Kappa, Scott's  $\Pi$ , and Aickin's  $\alpha$ . *Understanding Statistics: Statistical Issues in Psychology, Education and the Social Sciences*, *2*, 205-219.
9. Hsu, L. M. (2003). Random sampling, randomization and equivalence of contrasted groups in
10. psychotherapy outcome studies. In A. E. Kazdin (Ed.), *Methodological issues and strategies in clinical research* (3<sup>rd</sup> ed.), pp.147-162. Washington, D. C.: American Psychological Association.
11. Hsu, L. M. (2002). Diagnostic validity statistics and the MCMI-III. *Psychological Assessment*, *14*, 410-422. Hsu, L. M. (2002). Fail-Safe Ns for 1- vs. 2-tailed tests lead to different conclusions about publication bias. *Understanding Statistics: Statistical Issues in Psychology, Education and the Social Sciences*, *1*, 85-100.
12. Hsu, L.M. (2000). Effects of directionality of significance tests on the bias of accessible effect sizes. *Psychological Methods*, *5*, 333-342.
13. Hsu, L.M., Hayman, J., Koch, J. & Mandell, D. (2000). Relation of statistically significant, abnormal, and typical WAIS-R VIQ-PIQ discrepancies to full scale IQs. *European Journal of Personality Assessment*, *16*, 107-114.
14. Hsu, L. M. (1999). Caveats concerning comparisons of change rates obtained with five methods of identifying significant client changes. *Journal of Consulting and Clinical Psychology*, *67*(4), 594-598.
15. Hsu, L. M. (1999). A comparison of three methods of identifying reliable and clinically significant client changes: Commentary on Hageman and Arrindell. *Behaviour Research and Therapy*, *37*, 1195-1202.
16. Radnitz, C., Hsu, L. M., Tirch, D., Willard, J. Lillian, L. B., Walsac, S. Festa, J., Perez-

- Strumolo, L., Broderick, C., Binks, M., Schlein, I., & Bockian, N. (1998). A comparison of posttraumatic stress disorder in veterans with and without spinal cord injury. Journal of Abnormal Psychology, 107, 676-680.
17. Hsu, L. M. (1998). On some counterintuitive implications of using a likelihood ratio rule to classify patients as functional or dysfunctional. Psychotherapy Research, 8, 433-435.
  18. Hsu, J. R., & Hsu, L. M. (1996). Issues in the design of research and the evaluation of data pertaining to children's syntactic knowledge. In H. Cairns, & D. McDaniel (Eds.), Methods for assessing children's syntax (pp 303-341). Cambridge, MA: Massachusetts Institute of Technology Press.
  19. Hsu, L. M. (1996). On the identification of clinically significant client changes: Reinterpretation of Jacobson's cut scores. Journal of Psychopathology and Behavioral Assessment, 18, 371-386.
  20. Hsu, L. M. (1996). A modification of the Payne-Jones method of identifying abnormal differences in WISC-R Performance and Verbal IQs. European Journal of Psychological Assessment, 12, 27-32.
  21. Hsu, L. M. (1995). On Fraas and Newman's goodness of fit test for structural equation models. Structural Equation Modeling, 2, 152-154.
  22. Hsu, L. M. (1995). Regression toward the mean associated with measurement error and the identification of improvement and deterioration in psychotherapy. Journal of Consulting and Clinical Psychology, 63, 141-144.
  23. Hsu, L. M. (1994). Item overlap correlations: Definitions, interpretations, and implications. Multivariate Behavioral Research, 29, 127-140.
  24. Hsu, L. M. (1994). Unbalanced designs to maximize statistical power in psychotherapy efficacy studies. Psychotherapy Research, 4, 95-106.
  25. Hsu, L. M. (1994). More on transformations and moderated regression analysis: Additivity and homoscedasticity transformations. Journal of Applied Behavioral Science, 30, 217-226.
  26. Hsu, J. R., & Hsu, L. M. (1994). Critique of the Test of Word Finding. In D. Keyser, and R. C. Sweetland (Eds.), Test Critiques, Volume X, (pp. 728-753). Kansas City, MO: Test Corporation of America.
  27. Hsu, L. M. (1993). Using Cohen's tables to determine the maximum power attainable in 2-sample tests when one sample is limited in size. Journal of Applied Psychology, 78, 303-305.
  28. Hsu, L. M. (1992). Correcting correlations of personality scales for spurious effects of shared items. Multivariate Behavioral Research, 27, 31-41.
  29. Hsu, L. M., & Maruish, M. E. (1992). Conducting publishable research with the MCMI-II: Psychometric and statistical issues. Minneapolis, MN: National Computer Systems, Inc.
  30. Hsu, L. M. (1992). Use of baseline data in randomized treatment efficacy studies. Research and Evaluation in Group Care, 1, 11-14.
  31. Hsu, L. M. (1990). Implications of inflexibility in the size of one sample on the statistical power of tests of mean contrasts. The Journal of Applied Behavioral Science, 26, 151-155.
  32. Hsu, L. M. (1989). Reliable changes in psychotherapy: Taking into account regression toward the mean. Behavioral Assessment, 11, 459-467.
  33. Hsu, L. M., Santelli, J., & Hsu, J. R. (1989). Faking detection validity and incremental validity of response latencies to M.M.P.I. "Subtle" and "Obvious" items. Journal of Personality Assessment, 55, 278-295. [Awarded Honorable Mention in the balloting for the 1990 Walter G. Klopfer Award for Distinguished Contribution to the Literature in Personality Assessment].
  34. Hsu, L. M. (1989). Random sampling, randomization, and equivalence of contrasted groups in

- psychotherapy outcome research. Journal of Consulting and Clinical Psychology, *57*, 131-137.
35. Hsu, L. M. (1989). Discriminant analysis. Journal of Counseling Psychology, *36*, 244-247.
  36. Hsu, L. M. (1988). Fixed versus flexible M.M.P.I. diagnostic rules. Journal of Consulting and Clinical Psychology, *56*, 458-462.
  37. Hsu, L. M. (1987). Critique of the Time Questionnaire. In D. Keyser, and R. C. Sweetland (Eds.), Test Critiques, Vol. *VI*, (pp. 29-37). Kansas City, MO: Test Corporation of America.
  38. Hsu, L. M. (1987). Critique of the Leeds Scales for the Self-Assessment of Anxiety and Depression. In D. Keyser, and R. C. Sweetland (Eds.), Test Critiques, Vol. *VI*, (pp. 313-321). Kansas City, MO: Test Corporation of America.
  39. Hsu, L. M. (1986). Implications of differences in elevations of K- Corrected and non-K-Corrected MMPI T scores. Journal of Consulting and Clinical Psychology, *54*, 552-557.
  40. Hsu, L. M., & Betman, J. (1986). MMPI T score conversion tables. Journal of Consulting and Clinical Psychology, *54*, 497-501.
  41. Hsu, L. M. (1985). Efficiency of local versus standard MMPI norms. Journal of Personality Assessment, *49*, 178-180.
  42. Hsu, L. M. (1985). Review of the Wide Range Interest Opinion Survey. In O. K. Buros (Ed.), Ninth mental measurements yearbook. Lincoln, NE: Buros Institute of Mental Measurement.
  43. Hsu, L. M. (1984). MMPI T Scores: Linear versus normalized. Journal of Consulting and Clinical Psychology, *52*, 821-823.
  44. Hsu, L. M. (1983). Dependence of the relative productivity gains of two personnel selection tests on the applicant pool size. Applied Psychological Measurement, *7*, 359-365.
  45. Hsu, L. M. (1982). Estimation of the relative validity of employee selection tests from information commonly available in the presence of direct and indirect range restriction. Journal of Applied Psychology, *67*, 509-511.
  46. Hsu, L. M. (1980). Tests of differences in p-levels as tests of differences in effect sizes. Psychological Bulletin, *88*, 705-708.
  47. Hsu, L. M. (1980). Dependence of the relative difficulty of True- False and Grouped True-False items on the ability levels of the examinees. Educational and Psychological Measurement, *40*, 891-894.
  48. Hsu, L. M. (1980). On why many hypotheses in educational research are supported and on the interpretation of sample effect sizes: a comment. Educational Researcher, *9*, 6-8.
  49. Hsu, L. M. (1980). A Chi-squared/d.f. test for interaction in two-treatment repeated measurements designs. Educational and Psychological Measurement, *40*, 291-300.
  50. Hsu, L. M. (1980). On the power of multiple independent tests when the experimentwise error rate is controlled. Educational and Psychological Measurement, *40*, 31-40.
  51. Hsu, L. M. (1979). Ordering power of separate versus grouped true-false tests: interaction of type of test with knowledge levels of examinees. Applied Psychological Measurement, *3*, 529-536.
  52. Hsu, L. M. (1979). Agreement or disagreement of a set of Likert-Type ratings. Educational and Psychological Measurement, *39*, 291-295.
  53. Hsu, L. M. (1978). Determination of the risk of mis-ranking a pair of examinees on a multiple choice test. Perceptual Motor Skills, *46*, 1265-1266.
  54. Hsu, L. M. (1978). Determination of significance levels for tests of item validity. Educational and Psychological Measurement, *38*, 209-211.

NAME Maria Adelaida Restrepo		POSITION TITLE Associate Professor	
EDUCATION/TRAINING			
INSTITUTION AND LOCATION	DEGREE	YEAR	FIELD OF STUDY
University of Florida, Gainesville	B.A.	1981-1983	Communication Sciences and Disorders
University of Massachusetts, Amherst	M.A.	1983-1986	Communication Disorders in Speech-Language Pathology
University of Arizona, Tucson	Ph.D.	1989-1995	NIH Doctoral Fellow SLP

### Positions and Honors

July 2004- present Associate Professor	Arizona State University Department of Speech and Hearing Science	Tempe, AZ
June 2001 - May 2004 Associate Professor	The University of Georgia Dep. of Communication Sciences and Disorders	Athens, GA
August 2001 – 2009 Adjunct Faculty	Universidad de Antioquia Faculty of Education, Neurodevelopment Doctoral Program	Medellín, Colombia
November 1995 – April 2001 Assistant Professor	The University of Georgia Dep. of Communication Sciences and Disorders	Athens, GA

### National positions since 2005

- Fulbright Specialist Roster Member (February, 2012-present)
- Mentor, Clinical Practice Research Institute – ASHA. July 2009-July 2010
- Member, Roundtable on supporting positive outcomes in language and literacy in language minority children. OPPRE-HHS-NIH April 16-17, 2008
- Member, Roundtable of the Development of the Next Wave of Quality Measures for Early Childhood Education. DOE, Child Trends, OPPRE-HHS – January 2008
- Member, ASHA Publications Board, June 2002-December 2005

### Research Support in the Last 3 years

Dialogic Reading Implementation for Language and Literacy Skills (DRILLS) in Spanish-speaking families with children with hearing impairment. Restrepo, M.A. (PI) and Runnion, E. (CoPI). Arizona Community Foundation. Funded \$18,000.

Bilingual English Spanish Screener for language impairment (submitted). Restrepo, M.A. (PI), Gorin, J. and Gray, s. (CoPI). Not funded

- Language Bases of Reading Comprehension (2010-2015). Institute of Education Science. L. Justice PI. Gray, S., Hogan, H., Catts, H. (CoPis). Restrepo (CoI). **Funded.** \$20,000,000.
- Prolecin: Promoción de la Lectura Inicial y Prevención de las Dificultades en la Comprensión de Lectura. Colciencias to Universidad Nacional de Colombia. PI Rita Florez and M. Adelaida Restrepo Co PI> (2009-2010). Funded.
- Dialogic Reading, Inferencing, Scaffolded Conversations (DRIVES) Professional training for Head Start Teachers (2008-2011). Health and Human Services. Restrepo, M. A. PI. Funded \$750,000.
- Spanish Screener for Language Impairment in Children (June 2008-May 2012). Institute of Educational Sciences. Restrepo, M. A. (PI.), Gorin, J. & Gray, S. (CoPIs). Funded \$1,600,000.00.
- Vocabulary and oral language for academic readiness for preschool children with language disorders (2006-2009). Institute of Educational Sciences. Gutierrez-Clellen, PI, Restrepo, CoPI. Funded \$1,425,540.00.
- Literacy, Language and Culture Focus for Early Childhood Educators. ASU-Head Start Hispanic Partnership: Professional Development in ECE (2005-2010). Health and Human Services. Collaborator. Funded \$749,799.00.
- Vocabulary and Abstract Language Enhancement (VALE) to Improve Reading Comprehension in Bilingual Children (2005-2008). Institute of Educational Sciences. Restrepo, M.A. PI. – Funded \$1,498,791.00

### **Selected Peer-reviewed and Invited Publications since 2000**

- Morgan, G.P., **Restrepo**, M.A., and Auza, A. (accepted). Spanish morphology of bilingual and monolingual children with and without language impairment. *Bilingualism: Language and Cognition*
- Kapantzoglou, M., **Restrepo**, M.A., and Thompson, M. (2012). Dynamic assessment of word learning skills in preschool bilingual children. *Language Speech and Hearing Services in the Schools*. (43) 81-96.
- Schwanenflugel, P.J., Hamilton, C.E., Neuharth-Pritchett, S., **Restrepo**, M.A., Bradley, B.A., and Ruston, H.P. (2010). “PAVED for Success: An evaluation of a program to improve the preliteracy skills of 4-year old children. *Journal of Literacy Research*. (42) 277-275.
- Restrepo**, M.A., Castilla, A.P., Arboleda, A., Schwanenflugel, P., Neuhart Pritchett, S., and Hamilton, C. (2010). Sentence length, complexity and grammaticality growth in Spanish-speaking children attending English-only and bilingual preschool programs. *Language Speech and Hearing Services in the Schools*. (41) 3-13.
- Flórez-Romero, R., **Restrepo**, M.A., and Schwanenflugel, P.J. (2009). Promoción del alfabetismo inicial y prevención de las dificultades en la lectura: Una experiencia pedagógica en el aula de preescolar. *Avances en Psicología Latinoamericana*. (27) 79-96.
- Castilla, A., **Restrepo**, M.A. and Perez-Leroux, A. (2009). Individual differences and language interdependence: A study of sequential bilingual development in Spanish-English preschool children. *International Journal of Bilingual Education and Bilingualis*. 1-16.
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- \***Restrepo**, M.A., and Gray, S. (2007). Optimizing literacy in English language learners. *Seminars in Speech and Language Pathology*. (28) 25-34.
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- Restrepo**, M.A., Gutiérrez-Clellen, V.F., Pineda, D., and Sánchez, D. (2000). Habilidades del lenguaje en niños con trastornos de atención. [Language characteristics in children with attention deficit and hyperactivity disorder]. *Revista Neuropsicología, Neuropsiquiatría, y Neurociencia*. (2) 65-76.
- Gutierrez-Clellen, V.F., **Restrepo**, M.A., Bedore, L., Peña, and Anderson, R. (2000). Language sample analysis in Spanish-speaking children: Issues and clinical implications. *Language, Speech, and Hearing Services in the Schools*. (31) 88-98.
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**Restrepo, M.A., and Kruth, K. (2000).** Grammatical characteristics of a bilingual student with specific language impairment. *Journal of Children's Communication Development*. (21) 66-76.

## Chapters and Books

- \***Restrepo, M.A., and Gutierrez-Clellen, (2012).** Grammatical Impairments In Spanish-English speaking children. (pp 213-232). In E. Goldstein (Ed). *Bilingual Language Development and Disorders in Spanish-English Speakers* Baltimore: Brooks.
- \***Restrepo, M.A., and Gray, S. (2012).** Professional development practices and content for professionals working with preschool dual language learners. (pp 365-378). In B. Goldsteing (Ed). *Bilingual Language Development and Disorders in Spanish-English Speakers*. Baltimore: Brooks.
- \***Restrepo, M.A., Morgan, G.P., and Smyk, E. (2010).** Bilingual Language Impairment. In Guendouzi, F. Loncke, M. Williams (Eds.). *The Handbook of Psycholinguistics & Cognitive Processes: Perspectives in Communication Disorders*. (pp. 515-531). Philadelphia: Taylor & Francis.
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- \* **Restrepo, M.A., and Castilla, A.P. (2007)** Language elicitation in Latino children. In J. Centeno, L. Oble, R. Anderson (Eds.). *Studying Communication Disorders in Spanish Speakers: Theoretical Research and Clinical Aspects*. (pp. 127-141). Tonawanda: Multilingual Matters.
- \*Schwanenflugel, P.J., Hamilton, C.E., Bradley, B.A., Ruston, H.P., Neuharth-Pritchett, S., and **Restrepo, M.A. (2005).** Classroom practices for vocabulary enhancement in kindergarten: Lesson from PAVEd for Success. In E.H. Hiebert, M. Kamil (Eds.). *Bringing Scientific Research to Practice: Vocabulary*. (pp. 155-177). New York: Lawrence Erlbaum Associates.
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- \*Kayser, H., and **Restrepo, M.A. (1995).** Language elicitation and analysis. In H. Kayser (Ed.). *Bilingual speech-language pathology: A Hispanic focus*. (pp. 265-288). San Diego: Singular Press.

**Brief Vita**  
(45 page version available)  
**DANIEL J. RESCHLY**

**Biographical Summary**

Dan Reschly is Professor of Education and Psychology in Peabody College, Vanderbilt University where he chaired the Department of Special Education from 1998-2006. From 1975 to 1998 Reschly directed the Iowa State University School Psychology Program where he achieved the rank of Distinguished Professor of Psychology and Education. Reschly earned graduate degrees at the University of Iowa and the University of Oregon, served as a school psychologist in Iowa, Oregon, and Arizona, and is a Nationally Certified School Psychologist. Reschly has published on the topics of educator preparation in evidence-based principles, response to intervention, disproportionate representation, identification of disabilities (high incidence, minority issues). He was co-director of the National Research Center on Learning Disabilities and currently is a PI in the National Comprehensive Center on Teacher Quality. Reschly has trained teachers and related services personnel in 47 states regarding implementation of evidence-based practices.

In 1999 Reschly was listed in the top 5 in school psychology career service contributions and in 2004 he was identified as the most widely cited author in school psychology books and journals over 2002-2004 period. He has been active in state and national leadership roles including President of the National Association of School Psychologists, Editor of the School Psychology Review, Chair of NASP Graduate Program Approval, President of the Society for the Study of School Psychology, and Chair of the Council of Directors of School Psychology Programs. Reschly served on the National Academy of Sciences Panels on *Standards-based Reform and the Education of Students with Disabilities* and *Minority Overrepresentation in Special Education*. He chaired the National Academy Panel on *Disability Determination in Mental Retardation*. He has received the NASP Lifetime Achievement Award (2000) and Legend Award (2007), three NASP Distinguished Service Awards, the Stroud Award, appointment to Fellow of the American Psychological Association and the American Psychological Society, and 1996 Outstanding Alumnus, College of Education, University of Oregon.

**Personal Data**

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**Educational Background**

BS 1966 Iowa State University, Honors Program Graduate  
MA 1968 University of Iowa, NDEA Fellowship, School Psychology and Special Education  
Ph.D. 1971 University of Oregon, EPDA Fellowship, School Psychology and Special Education

**Professional Employment History**

1967-1969: School Psychologist, Louisa County Schools, Wapello, IA  
1969: Director of Summer Head Start Program, Louisa County, IA  
1970-1971: School Psychology Intern, Albina Youth Opportunity Center and Portland Oregon Public Schools  
1971-1975: Assistant Professor, University of Arizona, Tucson, AZ

- 1975-1998: Associate Professor/Professor/Distinguished Professor and Director of the School Psychology Program, Iowa State University (Promotions: to Professor in 1980; to Distinguished Professor of Liberal Arts and Sciences in 1991)
- 1996-1998: Interim Associate Dean, College of Education, Iowa State University and Director of Research Institute for Studies in Education
- 1998-1998-2006, Peabody College, Vanderbilt University

### **Sample Recent Publications**

- Reschly, D. J. (in press). Assessing mild intellectual disability. In D. Saklofske, ? Schwean, & C. R. Reynolds (Eds.), *The Oxford Handbook of Psychological Assessment*. New York: Oxford.
- Oliver, R. M., Wehby, J. H., Reschly, D. (in press). *The effects of teachers' classroom management practices on disruptive or aggressive student behavior*. Campbell Systematic Reviews. <http://campbellcollaboration.org>
- Oliver, R. M., & Reschly, D. J. (2010). Special education teacher preparation in classroom management: Implications for students with emotional and behavioral disorders. *Behavioral Disorders*, 35, 188-199.
- Reschly, D. J. (2009). Documenting the developmental origins of mild mental retardation. *Applied Neuropsychology*, 16, 124-134.
- Reschly, D. J. (2009). *Prevention of Disproportionate Special Education Representation Using Response to Intervention*. Washington DC: Learning Point Associates. [http://www.tqsource.org/forum/documents/TQ\\_Issue\\_Paper\\_RTI\\_Disproportionality.pdf](http://www.tqsource.org/forum/documents/TQ_Issue_Paper_RTI_Disproportionality.pdf)
- Reschly, D. J., & Wood-Garnett, S. (2009). *Teacher Preparation and Response to Intervention at Middle and High Schools*. Washington DC: :Learning Point Associates, National Comprehensive Center for Teacher Quality. <http://www.tqsource.org/publications/September2009Brief.pdf>
- Reschly, D. J., Holdheide, L. R., Behrstock, E., & Weber, G. (2009). Enhancing teacher preparation, development and support. In L. R. Goe (Ed.), *America's opportunity: Teacher effectiveness and equity in K-12 classrooms* (pp. 41-69). Washington DC: Learning Point Associates, National Comprehensive Center on Teacher Quality.
- Gresham, F. M., Reschly, D. J., & Shinn, M. R. (2010). RTI as a driving force in educational improvement: Historical, legal, research, and practice perspectives. In M.R. Shinn & H.M. Walker (Eds.). *Interventions for achievement and behavior problems in a three-tier model including RTI* (2<sup>nd</sup> ed., pp. 47-77). Bethesda, MD: National Association of School Psychologists.
- Reschly, D. J., & Bergstrom, M K. (2009). Response to intervention. In T. B. Gutkin & C. R. Reynolds (Eds.) *The handbook of school psychology* (4th ed., pp. 434-460). New York: Wiley.
- Reschly, D. J. (2008). School psychology RTI paradigm shift and beyond. In A. Thomas & J. Grimes (Eds.) *Best practices in school psychology V* (5th Ed.) (pp. 3-15). Bethesda, MD: National Association of School Psychologists.
- Reschly D. J. (2006). Legal influences on the identification and treatment of educational disabilities. In I. B. Weiner & A. K. Hess, (Eds.). *Handbook of forensic psychology* (3rd ed., pp. 167-189.). New York: John Wiley & Sons.
- Batsche, G., Elliott, J., Graden, J. L., Grimes, J., Kovaleski, J. F., Prasse, D., Reschly, D. J., Schrag, J., & Tilly III, W. D. (2005). *Response to intervention*. Alexandria, VA: National Association of State Directors of Special Education. (Authors listed alphabetically) (60,000 copies sold as of December 2006)

- Reschly, D. J. (2005). LD identification: primary intervention, secondary intervention, then what? *Journal of Learning Disabilities*, 38, 510-515.
- Fletcher, J. M., & Reschly, D. J. (2005). Changing procedures for identifying learning disabilities: The danger of perpetuating old ideas. *The School Psychologist*, 59 (1), 10-15.
- Fletcher, J. M., Coulter, W. A., Reschly, D. J., Vaughn, S. (2004). Alternative approaches to the definition and identification of learning disabilities: Some questions and answers. *Annals of Dyslexia*, 54, 304-331.
- Gresham, F., Reschly, D., Tilly, W. D., Fletcher, J., Burns, M., Crist, T., Prasse, D., Vanderwood, M., & Shinn, M. (2004). Comprehensive evaluation of learning disabilities: A response-to-intervention perspective. *School Psychology Communique*, xx, xx-xx.
- Reschly, D. J. (2004). Paradigm shift, outcomes criteria, and behavioral interventions: Foundations for the future of school psychology. *School Psychology Review*, 33, 408-416.
- Hosp, J. L., & Reschly, D. J. (2004). Disproportionate representation of minority students in special education: Academic, demographic, and economic predictors. *Exceptional Children*, 70, 185-199.
- Reschly, D. J., & Hosp, J. L. (2004) State SLD policies and practices. *Learning Disability Quarterly*, 27, 197-213.
- Fuchs, D., Deshler, D. D., & Reschly, D. J. (2004). National research center on learning disabilities: Multimethod Studies of Identification and Classification Issues. *Learning Disability Quarterly*, 27, 189-195.
- Reschly, D. J. (2003). School psychology. In I. B. Weiner (Ed.) *Comprehensive Handbook of Psychology, Volume VII Educational Psychology* (W. M. Reynolds & G. E. Miller, Eds.) (pp. 431-453). Hoboken, NJ: John Wiley.
- Hosp, J. L., & Reschly, D. J. (1993). Referral rates for intervention or assessment: A meta-analysis of racial differences. *Journal of Special Education*, 37, 67-80.
- Reschly, D. J. (2002). Minority overrepresentation: The silent contributor to LD prevalence and diagnostic confusion. In R. Bradley, L. Danielson, & D. P. Hallahan (Eds.) *Identification of learning disabilities: Research to practice* (pp. 361-368). Mahwah, NJ: Lawrence Erlbaum.
- Hosp, J. L., & Reschly D. J. (2002). Regional differences in school psychology practice. *School Psychology Review*, 31, 11-29.
- Reschly, D. J., & Ysseldyke, J. E. (2002). Paradigm shift: The past is not the future. In A. Thomas & J. Grimes (Eds.) *Best practices in school psychology IV* (4th Ed.) (pp. 3-20). Bethesda, MD: National Association of School Psychologists.
- Reschly, D. J., & Grimes, J. P. (2002). Best practices in intellectual assessment. . In A. Thomas & J. Grimes (Eds.) *Best practices in school psychology IV* (4th Ed.) (pp. 1337-1350). Bethesda, MD: National Association of School Psychologists.
- Hosp, J. L., & Reschly D. J. (2002). Predictors of restrictiveness of placement for African-American and Caucasian students. *Exceptional Children*, 68, 225-238.
- Reschly, D. J., Myers, T. G., & Hartel, C. R. (Eds.) (2002). *Mental retardation: Determining eligibility for Social Security benefits*. Washington DC: National Academy Press.
- Artiles, A. J., Harry, B., Reschly, D. J., & Chinn, P. C. (2002). Over-identification of students of color in special education: A critical overview. *Multicultural Perspectives*, 4(1), 3-10.
- Reschly, D. J., & Robinson-Zanartu, C. (2000). Evaluation of aptitudes. In G. Goldstein & M. Hersen (Eds.), *Handbook of psychological assessment* (3<sup>rd</sup> ed.), (pp 183-201). New York: Pergamon.

### **Other Professional Activities**

- Principal Investigator, National Comprehensive Center on Teacher Quality(TQ Center), USDE., VU contract is \$1.75 million. 2005-2012.
- Co-Director, National Research Center on Learning Disabilities, OSEP funded. \$3.5 million, 2002-2007.
- President, Society for the Study of School Psychology, 2002-2004.
- President Division for Research, Council for Exceptional Children, 2003-2005).
- President (1998-1999) and Board Member (1996-1999) Council of Directors of School Psychology Programs
- Leadership Council, State of New York, Department of Education, Division of Vocational Education and Special Education, 1997-2004
- Member, National Academy of Sciences Panel on Goals 2000 and the Education of Students with Disabilities 1995-1996
- Member, National Academy of Sciences Panel on Overrepresentation of Minorities in Special Education, 1999-2002
- Chair, National Academy of Sciences Panel on Disability Determination in Mental Retardation, 2000-2002
- Member, Researcher Panel, LD Summit Follow-up, November 2001
- Fellow, Division 16 (School Psychology) and 15 (Educational Psychology), “In recognition of outstanding contributions to the science and profession of psychology,” American Psychological Association (Elected in 1985, 1990, respectively)
- Consultant, (Pro bono) European Roma Rights Center, Budapest, 1999- (Evaluations and consultation regarding Roma children placed in special education programs in Ostrava, Czech Republic.
- Consultant to Board on Testing and Assessment, National Academy of Sciences, Issues Related to the Appropriate Assessment of Minority Children and Youth with Disabilities, 1994.
- Consultant, U. S. DE Office of Special Education Programs and U.S. DE Office for Civil Rights, Task Force on Over-representation of Minority Students in Special Education Programs, 1993-1995
- Administrative Law Judge, State of Iowa (Hearings re: the Education of Students with Disabilities, 1989-1998
- State of Missouri Department of Education, Division of Special Education, Criteria for Disability Determination, 2002-2003
- Expert Witness in 8 Federal District Court Cases and 5 state cases
- Chair, NASP Program Approval, 1989-1992
- Member, American Psychological Association Committee on Psychological Tests and Assessment, 1991-1994.
- Editor, *School Psychology Review*, 1979-1981
- Testimony, President’s Commission on Excellence in Special Education re: Overrepresentation of Minority Students in Special Education and Outcomes Criteria to Drive Reform
- Keynote addresses and continuing education presentations in 46 states for school psychologists and general and special educators
- Invited colloquia to faculty and students at 28 universities
- Evaluation of LEA and SEA projects in 15 states

## FRANK C. WORRELL

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### Education

*B.A. (Hons)*, Psychology, University of Western Ontario, London, Ontario, Canada, 1985  
*M.A.*, Psychology, University of Western Ontario, London, Ontario, Canada, 1987  
*California School Psychology Credential*, University of California, Berkeley, 1993 – present  
*Ph.D.*, Education (Educational & School Psychology), University of California, Berkeley, 1994  
*Licensed Psychologist* (PA Lic #PS-008390-L), 1996 – present

### Professional Experience

Assistant Professor (School Psychology), The Pennsylvania State University, 1994 – 2000  
Associate Professor (School Psychology), The Pennsylvania State University, 2000 – 2003  
Associate Professor (Cognition and Development), University of California, Berkeley 2003 – 2007  
Professor (Cognition and Development), University of California, Berkeley 2007 – present

### Research Interests

Academic talent development; African American education; Education in the English-Speaking Caribbean; Education of at-risk youth; Ethnic and racial identity; Psychological functioning and educational attainment; Scale development and validation; Teaching effectiveness

### Awards

*Outstanding Doctoral Dissertation Award*, Graduate School of Education, UC Berkeley, 1995  
*Fellow*, Division 16 (School Psychology), American Psychological Association (APA), 2007  
Society for the Study of School Psychology: Elected 2007  
*Fellow*, Division 5 (Evaluation, Measurement, & Statistics), APA, 2010  
*Chancellor's Award for Advancing Institutional Excellence*, UC Berkeley, 2011  
*Fellow*, Association for Psychological Science, 2011  
*Fellow*, Division 52 (International Psychology), APA, 2011  
*Fellow*, Division 45 (Society for the Psychological Study of Ethnic Minority Issues), APA, 2012

### Selected Professional Service

*Vice President*, Education, Training, and Scientific Affairs, Division 16, APA, 2002 – 2004  
*Expert Consultant*, American Institutes for Research and National Center for Educational Statistics on new secondary longitudinal study, 2005.  
*Member*, Pew Rural Early Education Commission, Frederick D. Patterson Research Institute of the United Negro College Fund, 2004 – 2007  
*Chair*, Committee on Division/APA Relations, APA, 2006  
*President*, Division 16 (School Psychology), APA, 2007  
*Member*, Committee on Psychological Tests and Assessments (CPTA), APA, 2007 – 2009  
*APA Representative*, Joint Committee on Standards for Educational Evaluation, 2008 – 2010  
*Respondent*, National Association for Teacher Education (NCATE) National Expert Panel, 2009  
*Member*, Joint Committee for the Revision of the *Standards for Educational and Psychological Testing*, American Educational Research Association, APA, and the National Council for Measurement in Education, 2009 – present  
*Member*, Board of Educational Affairs, APA, 2010-2012  
*Co-Editor*, *Review of Educational Research*, 2012-2014

## **Educational Consulting**

*Evaluator*, Penn State Educational Partnership Program (PEPP), College of Education, 1995 – 1997  
*School Psychology Consultant*, Ministry of Education, Trinidad and Tobago, 1998 – 2002, 2006 – 2008  
*Principal Investigator & Norming Project Coordinator*, Central Guidance Unit, Ministry of Education, Trinidad and Tobago, September 2001 – December 2002  
*Consultant*, School Leadership Center of Trinidad and Tobago, 2002 – 2008

## **Selected Publications**

- Worrell, F. C., & Hale, R. L. (2001). The relationship of hope in the future and perceived school climate to school completion. *School Psychology Quarterly*, *16*, 370-388. doi:[10.1521/scpq.16.4.370.19896](https://doi.org/10.1521/scpq.16.4.370.19896)
- Worrell, F. C., Szarko, J. E., & Gabelko, N. H. (2001). Multi-year persistence of nontraditional students in an academic talent development program. *The Journal of Secondary Gifted Education*, *12*, 80-89.
- Worrell, F. C., Vandiver, B. J., & Watkins, M. W. (2001). Construct validity of the Learning Behaviors Scale with an independent sample of students. *Psychology in the Schools*, *38*, 207-215. doi:[10.1002/pits.1011](https://doi.org/10.1002/pits.1011)
- Worrell, F. C. (2007). Ethnic identity, academic achievement, and global self-concept in four groups of academically talented adolescents. *Gifted Child Quarterly*, *51*, 23-38. doi:[10.1177/0016986206296655](https://doi.org/10.1177/0016986206296655)
- Worrell, F. C., Casad, B. J., Daniel, D. B., McDaniel, M., Messer, W. S., Miller, H. L., Jr., Prohaska, V., & Zlokovich, M. S. (2010). Promising principles for translating psychological science into teaching and learning. In D. F. Halpern (Ed.), *Undergraduate education in psychology: A blueprint for the future of the discipline* (pp. 129-144). Washington, DC: American Psychological Association.
- Worrell, F. C. (2011). Promising practices in serving academically talented youth in urban settings. *Gifted Child Today*, *34*(1), 44-49.
- Erwin, J. O., & Worrell, F. C. (2012). Assessment practices and the underrepresentation of minority students in gifted and talented education. *Journal of Psychoeducational Assessment*, *30*, 74-87. doi:[10.1177/0734282911428197](https://doi.org/10.1177/0734282911428197)

## **Selected Presentations**

- Worrell, F. C. (2008, August). *Evaluating and intervening with at-risk youth in schools*. Keynote address at the annual institute of the School Leadership Center of Trinidad and Tobago, Port of Spain, Trinidad.
- Worrell, F. C. (2011, August). Cultivating academic talent: Lessons from gifted and at-risk students. In S. M. Quintana (Chair), *Educational disparities: Old challenges, new solutions*. Presidential symposium at the annual meeting of the American Psychological Association, Washington, DC.
- Worrell, F. C. (2011, September). Poverty: A critical barrier to outstanding performance. Presentation at the 2<sup>nd</sup> annual Aspen Brain Forum, *Cognitive neuroscience of learning: Implications for education*, cosponsored with The New York Academy of Sciences, Aspen, CO.
- Worrell, F. C. (2011, October). *The intractable achievement gap: Is there a way forward?* Presentation at the School of Teaching, Learning, and Development, Faculty of Education, University of Auckland, Auckland, New Zealand.

## **Selected Funded Projects**

- Organization of American States (2001). (Fund # TT/AE/138101941). *Diagnosis and Intervention: Promoting Educational Success in Trinidad and Tobago*. Grant to the Trinidad and Tobago Ministry of Education (\$105,000). Frank C. Worrell (Lead Consultant).
- Cowell Foundation (2006 – 2007). *Improving academic achievement in middle school students* (\$153,598). Frank C. Worrell (Principal Investigator).
- National Institutes of Health. (2010 – 2012). *Psychosocial benefits of Ethnic Diversity in Urban Middle Schools* (\$213,390.00). Frank C. Worrell (Principal Investigator, UC Berkeley site).

## **Selected Professional Memberships**

Association of Black Psychologists, International School Psychology Association, International Society for the Study of Behavioral Development, National Association of School Psychologists, National Dropout Prevention Network, Society for the Study of School Psychology

## **8. Proposal Supplementary Tables and Figures**

Table A. Distribution of Student Achievement on Standardized Testing for 2010 to 2011

Table B. Projected Distribution of Teacher and Principal Effectiveness

Table C. SSI Project TES Alignment to InTASC Standards

Table D. Retention Rates by Performance Levels (percentages) for the PES.

Table E. SSI Project Alignment to Core Features of Effective PD

Figure A. Classroom Strategies Scales (CSS) Factor Structure for the Proposed TES and PD System.

Figure B. Screenshot of the MyiLOGS Instructional Calendar.

Figure C. Screenshot of MyiLOGS Matrices.

Figure D. Examples Charts from the MyiLOGS Report

**Table A. Distribution of Student Achievement on Standardized Testing for 2010 to 2011**

District	Grade	Language Arts			Mathematics		
		Partial	Proficient	Advanced	Partial	Proficient	Advanced
Asbury Park	3	82%	18%	0%	61%	29%	9%
Asbury Park	4	74%	25%	1%	50%	41%	9%
Asbury Park	5	84%	16%	0%	65%	32%	3%
Asbury Park	6	71%	29%	0%	70%	27%	3%
Asbury Park	7	81%	19%	0%	74%	21%	5%
Asbury Park	8	65%	33%	2%	70%	27%	3%
Asbury Park	11 <sup>a</sup>	52%	44%	4%	82%	18%	0%
Hillside	3	44%	53%	3%	23%	48%	30%
Hillside	4	44%	41%	2%	38%	43%	19%
Hillside	5	41%	58%	1%	25%	46%	29%
Hillside	6	41%	58%	2%	25%	60%	16%
Hillside	7	56%	41%	3%	49%	37%	14%
Hillside	8	25%	71%	4%	40%	42%	18%
Hillside	11	16%	78%	6%	50%	44%	7%
Lakewood	3	60%	39%	1%	32%	45%	23%
Lakewood	4	61%	37%	2%	32%	49%	20%
Lakewood	5	70%	30%	0%	31%	46%	24%
Lakewood	6	54%	46%	0%	24%	64%	12%
Lakewood	7	75%	25%	0%	69%	21%	10%
Lakewood	8	46%	52%	2%	55%	39%	7%
Lakewood	11	34%	65%	2%	63%	34%	3%
North Plainfield	3	55%	43%	2%	35%	41%	24%
North Plainfield	4	53%	43%	3%	34%	51%	15%
North Plainfield	5	60%	39%	1%	34%	39%	27%
North Plainfield	6	55%	44%	1%	37%	45%	18%
North Plainfield	7	62%	35%	3%	68%	25%	8%

North Plainfield	8	26%	66%	8%	44%	44%	12%
North Plainfield	11	18%	73%	9%	39%	47%	13%

\*Note. <sup>a</sup> – Grades 3 through 8 are tested by the NJ ASK, a state unique measure. Grade 11 is tested by the HSPA, a national measure of student achievement.

**Table B. Projected Distribution of Teacher and Principal Effectiveness**

<b>EES Performance Levels</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<i>Highly Effective</i>	.10	.16	.18	.20
<i>Effective</i>	.40	.65	.70	.75
<i>Developing</i>	.40	.14	.09	.04
<i>Not Effective</i>	.10	.05	.03	.01

**Table C. SSI Project TES Alignment to InTASC Standards**

<b>InTASC Standard</b>	<b>Danielson</b>	<b>CSS</b>	<b>MyiLOGS</b>
<i>The Learner and Learning</i>			
1. Learner Development	Domain 1: Planning & Preparation	CSS Stage 1 (Classroom Observation) – 8 Teacher Behaviors CSS Stage 2 – PIS Rating Scales	Based on student outcomes and their own instructional data, teachers develop an Instructional Growth Plan that is appropriate and challenging.

<p>2. Learning Differences</p>	<p>Domain 1: Planning &amp; Preparation</p>	<p>CSS Stage 2 – PIS Rating Scales</p>	<p>MyiLOGS Report provides detailed data on instructional differentiation based on OTL indices of time, content, and instructional quality.</p>
<p>3. Learning Environments</p>	<p>Domain 2: Classroom Environment</p>	<p>CSS Stage 1 – 8 Teacher Behaviors CSS Stage 2 – PIS and BMS Rating Scales CSS Stage 3 – Classroom Checklist</p>	<p>The Instructional Growth Plan (IGP) meetings are led by instructional coaches and engage teachers in group discussion and collaboration.</p>
<p><b>Content Knowledge</b></p>			
<p>4. Content Knowledge</p>	<p>Domain 1: Planning &amp; Preparation</p>		<p>MyiLOGS requires teachers to monitor content coverage of Common Core Standards and any other relevant custom skills on an ongoing basis and develop</p>

			goals for improvement.
5. Application of Content	Domain 3: Instruction	CSS Stage 1 – 8 Teacher Behaviors CSS Stage 2 – PIS Rating Scale	MyiLOGS requires teachers to monitor how their instruction is implemented along cognitive processes, evidence-based practices, and grouping formats.
<b><i>Instructional Practice</i></b>			
6. Assessment	Domain 1: Planning & Preparation Domain 3: Instruction	CSS Stage 1 – 8 Teacher Behaviors CSS Stage 2 – PIS Rating Scale	Progress monitoring along goal attainment scale for teacher’s instructional growth objectives.
7. Planning for Instruction	Domain 1: Planning & Preparation		MyiLOGS is specifically designed to assist in the planning and implementation of intended curricula at the class and student levels.
8. Instructional	Domain 1: Instruction	CSS Stage 1 – 8 Teacher Behaviors	Instructional indices for cognitive processes,

Strategies		CSS Stage 2 – PIS Rating Scale	evidence-based instructional practices, and grouping formats.
<b><i>Professional Responsibility</i></b>			
9. Professional Learning and Ethical Practice	Domain 4: Professional Responsibilities		Progress monitoring along goal attainment scale for teacher’s instructional growth objectives.
10. Leadership and Collaboration	Domain 4: Professional Responsibilities		Progress monitoring along goal attainment scale for teacher’s instructional growth objectives.

**Table D. Retention Rates by Performance Levels (percentages for the PES)**

<b>Performance Level</b>	<b>Percent Retained*</b>
Highly	95% to 100%
Above Average	80% to 94%
Below Average	60% to 79%
Low	0% to 59%

\* Partial percentages will be rounded upward.

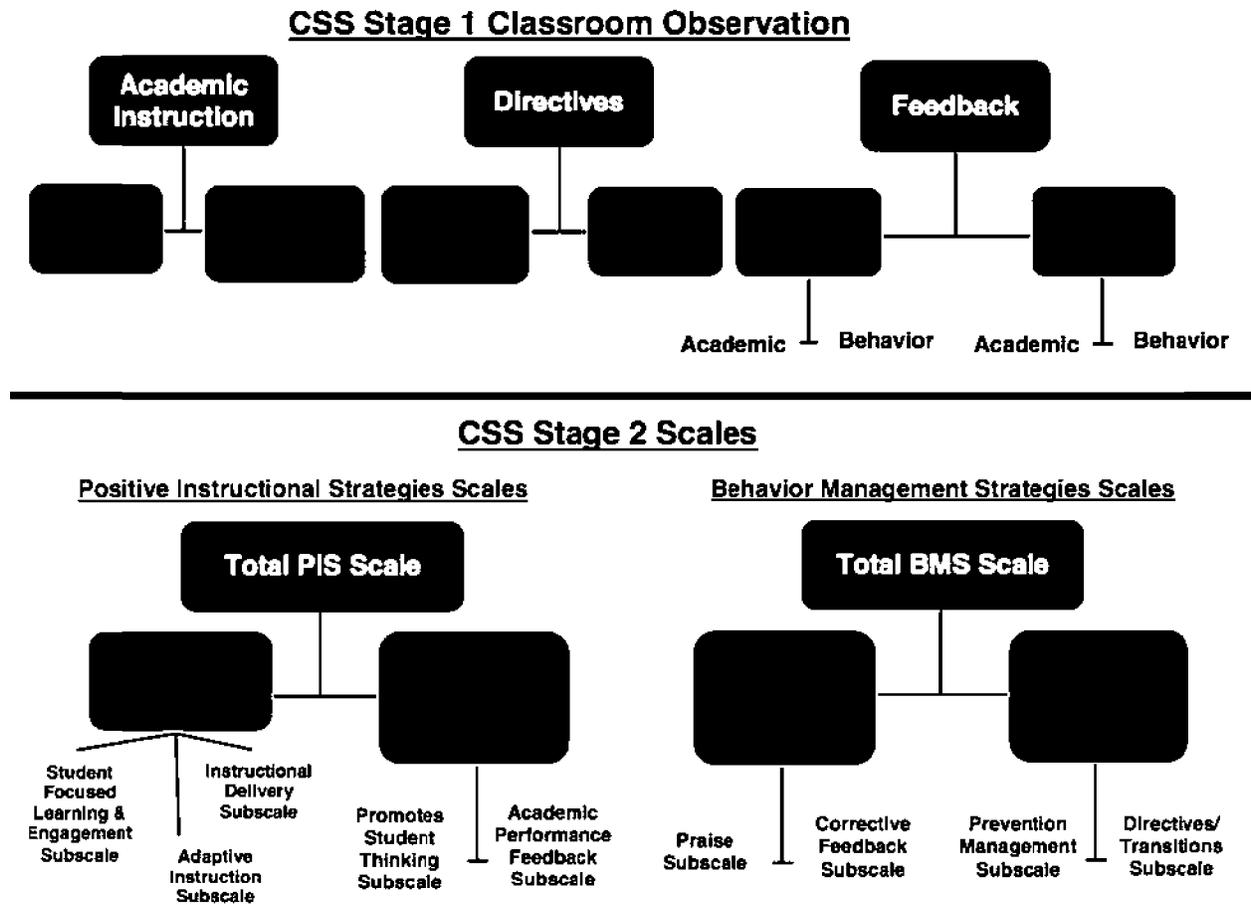
**Table E. SSI Project Alignment to Core Features of Effective PD**

<p><b>Core</b> <b>Features of</b> <b>Effective PD</b></p>	<p><b>Danielson</b></p>	<p><b>CSS</b></p>	<p><b>MyiLOGS</b></p>
<p><b>Content focus</b></p>	<p>The Danielson Framework via Teachscape provides a comprehensive set of online lessons that are specific to the elements identified during the EES observation. Teachers are guided through self-paced lessons that provide subject-specific knowledge and skills across all four domains.</p>	<p>The CSS Observer and Teacher Forms assess the use of evidence-based instructional and behavioral management practices to improve effective instruction.</p>	<p>Teachers are asked to focus on their own instructional inputs, processes, and (student) outcomes through self-recording, self-monitoring, and instructional growth meetings with coaches. These data are based on content coverage, time use, and related instructional practices.</p>
<p><b>Active learning</b></p>	<p>The online lessons include video models of effective teaching practices, a range of assessments, and in-class</p>	<p>Principals or coaches evaluate teachers using the CSS Observer Form, which measures their usage of instructional</p>	<p>The MyiLOGS User PD provides worked examples, models, and active discussion of cognitive process</p>

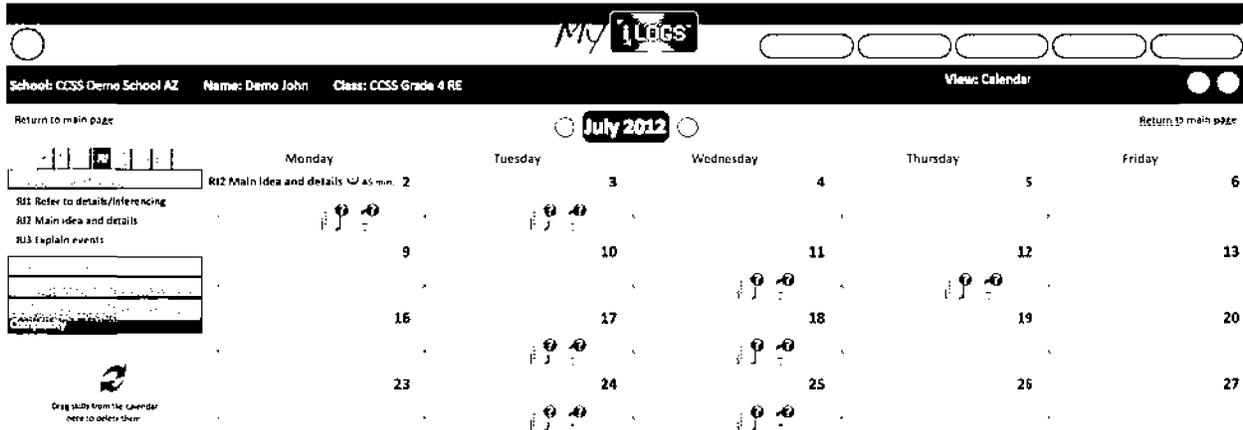
	<p>exercises. Online forums allow for discussion and exchange of experiences among colleagues.</p>	<p>and behavioral management practices. Scores indicate specific areas for suggested instructional improvement growth. Teachers independently complete the CSS Teacher Form on their usage of instructional and behavioral management practices.</p>	<p>expectations and evidenced-based practices. In addition, teachers develop personalized instructional growth plans with their colleagues and instructional coaches. These growth plans feature measurable goals of instructional improvement</p>
<b>Coherence</b>	<p>Consistent with LEA's constructivist learning paradigms for effective teaching.</p>	<p>Consistent with recommended empirical instructional and behavioral management practices and aligned with NCLB (2001) and IDEA (2004).</p>	<p>Consistent with federal policies related to access to general curriculum, OTL, and alignment (NCLB, 2001; IDEA, 2004).</p>
<b>Duration</b>	<p>The Danielson</p>	<p>Workshop (3 hrs), job-</p>	<p>Workshop (8 hrs),</p>

	<p>Framework via Teachscape typically engages teachers in 15-20 hrs of online PD.</p>	<p>embedded (20 hrs), and eight coaching sessions (6 hrs).</p>	<p>ongoing job-embedded (6 hrs), and two coaching sessions (3 hrs).</p>
<p><b>Collective participation</b></p>	<p>The online forums allow teachers of same school, grade, or department to discuss their PD experiences and share relevant knowledge and skills.</p>	<p>Using the CSS Observer and Teacher Forms, principals (or coaches) and teachers collaboratively identify specific changes in classroom practices. The CSS can be used in professional learning communities to improve collaboration and growth.</p>	<p>Instructional growth plan sessions with coaches feature small groups of teachers from the same school site to foster professional learning communities</p>

Figure A. Classroom Strategies Scales (CSS) Factor Structure for the Proposed TES and PD System.



**Figure B. Screenshot of the MyILOGS Instructional Calendar.**



**Figure C. Screenshot of MyILOGS Matrices.**

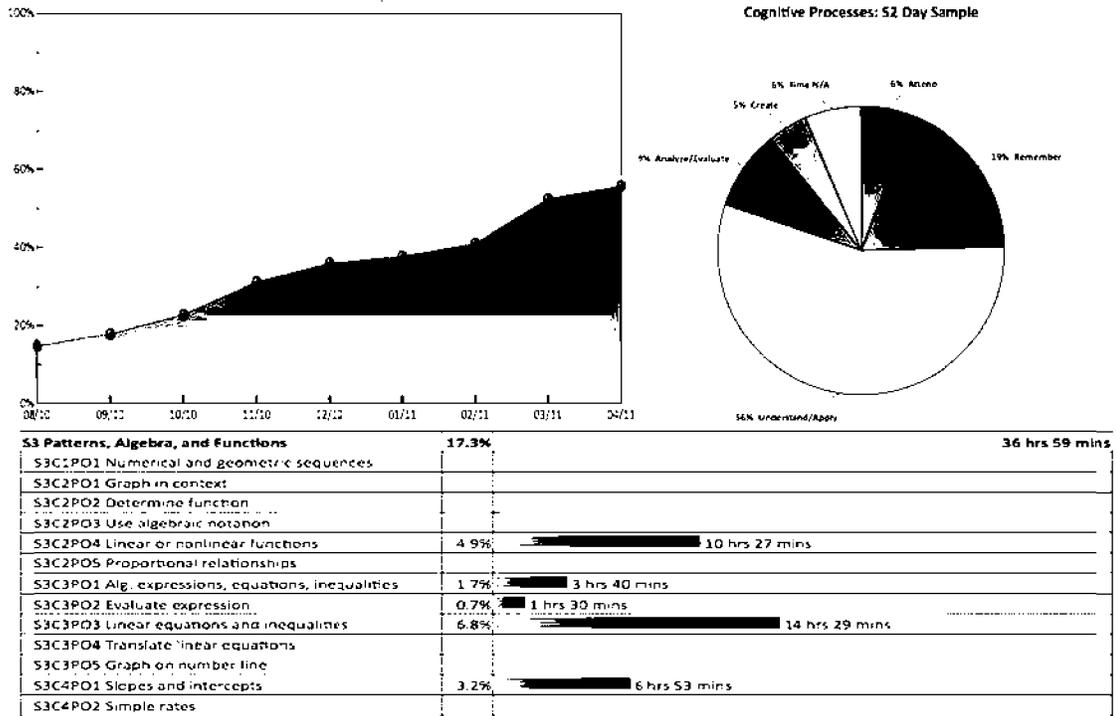
Estimated Time Allocation Across Cognitive Process Dimensions for: CCSS Grade 4 RE

Skill	Attend	Remember	Understand/Apply	Analyze/Evaluate	Create	Sum	Calendar Minutes
R13 Explain events		10				0	10
R12 Main idea and details	10	5	30			0	45
Time not available for instruction							
Update Totals						<b>Total: 55</b>	<b>55</b>

Estimated Time Allocation Across Instructional Practices for: CCSS Grade 4 RE

Teacher Actions	Individual	Small Groups	Whole Class	Sum
Provided Direct Instruction	Action is focused on single individuals		15	15
Provided Visual Representations		5		5
Asked Questions		10		10
Elicited Think Aloud				0
Used Independent Practice			25	25
Provided Guided Feedback				0
Provided Reinforcement				0
Assessed Student Knowledge				0
Other Instructional Practices				0
Time Not Available				0
Update Totals			<b>Calendar Total: 55</b>	<b>55</b>

Figure D. Examples Charts from the MyILOGS Report



## **9. Union Representation**

1. Teachers in the State of New Jersey are represented exclusively by the New Jersey Education Association (NJEA). The proposed TIF project's TES is in accordance with the New Jersey Dept. of Education's evaluation requirements, the Educator Effectiveness Task Force Recommendations (March, 2011), and subsequently, the NJEA regulations for educator evaluations.
2. Principals in the State of New Jersey are represented exclusively by the New Jersey Principals and Supervisors Association (NJPSA). The proposed TIF project's PES is in accordance with the New Jersey Dept. of Education's evaluation requirements, the Educator Effectiveness Task Force Recommendations (March, 2011), and subsequently, the NJPSA regulations for principal evaluations.

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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.

## TIF Grant Funds Budget Narrative

**Project Year 1  
October 1<sup>st</sup> 2012 to September 30<sup>th</sup> 2013**

### ***1. Personnel:***

<b>The following requested personnel will all be hired as employees of the project.</b>			
<i>Rutgers University (RU) Contract</i>	<i>% FTE</i>	<i>Base Salary</i>	<i>Total</i>
<b>Project Director (Principal Investigator) (1):</b> Dr. Linda Reddy will be responsible for overall project leadership, budget oversight, practical, and methodological issues related to implementation of the HCMS, EES, PD, and PBCS. Her qualifications are described in section E Management Plan. In Project Year 1, she will dedicate 25% of her effort during the 9.5 academic month year, and 100% effort in the summer months.	.25 FTE x 9.5 months	\$100,244	\$25,061
	1.0 FTE x 2.5 months		\$0
<b>Co Investigator (1):</b> Dr. Ryan Kettler will be responsible for overall project leadership, practical and methodological issues related to implementation of the teacher and principal evaluation systems and student growth. His qualifications are described in section E Management Plan. In Project Year 1, he will dedicate 25% of his effort during the 9.5 academic month year, and 100% in the summer months.	.25 FTE x 9.5 months	\$81,000	\$20, 250
	1.0 FTE x 2.5 months		\$23, 220
<b>Assistant Project Director (1):</b> The Project Assistant Director will be responsible for daily supervision and implementation of the project as well as coordinating communication with each LEA and its constituents (administrative and teaching staff, and teacher unions). They will be hired on a full time 12-month contract to assist in the daily management of the SSI Project. Salaries were calculated based on the median salary for similar positions.	1.0 FTE	\$98,680	\$98,680
<b>Business Manager (1):</b> The Business Manager will manage the human resource components and financial aspects of the RU Team. They will serve as a liaison and coordinate with the human resource (HR) departments in each of the LEAs in regards to HCMS implementation. They train each LEAs on how the EES will impact human capital decision making and assist in making HR decisions including but not limited to: recruitment, placement, PD, compensation, promotion, and dismissal.	1.0 FTE	\$63,016	\$63,016
<b>Information Technology (IT) Specialist (1):</b> The IT specialist will assist in the development of the	1.0 FTE	\$57,667	\$57,667

software applications necessary to implement and manage the HCMS, PBCS, and EES. They will coordinate activities with the contracted programming consultants on the development a web-based portal for each LEA and collaborate with each LEA's IT department on implementing the new HCMS, EES, and PBCS applications.			
<u>Data and Growth Modeling (DGM) Specialist (1):</u> A Data and Growth Modeling Specialist will be hired to manage all data collection, analysis, and interpretation of teacher, principal and student growth data in the EES and internally evaluate the EES and the HCMS in relation to their effects on student outcome.	1.0 FTE	\$80,000	\$80,000
<u>Evaluation Manager (1):</u> The Evaluation Manager will assist the DGM Specialist in the internal evaluation of the project. They will also coordinate HCMS data analysis and decision making with the PI's, DGM, and External Evaluator.	1.0 FTE	\$60,000	\$60,000
<u>Leadership Principals (3):</u> Three Leadership Principals will be hired for the purposes of coordinating with each LEAs school-based principals on the implementation of the HCMS. The Leadership Principals will supervise the 43 school based principals leadership activities during the project. They will be responsible for overseeing the implementation of the PES in each school district, train LEA constituents on the VAL-ED system, and provide PD to 43 school based principals.	3 x 1.0 FTE	\$75,000	\$225,000
<u>Leadership Teachers (6):</u> Six Leadership Teachers will be hired to assist in the implementation of the EES for all 1,211 teacher constituents and the PD and PBCS for all 1,211 teachers in TIF qualified schools. Leadership Teachers will primarily oversee the 51 school-based Master Mentor Teachers across the four LEAs. They will train and supervise Master Mentor Teachers on the components of the EES, how it relates to PD, and how to deliver PD.	6 x 1.0 FTE	\$64,887	\$389,322
<u>Program Coordinator:</u> The Program Coordinator will be hired to directly assist the Project Director, Assistant Project Director, Co-PIs, and all SSI Project staff. The Program Coordinator will be responsible for all communications and correspondences between Rutgers SSI Project staff and LEA staff. The Program Coordinator will manage communications between the Rutgers Foundations and Development staff and LEA development officers on possible grant opportunities.	1.0 FTE	\$38,098	\$38098

Also, this person will prioritize and purchase office supplies and project materials for the entire project.			
<u>Data Entry Clerk:</u> To assist with data entry needs related to LEA, HCMS, EES, PD and PBCS systems, a data entry clerk will be hired on a part time basis for Year 1 to 5. The Data Entry Clerk will assist the DGM Specialist and Evaluation Manager with data entry and analysis. They will also assist the Project Assistant Director and Business Specialist with data entry needs. They will serve for approximately 46 weeks of the year.	19 hours per week x 46 weeks of the year.	\$17.16 per hour	\$15,000
<i>Arizona State University (ASU) Subcontract</i>			
<u>Co Investigator (1):</u> Dr. Alexander Kurz will be responsible for overall project leadership for implementation of educator and principal instructional improvement PD and practical issues related to implementation of the EES and its components. His qualifications are described in section E Management Plan. In Project Year 1, he will dedicate 25% of his effort annually.	.25 FTE x 12-months	\$70,940	\$17,735
<i>LEAs Subcontracts</i>			
No costs associated with Personnel in Project Year 1 for all LEAs.			
<b>Total Personnel Cost</b>			<b>\$1,113,049</b>

## 2. Fringe Benefits:

<b>The following personnel all have fringe benefit rates applied to their salaries</b>			
<i>RU Contract</i>	<i>Fringe Rate</i>	<i>Base Salary</i>	<i>Total</i>
Fringe Benefit rates apply to the RU Team. For Faculty, during the 9.5 months academic year, a Fringe Benefits rate of 38.2% will be applied. During the 2.5 summer months, a Fringe Benefit rate of 7.3% is applied.			
<ul style="list-style-type: none"> <li>Project Director (PI) Dr. Linda Reddy serves in a faculty capacity. Fringe Benefit rate is only calculated for the 9.5 months academic year. No summer months apply in Year 1.</li> </ul>	38.2%	\$25,061	\$9,573
<ul style="list-style-type: none"> <li>Co Investigator Ryan Kettler serves in a faculty capacity. Fringe Benefit rate is calculated for the 9.5 months academic year and for 2.5 summer months.</li> </ul>	38.2%	\$20,250	\$7,736
	7.3%	\$23,220	\$1,695

Fringe Benefit rates apply to the RU Team. For Staff positions, a Fringe Benefits rate of 38.2% is applied annually.			
• Project Assistant Director will serve in a staff capacity.	38.2%	\$98,680	\$37,696
• Business Manager will serve in a staff capacity	38.2%	\$63,016	\$24,072
• Information Technology (IT) Specialist will serve in a staff capacity.	38.2%	\$57,677	\$22,029
• Data and Growth Modeling Specialist will serve in a staff capacity.	38.2%	\$80,000	\$30,560
• Evaluation Manager will serve in a staff capacity.	38.2%	\$60,000	\$22,920
• Leadership Principals (3) will serve in a staff capacity.	38.2%	\$75,000	\$85,950
• Leadership Teachers (6) will serve in a staff capacity.	38.2%	\$64,887	\$148,721
• Program Coordinator	38.2%	\$38,098	\$14,553
• Part time Data Entry Clerk	7.3%	\$15,000	\$1,095
<i>ASU Subcontract</i>			
	<i>Fringe Rate</i>	<i>Base Salary</i>	<i>Total</i>
Co Investigator Alexander Kurz is employed at Arizona State University (ASU). Fringe Benefit rates apply to ASU at a rate of 30% of the base salary.	30%	\$17,735	\$5,285
<i>LEAs Subcontracts</i>			
	<i>Fringe Rate</i>	<i>Base Salary</i>	<i>Total</i>
No costs associated with Fringe Benefits in Project Year 1 for all LEAs.			\$0
<b>Total Fringe Benefits Cost</b>			<b>\$411,885</b>

### 3. Travel:

**Expenses include the average airfare of \$400 each, in addition to a hotel room at \$150/night for two nights, local transportation of \$50, and per diem of \$40.**

<i>RU Contract</i>	<i># of Trips</i>	<i>\$ per Trip</i>	<i>Total</i>
TIF Grantee Meeting: This 1.5 day meeting will provide participants with key information needed to manage and implement a discretionary grant	3 (1 Project Director & 2	\$1,250	\$3,750

awarded by ED and technical assistance from experts. Meetings are held annually. As per TIF guidelines, this meeting will require 3 participants. As per TIF guidelines, lodging is based on a four night stay in a major U.S. city and per diem expenses for up to five days.	key personnel)		
TIF Topical Meeting: This 1.5 Day meeting will provide participants with in depth information on a topic related to implementing PBCSs. Meetings are held annually. As per TIF guidelines, this meeting will require 2 participants. As per TIF guidelines, lodging is based on a four night stay in a major U.S. city and per diem expenses for up to five days.	2 (1 Project Director & 2 key personnel)	\$1,250	\$2,500
PI & CO-PI's Local Travel to LEAs: Project leaders will meet with LEA constituents on a weekly basis during the first year of implementation planning. Asbury Park is located 54 miles from the Rutgers University, Lakewood 35 miles, Hillside 33 miles, North Plainfield 10 miles (265 miles round trip).	46 trips (2 people)	\$0.31 Federal Reimbursement Rate	\$7,558
Project staff will meet with LEA constituents on a weekly basis during the first year of implementation planning. Asbury Park is located 54 miles from the university, Lakewood 35 miles, Hillside 33 miles, North Plainfield 10 miles (265 miles round trip).	46 trips (2 people)	\$0.31 Federal Reimbursement Rate	\$7,558
External Evaluator Dr. Dan Reschly will visit with project leaders at least 1 time per year to discuss project activities and provide oversight. As per TIF guidelines, lodging is based on a five night stay and per diem expenses for up to six days. Dr. Dan Reschly may be required to incur local travel costs when visiting each LEA.	1 trip (1 person)	\$1500	\$1500
<i>ASU Subcontract</i>			
<i>ASU Subcontract</i>	<i># of Trips</i>	<i>\$ per Trip</i>	<i>Total</i>
Co-PI Travel from Arizona to NJ: Co-PI Dr. Alexander Kurz will travel to NJ to meet with PI Dr. Linda Reddy and Co-PI Dr. Ryan Kettler at RU. It is estimated that Dr. Alexander Kurz will make 5 trips a year, for a period of 5 days each trip.	5 (1 person)	\$1500	\$7,500
<i>LEAs Subcontract</i>			
<i>LEAs Subcontract</i>	<i># of Trips</i>	<i>\$ per Trip</i>	<i>Total</i>
No travel expenses are anticipated for the LEAs.			\$0

<b>Total Travel</b>	<b>\$30,366</b>
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#### 4. Equipment:

**Equipment: Consistent with our organization's policy, equipment is defined as tangible, non-expendable, personal property, having a useful life of more than one year and an acquisition cost of \$1,000 or more per unit.**

<i>RU Contract</i>	<i>Cost of Item</i>	<i>Item Description</i>	<i>Total</i>
Computers (20): Computer equipment will be needed to accommodate the computing and data transfer needs of the entire RU team (20+ persons). Due to the out of office frequency of the Leadership Principals and Teachers, it is anticipated that these persons will share workstations. Computer equipment will be purchased in Year 1 used until the end of Year 5.	\$2,000	Laptop computer including local work station	\$40,000
Printers (10): Printers will be needed to accommodate the needs of the RU Team (20+ persons). Training materials, reports, and analyses will be generated throughout the project. Due to the out of office frequency of the Leadership Principals and Teachers, it is anticipated that these persons will share workstations. Printers will be purchased in Year 1 used until the end of Year 5.	\$500	Multifunction printer, scanner, and fax	\$5,000
Server Hardware: To support the development of a web based portal for the LEAs to use and manage HCMS data, server based hardware will be needed to store relevant information. A database server and web server will be purchased to house the relevant files. Firewalls will be purchased to protect confidentiality of each LEA that logs into the system. Cost for server hardware applies to Year 1 only.	\$45,458	Web Server, Database Server, Firewall Protection	\$45,458
Smart Phones (3): To assist with project communications via phone and grant mobile access to email, internet, and data applications, smart phones will be purchased for lead investigators and staff.	Smart Phone capable of internet, email, data applications	\$199	\$600
<i>ASU Subcontract</i>	<i>Cost of Item</i>	<i>Item Description</i>	<i>Total</i>
No Equipment costs associated with the ASU subcontract.			\$0
<i>LEAs Subcontracts</i>	<i>Cost of</i>	<i>Item</i>	<i>Total</i>

	<i>Item</i>	<i>Description</i>	
<p><u>Computers (32):</u> Computer equipment will be needed to accommodate the needs of the 51 new Master Mentor Teachers across all LEAs. For the four LEAs, it estimated a total of 32 new computer systems will be needed. Computer equipment will be purchased in the Year 1 summer months so that it can be setup prior to the Master Mentor Teachers' use in Year 2.</p> <ul style="list-style-type: none"> <li>• <u>Asbury Park:</u> Seven desktop computers (7) will be needed to accommodate and supply the needs of the 10 new Master Mentor Teachers. One computer will be at each the three elementary schools, two computers at the middle school, and two computers at the high school.</li> <li>• <u>Hillside:</u> Nine desktop computers (9) will be needed to accommodate and supply the needs of the 12 new Master Mentor Teachers. One computer will be at each the three elementary schools, two computers at the two middle schools, and two computers at the high school.</li> <li>• <u>Lakewood:</u> Nine desktop computers (9) will be needed to accommodate and supply the needs of the 17 new Master Mentor Teachers. One computer will be at each the three elementary schools, two computers at the two middle schools, and two computers at the high school.</li> <li>• <u>North Plainfield:</u> Seven desktop computers (7) will be needed to accommodate and supply the needs of the 12 new Master Mentor Teachers. One computer will be at each the three elementary schools, two computers at the middle school, and two computers at the high school.</li> </ul>	<p>\$2000</p> <p>\$2000</p> <p>\$2000</p> <p>\$2000</p>	<p>Desktop Computer including monitor and printer</p>	<p>\$14,000</p> <p>\$18,000</p> <p>\$18,000</p> <p>\$14,000</p>
<b>Total Equipment</b>			<b>\$155,058</b>

**5. Supplies:**

<b>Supplies include all tangible and expendable property that are of a low unit cost</b>			
<i>RU Contract</i>	<i>Cost of Item</i>	<i>Item Description</i>	<i>Total</i>
<u>Software:</u> Licenses will be purchased for additional software not provided with PC set up. These include such programs as Adobe Acrobat Professional, Adobe Photoshop, SPSS, AMOS, DreamWeaver. Software will assist with data analysis, web design, and document preparation.	\$2000		\$2,000
<u>Office Supplies:</u> Basic stationary and printing supplies will be needed to manage the day to day affairs of SSI project. This includes: chairs, desks, toner for each printer, printing paper, writing instruments, etc.	\$7,000		\$7,000
<u>Observer Reliability Assessment Software (20):</u> To ensure observer reliability and accuracy of the RU Leadership Teachers when using the Danielson Framework, successful completion of a proficiency assessment will be required each year Years 1 through 5. Vendors have been explored that provide an online system and proficiency test for users of the Danielson Framework and is required as an assessment component of the Danielson Framework Turnkey Training. A total of 20 RU Leadership Teachers and project staff need to be certified. The system provides training components, diagnostic support, and a reliability test on the Danielson Framework. The test will be used to calibrate observers for reliability and accuracy, which will ensure the Rutgers Leadership Teachers and staff are using the Danielson Framework correctly to evaluate teachers and provide the correct PD. The cost is estimated at \$399 per observer and grants access to the on-line system for 1 year.	\$399 per observer	1 year	\$7,980
<i>ASU Subcontract</i>	<i>Cost of Item</i>	<i>Item Description</i>	<i>Total</i>
<u>Office Supplies:</u> Basic stationary and printing supplies will be needed to manage the day to day affairs of SSI project. This includes: chairs, desks, toner for each printer, printing paper, writing instruments, etc.	\$200		\$200
<i>LEAs Subcontracts</i>	<i>Cost of Item</i>	<i>Item Description</i>	<i>Total</i>

<p><u>Observer Reliability Assessment Software (94 observers):</u> To ensure observer reliability and accuracy of the school based Principals and Master Mentor Teachers when using the Danielson Framework, successful completion of a proficiency assessment will be required each year Years 1 through 5. Vendors have been explored that provide an online system and proficiency test for users of the Danielson Framework. A total of 94 Principals and Master Mentor Teachers across all four LEAs need to be certified. The system software will provide training components, diagnostic support, and a reliability test on the Danielson Framework. The test will be used to calibrate observers for reliability and accuracy, which will ensure the Principals and Master Mentor Teachers in each district are using the Danielson Framework correctly to evaluate teachers and provide the correct PD. The cost is estimated \$399 per observer and grants access to the system for 1 year.</p>	<p>\$399 per observer (94 principals and Master Mentor Teachers across all four LEAs)</p>	<p>1 year</p>	<p>\$37,506</p>
<p><u>Teacher Introduction to Danielson Framework Software (1211 teachers):</u> An online system for teachers to be introduce the Danielson Framework to teachers will be needed. Vendors have been explored that provide an online system with video demonstrations and planning components for Danielson Framework for teachers. A total of 1211 teachers across all four LEAs will need access. The online system instructs teachers about the Danielson Framework’s evaluation components and how to implement empirically guided strategies from each of the four domains to their classroom. The cost is \$45 per teacher and includes access to the system for 1 year.</p>	<p>\$45 per teacher (1211 teachers across all four LEAs)</p>	<p>1 year</p>	<p>\$54,495</p>
<p><b>Total Supplies</b></p>			<p><b>\$109,181</b></p>

**6. Contractual**

<p><b>Contractual</b></p>			
<p><i>RU Contract</i></p>	<p><i>Cost</i></p>	<p><i>Days of Service/ Time</i></p>	<p><i>Total</i></p>
<p><u>Consultants:</u> Expert consultants in areas related to the HCMS will be contracted to serve on the SSI project. The consultants will provide key expertise and represent culturally diverse backgrounds.</p> <ul style="list-style-type: none"> <li>• Dr. Steve Elliot, will act as a supervising</li> </ul>			

<p>mentor to Dr. Linda Reddy for the SSI Project. He will offer consultation for the implementation of VAL-ED system, provide criterion feedback for principal effectiveness, and train the Leadership Principals to provide feedback to their constituents. He will commit three days per year on the project.</p>	\$1,500 per day	3 days	\$4,500
<ul style="list-style-type: none"> <li>• Dr. Louis Hsu, will serve as a statistical and measurement expert and will be responsible for conceptualizing all data analytic methods. He will coordinate activities and goals with the DGM Specialist. He will commit seven days per year on the project.</li> </ul>	\$1,500 per day	7 days	\$10,500
<ul style="list-style-type: none"> <li>• Dr. Frank Worrell, will serve as a student minority assessment expert and will be responsible for conceptualizing assessment and analysis of student achievement for minority populations. He will serve one day per year on the project.</li> </ul>	\$1,000 per day	1 day	\$1,000
<ul style="list-style-type: none"> <li>• Dr. Maria Adelaida Restrepo, will serve as an ELL expert and will be responsible for conceptualizing assessment and analysis of ELL teacher effectiveness and ELL student data. She will support the development of a PD system for ELL teachers. She will commit one day per year on the project.</li> </ul>	\$1,000 per day	1 day	\$1,000
<ul style="list-style-type: none"> <li>• Ms. Lynn Holdheide, will serve as a teacher quality expert for non-test subjects (e.g., Art, Music). She will be responsible for developing measures of teacher effectiveness assessment and student achievement for non-tested subjects. She will serve one day per year on the project.</li> </ul>	\$1,000 per day	1 day	\$1,000
<ul style="list-style-type: none"> <li>• Dr. Daniel Reschly, will serve as an external evaluator to the SSI Project. He will coordinate with the PI's on the projects' activities and provide objective oversight. He will commit 5 days per year to the project.</li> </ul>	\$1,500 per day	5 days	\$7,500
<p><u>Application Development Contract:</u> RU will explore application/software developers for the creation of a web based interface for the SSI project and its LEA constituents. The web based interface will act as a portal for teachers to log in daily and enter respective data. The portal will generate information related to the teachers' instructional practices, content, and PD. For administrators, the portal will serve as a data entry</p>	\$150 per hour	1223 hours	\$183,458

point and provide templates for report generation. No vendor has been identified at this time and a range of estimates have been obtained. Estimates were calculated by multiplying an average rate of \$150 per hour for programming by an estimated total hours of 1223 for job completion. Based on the estimates, Year 1 will require the most intensive work, with years 2 through 5 requiring basic maintenance.			
<u>Test Development Contract:</u> RU will explore test development vendors to develop and score student state-wide testing for non-tested grades (grades K, 1, 2, 9, 10, and 12) that are similar to the current NJ ASK standardized state assessment (grades 3 through 8). No vendor has been established and a range of estimates have been obtained.	\$275,536	1 year	\$275,536
<i>ASU Subcontract</i>	<i>Cost</i>	<i>Days of Service/ Time</i>	<i>Total</i>
No contractual work associated with the ASU budget.			
<i>LEAs Subcontracts</i>	<i>Cost</i>	<i>Days of Service/ Time</i>	<i>Total</i>
No contractual work associated with the LEAs budgets.			
<b>Total Contractual</b>			<b>\$484,494</b>

**7. Construction: Not applicable.**

**8. Other**

<b>Other includes all direct costs not covered in previous sections, including pay based compensation, training costs, and fees.</b>			
<i>RU Contract</i>	<i>Cost</i>	<i>Quantity</i>	<i>Total</i>
<u>Web Server Host:</u> A project website will require the support of webhosting company to store and monitor the upload/download of website data. No vendor has been identified at this point in time. Several estimates have been received based on the amount of anticipated data and website design. Webhosting fees are based on yearly contracts.	\$1,500	1 year	\$1,500
<u>Mobile Phone Service Provider:</u> Three smartphones will be purchased to assist project leaders with communications. No vendors have been identified at this point in time. Several estimates have been	3 phones	\$80 per plan per month x 12-	\$2,880

received. 12-month contracts are required with a host company.		months	
<i>ASU Subcontract</i>			
	<i>Cost</i>	<i>Quantity</i>	<i>Total</i>
No Other costs associated with the ASU subcontract.			\$0
<i>LEAs Subcontracts</i>			
	<i>Cost</i>	<i>Quantity</i>	<i>Total</i>
<u>Danielson Framework Turnkey Training (4 cohorts of 20):</u> All four LEAs will explore vendors that support training of the Danielson Framework for Teaching, to ensure correct implementation and accurate usage of the framework. No vendor has been established and a range of estimates have been obtained. Training will be a Train the Trainer model, which will allow school personnel to train future users during and after the project term and only incur a training cost once. The training takes 6 days and includes 1 cohort of up to 20 people. The cost is a per day rate, and requires a total of 6 days for successful.	\$22,500 per district (includes up to 20 people)	48 hours per district	\$90,000
* <u>MyiLogs Train the Trainer (4 cohorts of 30):</u> All four LEAs will explore vendors that provide training for the MyiLogs online system to ensure correct implementation and accurate usage when monitoring teachers' instructional content and professional development goals. No vendor has been established and a range of estimates have been obtained. MyiLogs will provide direct training services of the Master Mentor Teachers and administrators in each LEA. The training will be a Train the Trainer model, which will allow each LEA to train future users during the project's lifetime and after. This will save on training costs for each LEA in the future after the project's completion. The training includes 15 hours of didactic instruction and additional supervision per participant following training.	\$17,476.5 per district (includes up to 30 people)	15 hours per district	\$69,906
<u>Principal Non Contracted Hours (43):</u> All four LEAs have agreed to conduct training for the 43 Principals on the EES during non-contracted hours to ensure successful implementation. School districts are required by local union regulations to compensate employees for attending training outside of contracted hours. To successfully implement the EES infrastructure before Year 2, training must occur during non-contracted hours in the summer months of Year 1. Principals are contracted on a 12-month basis and can attend the weekday trainings over the summer.	\$45 per hour	8 hours for each principal	\$15,480

Because the Danielson Framework training requires 6 full days, we will be asking Principals to attend one Saturday training of 8 hours length. Fringe benefits do not apply to these hours.			
<u>Master Mentor Teacher Non Contracted Hours (51):</u> All four LEAs have agreed to conduct training for the 51 Master Mentor Teachers on the EES during non-contracted hours to ensure successful implementation. School districts are required by local union regulations to compensate employees for attending training outside of contracted hours. NJ LEAs only have 3 contracted service days that occur before the school year begins, which are already filled with important within LEA trainings and programs. To successfully implement the EES infrastructure before Year 2, training must occur during non-contracted hours in the summer months of Year 1. We estimate a total of 88 hours is needed to train Master Mentor Teachers on the EES components of the Danielson Framework (48 hours), MyiLogs (16 hours), and CSS (16 hours), as well as pass the required certification and reliability assessments associated with each. Fringe benefits do not apply to these hours.	\$30 per hour	88 hours for each Master Mentor Teacher	\$134,640
<u>Teacher Non Contracted Hours (1211):</u> All four LEAs have agreed to conduct training for the 1211 teachers on the EES during non-contracted hours to ensure successful implementation. School districts are required by local union regulations to compensate employees for attending training outside of contracted hours. School districts in NJ only have 3 contracted service days that occur before the school year begins, which are already filled with important within district training and programs. To successfully implement the EES infrastructure before Year 2, training must occur during non-contracted hours in the summer months of Year 1. We estimate a total of 40 hours is needed for 1211 non-career ladder teachers to become familiar with the EES components of the Danielson Framework (16 hours), MyiLOGSs (8 hours), and CSS (16 hours), as well as pass the required certification and reliability assessments associated with each. Fringe benefits do not apply to these hours.	\$30 per hour	40 hours for each Teacher	\$1,453,200
<b>Total Other</b>			<b>\$1,767,606</b>

\*Dr. Alexander Kurz, Co-PI, will receive no financial gain from any MyiLogs training, software, and on-going maintenance services. All MyiLogs estimates have been reduced to adhere to this COI plan. A Rutgers University appointed fiscal manager will ensure all invoicing and payments

associated with the project adhere to the elimination of financial benefit to Dr. Kruz. The fiscal manager will report directly to the senior PI.

**9. Total Direct Costs for Year 1: \$4,071,639**

**10. Total Indirect Costs: \$592,127**

The approved indirect rate agreement for RU is the 26%. For ASU, the approved indirect rate agreement is 26%. For Year 1, indirect costs for RU are \$584,140 and for ASU the indirect costs are \$7,987.

**11. Training Stipends:** Not applicable.

**12. Total Costs for Year 1: \$4,663,766**

**Project Year 2  
October 1<sup>st</sup> 2013 to September 30<sup>th</sup> 2014**

**1. Personnel:**

<b>The following requested personnel will all be hired as employees of the project.</b>			
<i>RU Contract</i>	<i>%FTE</i>	<i>Base Salary</i>	<i>Total</i>
<b>Project Director (Principal Investigator) (1):</b> Dr. Linda Reddy will be responsible for overall project leadership, budget oversight, practical, and methodological issues related to implementation of the HCMS, EES, PD, and PBCS. Her qualifications are described in section E Management Plan. In Project Year 2, she will dedicate 25% of her effort during the 9.5 academic month year, and 100% effort in the summer months.	.25 FTE x 9.5 months	\$104,256	\$26,064
	1.0 FTE x 2.5 months		\$31,277
<b>Co Investigator (1):</b> Dr. Ryan Kettler will be responsible for overall project leadership, practical and methodological issues related to implementation of the teacher and principal evaluation systems and student growth. His qualifications are described in section E Management Plan. In Project Year 2, he will dedicate 25% of his effort during the 9.5 academic month year, and 100% effort in the summer months.	.25 FTE x 9.5 months	\$84,240	\$21,060
	1.0 FTE x 2.5 months		\$25,272
<b>Assistant Project Director (1):</b> The Project Assistant Director will be responsible for daily supervision and implementation of the project as well as coordinating communication with each LEA and its constituents (administrative and teaching staff, and teacher unions). They will assist in the daily management of the SSI Project. Salaries were calculated based on the median	1.0 FTE	\$101,640	\$101,640

salary for similar positions.			
Business Manager (1): The Business Manager will manage the human resource components and financial aspects of the RU Team. They will serve as a liaison and coordinate with the human resource (HR) departments in each of the LEAs in regards to HCMS implementation. They train each LEAs on how the EES will impact human capital decision making and assist in making HR decisions including but not limited to: recruitment, placement, PD, compensation, promotion, and dismissal. Salaries were calculated based on the median salary for similar positions at RU and in collaboration with the HR department.	1.0 FTE	\$64,906	\$64,906
Information Technology (IT) Specialist (1): The IT specialist will assist in the development of the software applications necessary to implement and manage the HCMS, PBCS, and EES. They will coordinate activities with the contracted programming consultants on the development a web-based portal for each LEA and collaborate with each LEA's IT department on implementing the new HCMS, EES, and PBCS applications. Salaries were calculated based on the median salary for similar positions at RU and in collaboration with the HR department.	1.0 FTE	\$59,397	\$59,397
<u>Data and Growth Modeling (DGM) Specialist (1):</u> A Data and Growth Modeling Specialist will be hired to manage all data collection, analysis, and interpretation of teacher, principal and student growth data in the EES and internally evaluate the EES and the HCMS in relation to their effects on student outcome.	1.0 FTE	\$82,400	\$82,400
<u>Evaluation Manager (1):</u> The Evaluation Manager will assist the DGM Specialist in the internal evaluation of the project. They will also coordinate HCMS data analysis and decision making with the PI's, DGM, and External Evaluator.	1.0 FTE	\$61,800	\$61,800
Leadership Principals (3): Three Leadership Principals will be hired for the purposes of coordinating with each LEAs school-based principals on the implementation of the HCMS. The Leadership Principals will supervise the 43 school based principals leadership activities during the project. They will be responsible for overseeing the implementation of the PES in each school district, train LEA constituents on the VAL-ED system, and provide PD to 43 school based principals.	3 x 1.0 FTE	\$77,250	\$231,750
Leadership Teachers (6): Six Leadership Teachers will	7 x 1.0	\$66,833	\$ 401,002

be hired to assist in the implementation of the EES for all 1,211 teacher constituents and the PD and PBCS for all 1,211 teachers in TIF qualified schools. Leadership Teachers will primarily oversee the 51 school-based Master Mentor Teachers across the four LEAs. They will train and supervise Master Mentor Teachers on the components of the EES, how it relates to PD, and how to deliver PD.	FTE		
<u>Program Coordinator:</u> The Program Coordinator will be hired to directly assist the Project Director, Assistant Project Director, Co-PIs, and all SSI Project staff. The Program Coordinator will be responsible for all communications and correspondences between Rutgers SSI Project staff and LEA staff. The Program Coordinator will manage communications between the Rutgers Foundations and Development staff and LEA development officers on possible grant opportunities. Also, this person will prioritize and purchase office supplies and project materials for the entire project.	1.0 FTE	\$39,241	\$39,241
<u>Data Entry Clerk:</u> To assist with data entry needs related to LEA, HCMS, EES, PD and PBCS systems, a data entry clerk will be hired on a part time basis for Year 1 to 5. The Data Entry Clerk will assist the DGM Specialist and Evaluation Manager with data entry and analysis. They will also assist the Project Assistant Director and Business Specialist with data entry needs. They will serve for approximately 46 weeks of the year.	19 hours per week x 46 weeks of the year.	\$17.67 per hour	\$15,450
<i>ASU Subcontract</i>			
<u>Co Investigator (1):</u> Dr. Alexander Kurz will be responsible for overall project leadership for implementation of educator and principal instructional improvement PD and practical issues related to implementation of the EES and its components. His qualifications are described in section E Management Plan. In Project Year 2, he will dedicate 25% of his effort annually.	.25 FTE x 12-months	\$73,068	\$18,267
<i>LEAs Subcontracts</i>			
<u>Career Ladder Master Mentor Teachers (51):</u> All four LEAs will adopt Master Mentor Teachers to assume leadership roles within the district. A total of 51 Master Mentor Teacher positions will created across all four LEAs. The TIF program sponsors career ladder positions at a rate of 1 position for every 12			

<p>teachers who are not in a career ladder position (1:12 ration). There are a total of 1211 teachers in the TIF qualifying schools. For the purposes of LEA sustainability, this project opted to use a ratio of 1:24 instead. Master Mentor Teachers will share responsibility for implementing the EES alongside each building's Principal. Master Mentor Teachers will use the Danielson Framework, CSS, and MyiLogs to track teachers' instructional content, instructional competency and strategy use, and PD related activities. They will provide direct PD services to teachers in the form of 1 on 1 tailored coaching/modeling and targeted group sessions. Previous research reviews and past TIF submissions have suggested that it is necessary for the Master Mentor Positions to be full time effort in order to carry out the numerous observation, analysis, and intervention procedures. Master Mentor Salaries are calculated by adding a 5% to the median teacher salary for all teachers in each school district. Non career ladder teachers' salaries increase with each year of experience, thus the median is a better estimate than using an average. Master Mentor Teacher salaries will be adjusted each subsequent year to accommodate NJ State and NJ teacher union contract regulations, which equates to a 5% increase each subsequent year.</p>			
<ul style="list-style-type: none"> <li>Asbury Park contains 236 teachers. A total of 10 Master Mentor Teachers will be hired in this district. The median salary for all teachers in this district in Year 2 is estimated at \$71,950. Master Mentor Teachers' base salaries will begin 5% higher than this value.</li> </ul>	10 x 1.0 FTE	\$75,547.71 x 10	\$755,477
<ul style="list-style-type: none"> <li>Hillside contains 285 teachers. A total of 12 Master Mentor Teachers will be hired in this district. The median salary for all teachers in this district in Year 2 is estimated at \$68,481. Master Mentor Teachers' base salaries will begin 5% higher than this value</li> </ul>	12 x 1.0 FTE	\$71,905.05 x 12	\$862,861
<ul style="list-style-type: none"> <li>Lakewood contains 410 teachers. A total of 17 Master Mentor Teachers will be hired in this district. The median salary for all teachers in this district in Year 2 is estimated at \$53,279. Master Mentor Teachers' base salaries will begin 5% higher than this value.</li> </ul>	17 x 1.0 FTE	\$55,943.06 x 17	\$951,032

<ul style="list-style-type: none"> <li>North Plainfield contains 280 teachers. A total of 12 Master Mentor Teachers will be hired in this district. The median salary for all teachers in this district in Year 2 is estimated at \$62,149. Master Mentor Teachers' base salaries will begin 5% higher than this value.</li> </ul>	12 x 1.0 FTE	\$65,256.98 x 12	\$783,084
<b>Total Personnel</b>			<b>\$4,531,980</b>

## 2. Fringe Benefits:

### The following personnel all have fringe benefit rates applied to their salaries:

<i>RU Contract</i>	<b>Fringe Rate</b>	<b>Base Salary</b>	<b>Total</b>
<p>Fringe Benefit rates apply to the RU Team. For Faculty, during the 9.5 months academic year, a Fringe Benefits rate of 38.2% will be applied. During the 2.5 summer months, a Fringe Benefit rate of 7.3% is applied.</p> <ul style="list-style-type: none"> <li>Project Director (PI) Dr. Linda Reddy serves in a faculty capacity. Fringe Benefit rate is only calculated for the 9.5 months academic year. Fringe Benefit rate is calculated for the 9.5 months academic year and for 2.5 summer months.</li> <li>Co Investigator Ryan Kettler serves in a faculty capacity. Fringe Benefit rate is calculated for the 9.5 months academic year and for 2.5 summer months.</li> </ul>	38.2% 7.3%	\$104,256	\$9,957 \$2,283
<p>Fringe Benefit rates apply to the RU Team. For Staff positions, a Fringe Benefits rate of 38.2% is applied annually.</p> <ul style="list-style-type: none"> <li>Project Assistant Director will serve in a staff capacity.</li> <li>Business Manager will serve in a staff capacity.</li> <li>Information Technology (IT) Specialist will serve in a staff capacity.</li> <li>Data and Growth Modeling Specialist will serve in a staff capacity.</li> <li>Evaluation Manager will serve in a staff</li> </ul>	38.2%	\$101,400	\$38,826
	38.2%	\$64,906	\$24,794
	38.2%	\$59,397	\$22,690
	38.2%	\$82,400	\$31,477
	38.2%	\$61,800	\$22,920

capacity.			
<ul style="list-style-type: none"> <li>Leadership Principals (3) will serve in a staff capacity.</li> </ul>	38.2%	\$77,250	\$88,529
<ul style="list-style-type: none"> <li>Leadership Teachers (6) will serve in a staff capacity.</li> </ul>	38.2%	\$66,834	\$153,183
<ul style="list-style-type: none"> <li>Program Coordinator</li> </ul>	38.2%	\$14,990	\$14,990
<ul style="list-style-type: none"> <li>Part time Data Entry Clerk</li> </ul>	7.3%	\$1,126	\$1,126
<b>ASU Subcontract</b>			
	<i>Fringe Rate</i>	<i>Base Salary</i>	<i>Total</i>
Co Investigator Alexander Kurz is employed at Arizona State University (ASU). Fringe Benefit rates apply to ASU at a rate of 30% of the base salary.	30%	\$73,068	\$5,608
<b>LEAs Subcontracts</b>			
	<i>Fringe Rate</i>	<i>Base Salary</i>	<i>Total</i>
<u>Career Ladder Master Mentor Teachers (51):</u> Fringe Benefit rates apply to the 51 Master Mentor Teachers across all four LEAs. Each LEA utilizes a different Fringe Benefit rate.			
<ul style="list-style-type: none"> <li>Asbury Park will create 10 Master Mentor Teacher positions during Years 2 through 5.</li> </ul>	20%	\$75,547.71 x 10	\$151,095
<ul style="list-style-type: none"> <li>Hillside will create 12 Master Mentor Teacher positions during Years 2 through 5.</li> </ul>	14%	\$71,905.5 x 12	\$120,800
<ul style="list-style-type: none"> <li>Lakewood will create 17 Master Mentor Teacher positions during Years 2 through 5.</li> </ul>	25%	\$55,943.06 x 17	\$237,758
<ul style="list-style-type: none"> <li>North Plainfield will create 12 Master Mentor Teacher positions during Years 2 through 5.</li> </ul>	30%	\$65,256.98 x 12	\$234,925
<b>Total Fringe Benefits:</b>			<b>\$1,171,540</b>

### 3. Travel:

**Travel: Expenses include the average airfare of \$500 each, in addition to a hotel room at \$150/night for two nights, local transportation of \$50, and per diem of \$50.**

<i>RU Contract</i>	<i># of Trips</i>	<i>\$ per Trip</i>	<i>Total</i>
TIF Grantee Meeting: This 1.5 day meeting will provide participants with key information needed to manage and implement a discretionary grant awarded by ED and technical assistance from experts. Meetings are held annually.	3 (1 Project Director & 2 key personnel)	\$1250	\$3750
TIF Topical Meeting: This 1.5 Day meeting will provide participants with in depth information on a topic related to implementing PBCSs. Meetings are held annually.	2 (1 Project Director & 2 key personnel)	\$1250	\$2500
PI & CO-PI's Local Travel to LEAs: Project leaders will meet with LEA constituents on a weekly basis during the first year of implementation planning. Asbury Park is located 54 miles from the university, Lakewood 35 miles, Hillside 33 miles, North Plainfield 10 miles (265 miles round trip).	46 trips (2 people)	\$0.31 Federal Reimbursement Rate	\$7,558
Staff Local Travel to LEAs: Three Leadership Principals and six Leadership teachers will meet with LEA constituents on a weekly basis during the first year of implementation planning. Asbury Park is located 54 miles from the university, Lakewood 35 miles, Hillside 33 miles, North Plainfield 10 miles (265 miles round trip). 9 persons will be traveling to the LEAs on a weekly	39 trips (9 people)	\$0.31 Federal Reimbursement Rate	\$26,617
External Evaluator Dr. Dan Reschly will visit with project leaders at least 1 time per year to discuss project activities and provide oversight. As per TIF guidelines, lodging is based on a five night stay in a major and per diem expenses for up to six days. Dan Reschly may be required to incur local travel costs when visiting each LEA.	1 trip ( 1 person)	\$1500	\$1500
<i>ASU Subcontract</i>			
	<i># of Trips</i>	<i>\$ per Trip</i>	<i>Total</i>
Co-PI Travel from Arizona to NJ: Co-PI Dr. Alexander Kurz will travel to NJ to meet with PI Dr. Linda Reddy and Co-PI Dr. Ryan Kettler at RU. It is estimated that Dr. Alexander Kurz will make 5 trips a year, for a period of 5 days each trip.	5	\$1500	\$7,500
<i>LEAs Subcontract</i>			
	<i># of Trips</i>	<i>\$ per Trip</i>	<i>Total</i>
No travel expenses are anticipated for the LEAs.			\$0

<b>Total Travel:</b>	<b>\$49,425</b>
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#### 4. Equipment:

**Equipment: Consistent with our organization's policy, equipment is defined as tangible, non-expendable, personal property, having a useful life of more than one year and an acquisition cost of \$1,000 or more per unit.**

<i>RU Contract</i>	<i>Item</i>	<i>Cost of Item</i>	<i>Total</i>
No costs for Equipment in Year 2.			\$0
<i>ASU Subcontract</i>	<i>Item</i>	<i>Cost of Item</i>	<i>Total</i>
No Equipment costs associated with the ASU subcontract.			\$0
<i>LEA Subcontracts</i>	<i>Item</i>	<i>Cost of Item</i>	<i>Total</i>
No Equipment costs associated with the LEA subcontracts.			
<b>Total Equipment</b>			<b>\$0</b>

#### 5. Supplies:

**Supplies include all tangible and expendable property that are of a low unit cost**

<i>RU Contract</i>	<i>Cost</i>	<i>Quantity</i>	<i>Total</i>
Software: Licenses will be purchased for additional software not provided with PC set up. These include such programs as Adobe Acrobat Professional, Adobe Photoshop, SPSS, AMOS, DreamWeaver. Software will assist with data analysis, web design, and document preparation.	\$2000		\$2000
<u>Observer Reliability Assessment Software (20):</u> To ensure observer reliability and accuracy of the RU Leadership Teachers when using the Danielson Framework, successful completion of a proficiency assessment will be required each year Years 1 through 5. Vendors have been explored that provide an online system and proficiency test for users of the Danielson Framework and is required as an assessment component of the Danielson Framework Turnkey Training. A total of 20 RU Leadership Teachers and project staff need to be certified. The system provides training components, diagnostic support, and a reliability test on the Danielson Framework. The test will be used to calibrate observers for reliability and accuracy, which will ensure the Rutgers Leadership	\$399 per observer	1 year	\$7,980

Teachers and staff are using the Danielson Framework correctly to evaluate teachers and provide the correct PD. The cost is estimated at \$399 per observer and grants access to the on-line system for 1 year.			
<u>RU Office Supplies:</u> Basic stationary and printing supplies will be needed to manage the day to day affairs of SSI project. This includes: chairs, desks, toner for each printer, printing paper, writing instruments, etc.	\$7,000		\$7,000
<i>ASU Subcontract</i>			
<u>Office Supplies:</u> Basic stationary and printing supplies will be needed to manage the day to day affairs of SSI project. This includes: chairs, desks, toner for each printer, printing paper, writing instruments, etc.	\$200		\$200
<i>LEAs Subcontracts</i>			
<u>Observer Reliability Assessment Software (94 observers):</u> To ensure observer reliability and accuracy of the school based Principals and Master Mentor Teachers when using the Danielson Framework, successful completion of a proficiency assessment will be required each year Years 1 through 5. Vendors have been explored that provide an online system and proficiency test for users of the Danielson Framework. A total of 94 Principals and Master Mentor Teachers across all four LEAs need to be certified. The system software will provide training components, diagnostic support, and a reliability test on the Danielson Framework. The test will be used to calibrate observers for reliability and accuracy, which will ensure the Principals and Master Mentor Teachers in each district are using the Danielson Framework correctly to evaluate teachers and provide the correct PD. The cost is estimated \$399 per observer and grants access to the system for 1 year.	\$399 per observer (94 principals and Master Mentor Teachers across all four LEAs)	1 year	\$37,506
<u>*MyiLogs Software for Teacher Evaluation (1211):</u> All four LEAs have agreed to use the MyiLogs online system and software for tracking teachers' instructional content and PD goals each year for Years 2 through 5. The online system tracks teachers' daily instructional activities and maps these activities to core curriculum standards. MyiLogs also tracks teachers' progress towards PD goals and district specific goals. A total of 1211 teachers across all four			

<p>LEAs will be using the MyiLogs system. License pricing is based upon the number of teachers in each district. Additional cost includes district specific customization to the MyiLogs software platform during Year 2 Implementation. License time span is for year duration.</p> <ul style="list-style-type: none"> <li>• Asbury Park contains 236 Teachers and is priced according to MyiLogs 150 to 300 teacher quantity pricing scale</li> <li>• Hillside contains 285 Teachers and is priced according to MyiLogs 150 to 299 teacher quantity pricing scale</li> <li>• Lakewood contains 410 Teachers and is priced according to MyiLogs 300 to 499 teacher quantity pricing scale</li> <li>• North Plainfield contains 280 Teachers and is priced according to MyiLogs 150 to 299 teacher quantity pricing scale.</li> </ul>	<p>\$11,897</p> <p>\$11,897</p> <p>\$15,555</p> <p>\$11,897</p>	<p>1 year</p> <p>1 year</p> <p>1 year</p> <p>1 year</p>	<p>\$11,897</p> <p>\$11,897</p> <p>\$15,555</p> <p>\$11,897</p>
<p><u>VAL-ED Software for Principal Evaluation:</u> All four LEA's have agreed to use VAL-ED, an online system for assessing Principal effectiveness and leadership competencies each year for Years 2 through 5. VAL-ED is a 360 feedback system which incorporates ratings from the teachers, principal self-report, and administrator ratings on the principal's leadership skills and effectiveness. No vendor has been identified and a range of estimates have been obtained. License pricing is based upon the number of principals in each district. License time span is for 1 year duration.</p> <ul style="list-style-type: none"> <li>• Asbury Park contains 9 Principals and Assistant Principals across its 5 schools.</li> <li>• Hillside contains 10 Principals and Assistant Principals across its 6 schools.</li> <li>• Lakewood contains 16 Principals and Assistant Principals across its 6 schools.</li> <li>• North Plainfield contains 8 Principals and Assistant Principals across its 5 schools.</li> </ul>	<p>\$324 per principal</p>	<p>1 year</p>	<p>\$2916</p> <p>\$3240</p> <p>\$5,184</p> <p>\$2,592</p>

<b>Total Supplies:</b>			<b>\$119,863</b>
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\*In regard to the MyiLogs system, see the COI plan on page 13 of this document.

### 6. Contractual:

<b>Contractual</b>			
<i>RU Contract</i>	<i>Cost</i>	<i>Days of Service/ Time</i>	<i>Total</i>
<p><u>Consultants:</u> Expert consultants in areas related to the HCMS will be contracted to serve on the SSI project. The consultants will provide key expertise and represent culturally diverse backgrounds.</p> <ul style="list-style-type: none"> <li>• Dr. Steve Elliot , will act as a supervising mentor to Dr. Linda Reddy for the SSI Project. He will offer consultation for the implementation of VAL-ED system, provide criterion feedback for principal effectiveness, and train the Leadership Principals to provide feedback to their constituents. He will commit three days per year on the project.</li> <li>• Dr. Louis Hsu, will serve as a statistical and measurement expert and will be responsible for conceptualizing all data analytic methods. He will coordinate activities and goals with the DGM Specialist. He will commit seven days per year on the project.</li> <li>• Dr. Frank Worrell, will serve as a student minority assessment expert and will be responsible for conceptualizing assessment and analysis of student achievement for minority populations. He will serve one day per year on the project.</li> <li>• Dr. Maria Adelaida Restrepo, will serve as an ELL expert and will be responsible for conceptualizing assessment and analysis of ELL teacher effectiveness and ELL student data. She will support the development of a PD system for ELL teachers. She will commit one day per year on the project.</li> <li>• Ms. Lynn Holdheide, will serve as a teacher quality expert for non-test subjects (e.g., Art, Music). She will be responsible for developing measures of teacher effectiveness assessment and student achievement for non-tested</li> </ul>	<p>\$1,500 per day</p> <p>\$1,500 per day</p> <p>\$1,000 per day</p> <p>\$1,000 per day</p> <p>\$1,000 per day</p>	<p>3 days</p> <p>7 days</p> <p>1 day</p> <p>1 day</p> <p>1 day</p>	<p>\$4,500</p> <p>\$10,500</p> <p>\$1,000</p> <p>\$1,000</p> <p>\$1,000</p>

<p>subjects. She will serve one day per year on the project.</p> <ul style="list-style-type: none"> <li>• Dr. Daniel Reschly, will serve as an external evaluator to the SSI Project. He will coordinate with the PI's on the projects' activities and provide objective oversight. He will commit 5 days per year to the project.</li> </ul>	\$1,500 per day	5 days	\$7,500
<p><u>Test Development Contract:</u> RU will explore test development vendors to develop and score student state-wide testing for non-tested grades (grades K, 1, 2, 9, 10, and 12) that are similar to the current NJ ASK standardized state assessment (grades 3 through 8). No vendor has been established and a range of estimates have been obtained.</p>	\$752,136	1 year	\$752,136
<p><u>Application Development Contract:</u> RU will explore application/software developers for the continued maintenance of a web based interface for the SSI project and its LEA constituents. The web based interface will act as a portal for teachers to log in daily and enter respective data. The portal will generate information related to the teachers' instructional practices, content, and PD. For administrators, the portal will serve as a data entry point and report generation template. No vendor has been indentified at this time and a wide range of estimates have been obtained. Estimates were calculated by multiplying an average rate of \$150 per hour for programming by an estimated total hours of 205 for job completion. Based on the estimates, Year 1 will require the most intensive work, with years 2 through 5 requiring basic maintenance.</p>	\$150 per hour	205 hours	\$30,800
<b>ASU Subcontract</b>			
	<i>Cost</i>	<i>Days of Service/ Time</i>	<i>Total</i>
No contractual work associated with the ASU budget.			\$0
<b>LEAs Subcontract</b>			
	<i>Cost</i>	<i>Days of Service/ Time</i>	<i>Total</i>
No contractual work associated with the LEAs budgets.			\$0
<b>Total Contractual:</b>			<b>\$808,436</b>

**7. Construction: Not applicable.**

**8. Other**

<b>Other includes all direct costs not covered in previous sections, including pay based compensation, training costs, and fees.</b>			
<i>RU Contract</i>	<i>Cost</i>	<i>Quantity</i>	<i>Total</i>
<u>Web Server Host</u> : A project website will require the support of webhosting company to store and monitor the upload/download of website data. No vendor has been identified at this point in time. Several estimates have been received based on the amount of anticipated data and website design. Webhosting fees are based on yearly contracts.	\$1,500	1 year	\$1,500
<u>Mobile Phone Service Provider</u> : Three smart phones will be purchased to assist project leaders with communications. No vendors have been identified at this point in time. Several estimates have been received. 12-month contracts are required with a host company.	3 phones	\$80 per plan per month x 12-months	\$2,880
<u>VAL-ED Train the Trainer (1 cohort of 20)</u> : RU will explore vendors that provide training for the VAL-ED online system to ensure correct implementation and accurate usage when monitoring teachers' instructional content and professional development goals. No vendor has been established and a range of estimates have been obtained. VAL-ED will provide direct training services to the Leadership Principals and school based in each LEA. The training will be a Train the Trainer model, which will allow RU to train future users during the project's lifetime and after. This will save on training costs for each LEA. The training includes 15 hours of didactic instruction and additional supervision per participant following training.	\$11,250 per day for 20 persons	2 days	\$22,500
<i>ASU Subcontract</i>			
No Other cost associated with the ASU budget.			\$0
<i>LEA Subcontracts</i>			
* <u>MyiLogs Train the Trainer (4 cohorts of 30)</u> : All four LEAs will explore vendors that provide ongoing support for Master Mentor Teachers using the MyiLogs online system to ensure correct implementation and accurate usage of instructional content and professional development goals. Ongoing support will be needed for Years 2 through 5 for the	\$10,568 per district (includes up to 30 people)	1 year	\$42,272

Master Mentor Teachers. No vendor has been established and a range of estimates have been obtained. Support services will be provided for the initial 30 Master Mentor Teachers and administrators trained as MyiLogs trainers. Services will include evaluation of trainers' competency, report generation and interpretation, observation training, and continued access to administrative accounts for each school district. Support will be provided for 1 full year.			
<b>Total Other:</b>			<b>\$69,153</b>

\*In regard to the MyiLogs system, see the COI plan on page 13 of this document.

**9. Total Direct Costs for Year 2: \$6,750,397**

**10. Indirect Costs: \$652, 187**

The approved indirect rate agreement for RU is the 26%. For ASU, the approved indirect rate agreement is 26%. For Year 2, indirect costs for RU are \$643,977 and for ASU the indirect costs are \$8,210.

**11. Training Stipends:** Not applicable.

**12. Total Costs for Year 2: \$7,402,584**

**Project Year 3  
October 1<sup>st</sup> 2014 to September 30<sup>th</sup> 2015**

**1. Personnel:**

<b>Personnel: the following requested personnel will all be hired as employees of the project.</b>			
<i>RU Contract</i>	<i>% FTE</i>	<i>Base Salary</i>	<i>Total</i>
<u>Project Director (Principal Investigator) (1):</u> Dr. Linda Reddy will be responsible for overall project leadership, budget oversight, practical, and methodological issues related to implementation of the HCMS, EES, PD, and PBCS. Her qualifications are described in section E Management Plan. In Project Year 3, she will dedicate 25% of her effort during the 9.5 academic month year, and 100% effort in the summer months.	.25 FTE x 9.5 months	\$114,684	\$28,671
	1.0 FTE x 2.5 months		\$32,876
<u>Co Investigator (1):</u> Dr. Ryan Kettler will be responsible for overall project leadership, practical and methodological issues related to implementation of the teacher and principal evaluation systems and student growth. His qualifications are described in	.25 FTE x 9.5 months	\$92,644	\$23,166

section E Management Plan. In Project Year 3, he will dedicate 25% of his effort during the 9.5 academic month year, and 100% effort in the summer months.	1.0 FTE x 2.5 months		\$26,564
Assistant Project Director (1): The Project Assistant Director will be responsible for daily supervision and implementation of the project as well as coordinating communication with each LEA and its constituents (administrative and teaching staff, and teacher unions). They will assist in the daily management of the SSI Project. Salaries were calculated based on the median salary for similar positions.	1.0 FTE	\$104,689	\$104,689
Business Manager (1): The Business Manager will manage the human resource components and financial aspects of the RU Team. They will serve as a liaison and coordinate with the human resource (HR) departments in each of the LEAs in regards to HCMS implementation. They train each LEAs on how the EES will impact human capital decision making and assist in making HR decisions including but not limited to: recruitment, placement, PD, compensation, promotion, and dismissal. Salaries were calculated based on the median salary for similar positions.	1.0 FTE	\$66,853	\$66,853
Information Technology (IT) Specialist (1): The IT specialist will assist in the development of the software applications necessary to implement and manage the HCMS, PBCS, and EES. They will coordinate activities with the contracted programming consultants on the development a web-based portal for each LEA and collaborate with each LEA's IT department on implementing the new HCMS, EES, and PBCS applications. Salaries were calculated based on the median salary for similar positions.	1.0 FTE	\$61,179	\$61,179
Data and Growth Modeling (DGM) Specialist (1): A Data and Growth Modeling Specialist will be hired to manage all data collection, analysis, and interpretation of teacher, principal and student growth data in the EES and internally evaluate the EES and the HCMS in relation to their effects on student outcome. They will serve on a 12-month contract.	1.0 FTE	\$84,872	\$84,872
Evaluation Manager (1): The Evaluation Manager will assist the DGM Specialist in the internal evaluation of the project. They will also coordinate HCMS data analysis and decision making with the PI's, DGM, and External Evaluator.	1.0 FTE	\$63,654	\$63,654
Leadership Principals (3): Three Leadership Principals will be hired for the purposes of coordinating with	3 x 1.0 FTE	\$79,567	\$238,703

each LEAs school-based principals on the implementation of the HCMS. The Leadership Principals will supervise the 43 school based principals leadership activities during the project. They will be responsible for overseeing the implementation of the PES in each school district, train LEA constituents on the VAL-ED system, and provide PD to 43 school based principals. They will be hired on a fulltime 12-month contract.			
Leadership Teachers (6): Six Leadership Teachers will be hired to assist in the implementation of the EES for all 1,211 teacher constituents and the PD and PBCS for all 1,211 teachers in TIF qualified schools. Leadership Teachers will primarily oversee the 51 school-based Master Mentor Teachers across the four LEAs. They will train and supervise Master Mentor Teachers on the components of the EES, how it relates to PD, and how to deliver PD. They will be hired on a fulltime 12-month contract.	6 x 1.0 FTE	\$68,838	\$413,032
<u>Program Coordinator:</u> The Program Coordinator will be hired to directly assist the Project Director, Assistant Project Director, Co-PIs, and all SSI Project staff. The Program Coordinator will be responsible for all communications and correspondences between Rutgers SSI Project staff and LEA staff. The Program Coordinator will manage communications between the Rutgers Foundations and Development staff and LEA development officers on possible grant opportunities. Also, this person will prioritize and purchase office supplies and project materials for the entire project.	1.0 FTE	\$40, 418	\$40,418
<u>Data Entry Clerk:</u> To assist with data entry needs related to LEA, HCMS, EES, PD and PBCS systems, a data entry clerk will be hired on a part time basis for Year 1 to 5. The Data Entry Clerk will assist the DGM Specialist and Evaluation Manager with data entry and analysis. They will also assist the Project Assistant Director and Business Specialist with data entry needs. They will serve for approximately 46 weeks of the year.	19 hours per week x 46 weeks of the year.	\$18.20 per hour	\$15,914
<u>Part Time Development Officer:</u> To assist each LEA with sustainability and transitioning from the TIF program, a Development Officer will be hired to work with each LEA for years three through 5. They will work with each lea and SSI Project staff to secure future funding for the support of the PBCS system. The Development Officer will instruct each LEA on	19 hours per week x 40 weeks per year	\$39.47 per hour	\$30,000

the grant application process and work with each LEA to establish a grants office/officer. They will assist each LEA in applying for future grants to support further systems level development and instructional improvement. They will serve for approximately 40 weeks of year to align with each LEAs 9.5 academic month calendar.			
<i>ASU Subcontract</i>	<i>% FTE</i>	<i>Base Salary</i>	<i>Total</i>
<u>Co Investigator (1):</u> Dr. Alexander Kurz will be responsible for overall project leadership for implementation of educator and principal instructional improvement PD and practical issues related to implementation of the EES and its components. His qualifications are described in section E Management Plan. In Project Year 3, he will dedicate 25% of his effort annually.	.25 FTE x 12-months	\$75,260	\$18,815
<i>LEAs Subcontracts</i>	<i>% FTE</i>	<i>Base Salary</i>	<i>Total</i>
<p><u>Career Ladder Master Mentor Teachers (51):</u> All four LEAs will adopt Master Mentor Teachers to assume leadership roles within the district. A total of 51 Master Mentor Teacher positions were created across all four LEAs. Master Mentor Teacher salaries were adjusted to accommodate NJ State and NJ teacher union contract regulations, which equates to a 5% increase from Year 2.</p> <ul style="list-style-type: none"> <li>Asbury Park contains 236 teachers. A total of 10 Master Mentor Teachers will be hired in this district. Master Mentor Teachers' base salaries were adjusted 5% higher than the previous year.</li> <li>Hillside contains 285 teachers. A total of 12 Master Mentor Teachers will be hired in this district. Master Mentor Teachers' base salaries were adjusted 5% higher than the previous year.</li> <li>Lakewood contains 410 teachers. A total of 17 Master Mentor Teachers will be hired in this district. Master Mentor Teachers' base salaries were adjusted 5% higher than the previous year.</li> </ul>	<p>10 x 1.0 FTE</p> <p>12 x 1.0 FTE</p> <p>17 x 1.0 FTE</p>	<p>\$79,325.10</p> <p>\$75,500.30</p> <p>\$58,740.21</p>	<p>\$793,251</p> <p>\$906,004</p> <p>\$998,584</p>

<ul style="list-style-type: none"> <li>North Plainfield contains 280 teachers. A total of 12 Master Mentor Teachers will be hired in this district Master Mentor Teachers' base salaries were adjusted 5% higher than the previous year.</li> </ul>	12 x 1.0 FTE	\$68,519.82	\$822,238
<b>Total Personnel:</b>			<b>\$4,769,481</b>

## 2. Fringe Benefits:

<b>The following personnel all have fringe benefit rates applied to their salaries</b>			
<i>RU Contract</i>	<i>Fringe Rate</i>	<i>Base Salary</i>	<i>Total</i>
<p>Fringe Benefit rates apply to the RU Team. For Faculty, during the 9.5 months academic year, a Fringe Benefits rate of 38.2% will be applied. During the 2.5 summer months, a Fringe Benefit rate of 7.3% is applied.</p> <ul style="list-style-type: none"> <li>Project Director (PI) Dr. Linda Reddy serves in a faculty capacity. Fringe Benefit rate is calculated for the 9.5 months academic year and for 2.5 summer months.</li> <li>Co Investigator Ryan Kettler serves in a faculty capacity. Fringe Benefit rate is calculated for the 9.5 months academic year and for 2.5 summer months.</li> </ul>	38.2% 7.3%	\$114,684	\$10,952 \$2,400
<p>Fringe Benefit rates apply to the RU Team. For Staff positions, a Fringe Benefits rate of 38.2% is applied annually.</p> <ul style="list-style-type: none"> <li>Project Assistant Director will serve in a staff capacity.</li> <li>Business Manager will serve in a staff capacity.</li> <li>Information Technology (IT) Specialist will serve in a staff capacity.</li> <li>Data and Growth Modeling Specialist will serve in a staff capacity.</li> <li>Evaluation Manager will serve in a staff capacity.</li> </ul>	38.2%	\$104,689	\$39,991
	38.2%	\$66,853	\$25,538
	38.2%	\$61,179	\$23,370
	38.2%	\$84,872	\$32,421
	38.2%	\$63,654	\$24,316

<ul style="list-style-type: none"> <li>• Leadership Principals (3) will serve in a staff capacity.</li> </ul>	38.2%	\$79,567	\$91,185
<ul style="list-style-type: none"> <li>• Leadership Teachers (6) will serve in a staff capacity.</li> </ul>	38.2%	\$68,838	\$157,778
<ul style="list-style-type: none"> <li>• Program Coordinator</li> </ul>	38.2%	\$40,418	\$15,440
<ul style="list-style-type: none"> <li>• Part time Data Entry Clerk</li> </ul>	7.3%	\$15,914	\$1,162
<ul style="list-style-type: none"> <li>• Part Time Development Officer</li> </ul>	7.3%	\$30,000	\$2,190
<b>ASU Subcontract</b>			
	<i>Fringe Rate</i>	<i>Base Salary</i>	<i>Total</i>
Co Investigator Alexander Kurz is employed at Arizona State University (ASU). Fringe Benefit rates apply to ASU at a rate of 30% of the base salary.	30%	\$75,260	\$5,959
<b>LEAs Subcontracts</b>			
	<i>Fringe Rate</i>	<i>Base Salary</i>	<i>Total</i>
<u>Career Ladder Master Mentor Teachers (51):</u> Fringe Benefit rates apply to the 51 Master Mentor Teachers across all four LEAs. Each LEA utilizes a different Fringe Benefit rate.			
<ul style="list-style-type: none"> <li>• Asbury Park will create 10 Master Mentor Teacher positions during Years 2 through 5.</li> </ul>	20%	\$79,325.10 x 10	\$151,095
<ul style="list-style-type: none"> <li>• Hillside will create 12 Master Mentor Teacher positions during Years 2 through 5.</li> </ul>	14%	\$75,500.30 x 12	\$126,841
<ul style="list-style-type: none"> <li>• Lakewood will create 17 Master Mentor Teacher positions during Years 2 through 5.</li> </ul>	25%	\$58,740.21 x 17	\$249,646
<ul style="list-style-type: none"> <li>• North Plainfield will create 12 Master Mentor Teacher positions during Years 2 through 5.</li> </ul>	30%	\$68,519.82 x 12	\$246,671
<b>Total Fringe Benefits:</b>			<b>\$1,225,288</b>

**3. Travel:**

<b>Travel: Expenses include the average airfare of \$500 each, in addition to a hotel room at \$150/night for two nights, local transportation of \$50, and per diem of \$50.</b>			
<i>RU Contract</i>	<i># of Trips</i>	<i>\$ per Trip</i>	<i>Total</i>
TIF Grantee Meeting: This 1.5 day meeting will provide participants with key information needed to manage and implement a discretionary grant awarded by ED and technical assistance from experts. Meetings are held annually.	3 (1 Project Director & 2 key personnel)	\$1250	\$3750
TIF Topical Meeting: This 1.5 Day meeting will provide participants with in depth information on a topic related to implementing PBCSs. Meetings are held annually.	2 (1 Project Director & 2 key personnel)	\$1250	\$2500
PI & CO-PI's Local Travel to LEAs: Project leaders will meet with LEA constituents on a weekly basis during the first year of implementation planning. Asbury Park is located 54 miles from the university, Lakewood 35 miles, Hillside 33 miles, North Plainfield 10 miles (265 miles round trip).	2 people x 46 trips	\$0.31 Federal Reimburse ment Rate	\$7,558
Staff Local Travel to LEAs: Three Leadership Principals and six Leadership teachers will meet with LEA constituents on a weekly basis during the first year of implementation planning. Asbury Park is located 54 miles from the university, Lakewood 35 miles, Hillside 33 miles, North Plainfield 10 miles (265 miles round trip). 9 persons will be traveling to the LEAs on a weekly for 9.5 academic school months.	9 people x 39 trips	\$0.31 Federal Reimburse ment Rate	\$26,617
External Evaluator Dr. Dan Reschly will visit with project leaders at least 1 time per year to discuss project activities and provide oversight. As per TIF guidelines, lodging is based on a five night stay in a major and per diem expenses for up to six days. Dr. Dan Reschly may be required to incur local travel costs when visiting each LEA.	1 person X 1 Trip	\$1500	\$1500
<i>ASU Subcontract</i>	<i># of Trips</i>	<i>\$ per Trip</i>	<i>Total</i>
Co-PI Travel from Arizona to NJ: Co-PI Alexander Kurz will travel to NJ to meet with PI Dr. Linda Reddy and Co-PI Dr. Ryan Kettler at RU. It is estimated that Dr. Alexander Kurz will make 5 trips a year, for a period of 5 days each trip.	5	\$1500	\$7,500
<i>LEAs Subcontracts</i>	<i># of Trips</i>	<i>\$ per Trip</i>	<i>Total</i>
No Travel costs associated with the LEAs budgets.			\$0

<b>Total Travel:</b>	<b>\$49,425</b>
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#### 4. Equipment:

**Equipment: Consistent with our organization's policy, equipment is defined as tangible, non-expendable, personal property, having a useful life of more than one year and an acquisition cost of \$1,000 or more per unit.**

<i>RU Contract</i>	<i>Item</i>	<i>Cost of Item</i>	<i>Total</i>
<u>Phone/Computer/Server Upgrade &amp; Repair Cost:</u> It is anticipated that after 2 years of use, computer repairs and upgrades will be needed. These upgrades and repairs will allow the lifespan of the computer hardware purchased to continue until the end of Year 5. Smartphone contracts are expected to be terminated and renewed during Year 3, thus 3 phones will need to be upgraded.	Computer & Server Upgrade	\$20,600	\$20,600
<i>ASU Subcontract</i>			
No Equipment costs associated with the ASU budget.			\$0
<i>LEA Subcontracts</i>			
No equipment costs associated with the LEAs Budgets.			\$0
<b>Total Equipment:</b>			<b>\$20,600</b>

#### 5. Supplies:

**Supplies include all tangible and expendable property that are of a low unit cost**

<i>RU Contract</i>	<i>Cost</i>	<i>Quantity</i>	<i>Total</i>
Software: Licenses will be purchased for additional software not provided with PC set up. These include such programs as Adobe Acrobat Professional, Adobe Photoshop, SPSS, AMOS, DreamWeaver. Software will assist with data analysis, web design, and document preparation.	\$2000		\$2000
<u>Observer Reliability Assessment Software (20):</u> To ensure observer reliability and accuracy of the RU Leadership Teachers when using the Danielson Framework, successful completion of a proficiency assessment will be required each year Years 1 through 5. Vendors have been explored that provide an online system and proficiency test for users of the Danielson Framework and is required as an assessment component of the Danielson Framework Turnkey Training. A total of 20 RU Leadership Teachers and	\$399 per observer	1 year	\$7980

project staff need to be certified. The system provides training components, diagnostic support, and a reliability test on the Danielson Framework. The test will be used to calibrate observers for reliability and accuracy, which will ensure the Rutgers Leadership Teachers and staff are using the Danielson Framework correctly to evaluate teachers and provide the correct PD. The cost is estimated at \$399 per observer and grants access to the on-line system for 1 year.			
<u>RU Office Supplies:</u> Basic stationary and printing supplies will be needed to manage the day to day affairs of SSI project. This includes: chairs, desks, toner for each printer, printing paper, writing instruments, etc.	\$7,000		\$7,000
<i>ASU Subcontract</i>			
<u>ASU Office Supplies:</u> Basic stationary and printing supplies will be needed to manage the day to day affairs of SSI project. This includes: chairs, desks, toner for each printer, printing paper, writing instruments, etc.	\$200		\$200
<i>LEA Subcontracts</i>			
<u>Observer Reliability Assessment Software (94 observers):</u> To ensure observer reliability and accuracy of the school based Principals and Master Mentor Teachers when using the Danielson Framework, successful completion of a proficiency assessment will be required each year Years 1 through 5. Vendors have been explored that provide an online system and proficiency test for users of the Danielson Framework. A total of 94 Principals and Master Mentor Teachers across all four LEAs need to be certified. The system software will provide training components, diagnostic support, and a reliability test on the Danielson Framework. The test will be used to calibrate observers for reliability and accuracy, which will ensure the Principals and Master Mentor Teachers in each district are using the Danielson Framework correctly to evaluate teachers and provide the correct PD. The cost is estimated \$399 per observer and grants access to the system for 1 year.	\$399 per observer (94 principals and Master Mentor Teachers across all four LEAs)	1 year	\$37,506
* <u>MyiLogs Software for Teacher Evaluation (1211):</u> All four LEAs have agreed to use the MyiLogs online system and software for tracking teachers' instructional content and PD goals. The online system			

<p>tracks teachers' daily instructional activities and maps these activities to core curriculum standards. MyiLogs also tracks teachers' progress towards PD goals and district specific goals. A total of 1211 teachers across all four LEAs will be using the MyiLogs system. License pricing is based upon the number of teachers in each district. License time span is for year duration.</p> <ul style="list-style-type: none"> <li>Asbury Park contains 236 Teachers and is priced according to MyiLogs 150 to 300 teacher quantity pricing scale</li> <li>Hillside contains 285 Teachers and is priced according to MyiLogs 150 to 299 teacher quantity pricing scale</li> <li>Lakewood contains 410 Teachers and is priced according to MyiLogs 30 to 499 teacher quantity pricing scale</li> <li>North Plainfield contains 280 Teachers and is priced according to MyiLogs 150 to 299 teacher quantity pricing scale</li> </ul>	<p>\$8,693</p> <p>\$8,693</p> <p>\$12,353</p> <p>\$8,693</p>	<p>1 year</p> <p>1 year</p> <p>1 year</p> <p>1 year</p>	<p>\$8,693</p> <p>\$8693</p> <p>\$12,353</p> <p>\$8,693</p>
<p><u>VAL-ED Software for Principal Evaluation:</u> All four LEA's have agreed to use VAL-ED, an online system for assessing Principal effectiveness and leadership competencies. VAL-ED is a 360 feedback system which incorporates ratings from the teachers, principal self-report, and administrator ratings on the principal's leadership skills and effectiveness. No vendor has been identified and a range of estimates have been obtained. License pricing is based upon the number of principals in each district. License time span is for 1 year duration.</p> <ul style="list-style-type: none"> <li>Asbury Park contains 9 Principals and Assistant Principals across its 5 schools.</li> <li>Hillside contains 10 Principals and Assistant Principals across its 6 schools.</li> <li>Lakewood contains 16 Principals and Assistant Principals across its 6 schools.</li> <li>North Plainfield contains 8 Principals and</li> </ul>	<p>\$324 per principal</p>	<p>1 year</p>	<p>\$2916</p> <p>\$3240</p> <p>\$5,184</p> <p>\$2,592</p>

Assistant Principals across its 5 schools.			
<b>Total Supplies:</b>			<b>\$107,051</b>

\*In regard to the MyiLogs system, see the COI plan on page 13 of this document.

### 6. Contractual:

<b>Contractual</b>			
<i>RU Contract</i>	<i>Cost</i>	<i>Days of Service</i>	<i>Total</i>
<p><u>Consultants:</u> Expert consultants in areas related to the HCMS will be contracted to serve on the SSI project. The consultants will provide key expertise and represent culturally diverse backgrounds.</p> <ul style="list-style-type: none"> <li>• Dr. Steve Elliot , will act as a supervising mentor to Dr. Linda Reddy for the SSI Project. He will offer consultation for the implementation of VAL-ED system, provide criterion feedback for principal effectiveness, and train the Leadership Principals to provide feedback to their constituents. He will commit three days per year on the project.</li> <li>• Dr. Louis Hsu, will serve as a statistical and measurement expert and will be responsible for conceptualizing all data analytic methods. He will coordinate activities and goals with the DGM Specialist. He will commit seven days per year on the project.</li> <li>• Dr. Frank Worrell, will serve as a student minority assessment expert and will be responsible for conceptualizing assessment and analysis of student achievement for minority populations. He will serve one day per year on the project.</li> <li>• Dr. Maria Adelaida Restrepo, will serve as an ELL expert and will be responsible for conceptualizing assessment and analysis of ELL teacher effectiveness and ELL student data. She will support the development of a PD system for ELL teachers. She will commit one day per year on the project.</li> <li>• Ms. Lynn Holdheide M.S. will serve as a teacher quality expert for non-test subjects (e.g., Art, Music). She will be responsible for developing measures of teacher effectiveness assessment and student achievement for non-</li> </ul>			
	\$1,500 per day	3 days	\$4,500
	\$1,500 per day	7 days	\$10,500
	\$1,000 per day	1 day	\$1,000
	\$1,000 per day	1 day	\$1,000
	\$1,000 per day	1 day	\$1,000

<p>tested subjects. She will serve one day per year on the project.</p> <ul style="list-style-type: none"> <li>• Dr. Daniel Reschly, will serve as an external evaluator to the SSI Project. He will coordinate with the PI's on the projects' activities and provide objective oversight. He will commit 5 days per year to the project.</li> </ul>	\$1,500 per day	5 days	\$7,500
<p><u>Test Development Contract:</u> RU will explore test development vendors to develop and score student state-wide testing for non-tested grades (grades K, 1, 2, 9, 10, and 12) that are similar to the current NJ ASK standardized state assessment (grades 3 through 8). No vendor has been established and a range of estimates have been obtained.</p>	\$797,264	1 year	\$797,264
<p><u>Application Development Contract:</u> RU will explore application/software developers for the continued maintenance of a web based interface for the SSI project and its LEA constituents. The web based interface will act as a portal for teachers to log in daily and enter respective data. The portal will generate information related to the teachers' instructional practices, content, and PD. For administrators, the portal will serve as a data entry point and report generation template. No vendor has been identified at this time and a wide range of estimates have been obtained. Estimates were calculated by multiplying an average rate of \$150 per hour for programming by an estimated total hours of 205 for job completion. Based on the estimates, Year 1 will require the most intensive work, with years 2 through 5 requiring basic maintenance.</p>	\$150 per hour	205 hours	\$30,800
<b>ASU Subcontract</b>			
	<i>Cost</i>	<i>Days of Service</i>	<i>Total</i>
No Contractual costs associated with the ASU Budget.			\$0
<b>LEAs Subcontracts</b>			
	<i>Cost</i>	<i>Days of Service</i>	<i>Total</i>
No Contractual costs associated with the ASU budget			\$0
<b>Total Contractual:</b>			<b>\$853,564</b>

**7. Construction: Not applicable.**

### 8. Other

<b>Other includes all direct costs not covered in previous sections, including pay based compensation, training costs, and fees.</b>			
<i>RU Contract</i>	<i>Cost</i>	<i>Quantity</i>	<i>Total</i>
<u>Web Server Host</u> : A project website will require the support of webhosting company to store and monitor the upload/download of website data. No vendor has been identified at this point in time. Several estimates have been received based on the amount of anticipated data and website design. Webhosting fees are based on yearly contracts.	\$1,500	1 year	\$1,500
<u>Mobile Phone Service Provider</u> : Three smartphones will be purchased to assist project leaders with communications. No vendors have been identified at this point in time. Several estimates have been received. 12-month contracts are required with a host company.	3 phones	\$80 per plan per month x 12-months	\$2,880
<u>VAL-ED (1 cohort of 20)</u> : RU will explore vendors that provide ongoing support for the VAL-ED online system to ensure correct implementation and accurate usage when monitoring principal's professional development goals. Ongoing support will be needed for Years 2 through 5. No vendor has been established and a range of estimates have been obtained. Services will include evaluation of trainers' competency, report generation and interpretation, observation training, and continued access to administrative accounts for each school district. Support will be provided for 1 full year.	\$10,000 per cohort of 20	1 year	\$10,000
<i>ASU Subcontract</i>			
No Other cost associated with the ASU budget.			\$0
<i>LEAs Subcontracts</i>			
* <u>MyiLogs Trainer Support (4 cohorts of 30)</u> : All four LEAs will explore vendors that provide ongoing support for Master Mentor Teachers using the MyiLogs online system to ensure correct implementation and accurate usage of instructional content and professional development goals. Ongoing support will be needed for Years 2 through 5 for the Master Mentor Teachers. No vendor has been established and a range of estimates have been obtained. Support services will be provided for the initial 30 Master Mentor Teachers and administrators trained as MyiLogs trainers. Services will include	\$4,392 per district (includes up to 30 people)	1 year	\$17,558

evaluation of trainers' competency, report generation and interpretation, observation training, and continued access to administrative accounts for each school district. Support will be provided for 1 full year.			
<p><u>Pay Based Compensation for Teachers:</u> All four LEA's will begin providing PBC in Year 3 and continue through Year 5. PBC will be rewarded to teachers who are determined to be Effective and Highly Effective under the new EES in each LEA. Teachers who are deemed Effective will receive a 3% bonus on top of their base salary and teachers who are deemed Highly Effective will receive a 5% bonus on top of their base salary. Estimates for the total amount of PBC needed per district were created based on the projected median teacher salary in each district and a theorized distribution of the EES ratings for all teachers in a district. In year 3, the EES distribution estimates 65% of teachers will be labeled Effective and 16% of teachers will be labeled Highly Effective. These values were then multiplied by the total number of teachers in each district to determine how many teachers would receive PBC. PBC will not be subject to the Fringe Benefit rate at each district.</p> <ul style="list-style-type: none"> <li>Asbury Park contains 236 teachers. The median salary for all teachers in this district in Year 3 is estimated at \$75,547. Based on the EES ratings distribution, we anticipate 154 teachers will be labeled Effective and 38 teachers Highly Effective.</li> <li>Hillside contains 285 teachers. The median salary for all teachers in this district for Year 3 is estimated at \$71,905 Based on the EES ratings distribution, we anticipate 186 teachers will be labeled Effective and 46 teachers Highly Effective.</li> <li>Lakewood contains 410 teachers. The median salary for all teachers in this district for Year 3 is estimated at \$55,943. Based on the EES ratings distribution, we anticipate 267 teachers will be labeled Effective and 66 teachers Highly Effective.</li> </ul>	<p>\$2,266.43 (3%)</p> <p>\$3,777.39 (5%)</p> <p>\$2,157.15 (3%)</p> <p>\$3,595.25 (5%)</p> <p>\$1,678.29 (3%)</p> <p>\$2,797.15 (5%)</p>	<p>154 Effective Teachers</p> <p>38 Highly Effective Teachers</p> <p>186 Effective Teachers</p> <p>46 Highly Effective Teachers</p> <p>267 Effective Teachers</p> <p>66 Highly Effective</p>	<p>\$349,030</p> <p>\$143,541</p> <p>\$401,230</p> <p>\$165,382</p> <p>\$448,104</p> <p>\$184,612</p>

<ul style="list-style-type: none"> <li>North Plainfield contains 280 teachers. The median salary for all teachers in this district for Year 3 is estimated at \$65,256. Based on the EES ratings distribution, we anticipate 182 teachers will be labeled Effective and 45 teachers Highly Effective.</li> </ul>	<p>\$1,957.71 (3%)</p> <p>\$3,262.85 (5%)</p>	<p>Teachers</p> <p>182 Effective Teachers</p> <p>45 Highly Effective Teachers</p>	<p>\$356,303</p> <p>\$146,828</p>
<p><u>Pay Based Compensation for Principals:</u> All four LEA's will begin providing PBC in Year 3 and continue through Year 5. PBC will be rewarded to principals who are determined to be Effective and Highly Effective under the new EES in each LEA. Principals who are deemed Effective will receive a 3% bonus on top of their base salary and principals who are deemed Highly Effective will receive a 5% bonus on top of their base salary. Estimates for the total amount of PBC needed per district were created based on the projected median principal salary in each district and a theorized distribution of the EES ratings for all principals in a district. In year 3, the EES distribution estimates 65% of principals will be labeled Effective and 16% of principals will be labeled Highly Effective. These values were then multiplied by the total number of principals in each district to determine how many teachers would receive PBC. PBC will not be subject to the Fringe Benefit rate at each district.</p>			
<ul style="list-style-type: none"> <li>Asbury Park contains 9 Principals and Assistant Principals. The median salary for all principals in this district for Year 3 is estimated at \$132,440. Based on the EES ratings distribution we estimate 6 principals will be Effective and 1 principal will be Highly Effective.</li> </ul>	<p>\$3,973.20 (3%)</p> <p>\$6,622.00 (5%)</p>	<p>6 Effective Principals</p> <p>1 Highly Effective Principal</p>	<p>\$23,839</p> <p>\$6,622</p>
<ul style="list-style-type: none"> <li>Hillside contains 10 Principals and Assistant Principals. The median salary for all principals in this district for Year 3 is estimated at \$130,626. Based on the EES ratings distribution we estimate 7 principals will be Effective and 2 principal will be Highly Effective.</li> </ul>	<p>\$3918.79 (3%)</p> <p>\$6,531.32 (5%)</p>	<p>7 Effective Principals</p> <p>2 Highly Effective Principal</p>	<p>\$27,432</p> <p>\$13,063</p>

<ul style="list-style-type: none"> <li>Lakewood contains 16 Principals and Assistant Principals. The median salary for all principals in this district for Year 3 is estimated at \$129,469. Based on the EES ratings distribution we estimate 10 principals will be Effective and 3 principal will be Highly Effective.</li> <li>North Plainfield contains 8 Principals and Assistant Principals. The median salary for all principals in this district in Year 3 is estimated at \$155,395. Based on the EES ratings distribution we estimate 5 principals will be Effective and 3 principal will be Highly Effective</li> </ul>	\$3,884.10 (3%)	10 Effective Principals	\$38,841
	\$6,473.49 (5%)	3 Highly Effective Principal	\$19,420
	\$4,661.86 (3%)	5 Effective Principals	\$23,309
	7,769.76 (5%)	2 Highly Effective Principals	\$15,540
<b>Total Other:</b>			<b>\$2,395,044</b>

\*In regard to the MyiLogs system, see the COI plan on page 13 of this document.

**9. Total Direct Costs for Year 3: \$9,420,453**

**10. Indirect Costs: \$688,490**

The approved indirect rate agreement for RU is the 26%. For ASU, the approved indirect rate agreement is 26%. For Year 3, indirect costs for RU are \$ 680,049 and for ASU the indirect costs are \$8,441.

**11. Training Stipends:** Not applicable.

**12. Total Costs for Year 3: \$10,108,943**

**Project Year 4  
October 1<sup>st</sup> 2015 to September 30<sup>th</sup> 2016**

**1. Personnel:**

<b>The following requested personnel will all be hired as employees of the project.</b>			
<i>RU Contract</i>	<i>% FTE</i>	<i>Base Salary</i>	<i>Total</i>
Project Director (Principal Investigator) (1): Dr. Linda Reddy will be responsible for overall project leadership, budget oversight, practical, and methodological issues related to implementation of the HCMS, EES, PD, and PBCS. Her qualifications	.25 FTE x 9.5 months	\$119,268	\$29,817

are described in section E Management Plan. In Project Year 4, she will dedicate 25% of her effort during the 9.5 academic month year, and 100% effort in the summer months.	1.0 FTE x 2.5 months		\$34,190
<u>Co Investigator (1):</u> Dr. Ryan Kettler will be responsible for overall project leadership, practical and methodological issues related to implementation of the teacher and principal evaluation systems and student growth . His qualifications are described in section E Management Plan. In Project Year 4, he will dedicate 25% of his effort during the 9.5 academic month year, and 100% effort in the summer months.	.25 FTE x 9.5 months	\$96,364	\$24,091
	1.0 FTE x 2.5 months		\$27,626
Assistant Project Director (1): The Project Assistant Director will be responsible for daily supervision and implementation of the project as well as coordinating communication with each LEA and its constituents (administrative and teaching staff, and teacher unions). They will be hired on a full time 12-month contract to assist in the daily management of the SSI Project. Salaries were calculated based on the median salary for similar positions.	1.0 FTE	\$107,830	\$107,830
Business Manager (1): The Business Manager will manage the human resource components and financial aspects of the RU Team. They will serve as a liaison and coordinate with the human resource (HR) departments in each of the LEAs in regards to HCMS implementation. They train each LEAs on how the EES will impact human capital decision making and assist in making HR decisions including but not limited to: recruitment, placement, PD, compensation, promotion, and dismissal. They will serve on a 12-month fulltime contract. Salaries were calculated based on the median salary for similar positions.	1.0 FTE	\$68,859	\$68,859
Information Technology (IT) Specialist (1): The IT specialist will assist in the development of the software applications necessary to implement and manage the HCMS, PBCS, and EES. They will coordinate activities with the contracted programming consultants on the development a web-based portal for each LEA and collaborate with each LEA's IT department on implementing the new HCMS, EES, and PBCS applications. They will be hired on a 12-month contract. Salaries were calculated based on the median salary for similar positions.	1.0 FTE	\$63,014	\$63,014
<u>Data and Growth Modeling (DGM) Specialist (1):</u> A Data and Growth Modeling Specialist will be hired to	1.0 FTE	\$87,418	\$87,418

manage all data collection, analysis, and interpretation of teacher, principal and student growth data in the EES and internally evaluate the EES and the HCMS in relation to their effects on student outcome. They will serve on a 12-month contract.			
<u>Evaluation Manager (1):</u> The Evaluation Manager will assist the DGM Specialist in the internal evaluation of the project. They will also coordinate HCMS data analysis and decision making with the PI's, DGM, and External Evaluator.	1.0 FTE	\$65,564	\$65,564
<u>Leadership Principals (3):</u> Three Leadership Principals will be hired for the purposes of coordinating with each LEAs school-based principals on the implementation of the HCMS. The Leadership Principals will supervise the 43 school based principals leadership activities during the project. They will be responsible for overseeing the implementation of the PES in each school district, train LEA constituents on the VAL-ED system, and provide PD to 43 school based principals. They will be hired on a fulltime 12-month contract.	3 x 1.0 FTE	\$81,954	\$245,864
<u>Leadership Teachers (6):</u> Six Leadership Teachers will be hired to assist in the implementation of the EES for all 1,211 teacher constituents and the PD and PBCS for all teachers in TIF qualified schools. Leadership Teachers will primarily oversee the 51 school-based Master Mentor Teachers across the four LEAs. They will train and supervise Master Mentor Teachers on the components of the EES, how it relates to PD, and how to deliver PD. They will be hired on a fulltime 12-month contract.	6 x 1.0 FTE	\$70,903	\$425,423
<u>Program Coordinator:</u> The Program Coordinator will be hired to directly assist the Project Director, Assistant Project Director, Co-PIs, and all SSI Project staff. The Program Coordinator will be responsible for all communications and correspondences between Rutgers SSI Project staff and LEA staff. The Program Coordinator will manage communications between the Rutgers Foundations and Development staff and LEA development officers on possible grant opportunities. Also, this person will prioritize and purchase office supplies and project materials for the entire project. They will serve on a 12-month contract.	1.0 FTE	\$41,631	\$41,631
<u>Data Entry Clerk:</u> To assist with data entry needs related to LEA, HCMS, EES, PD and PBCS systems, a data entry clerk will be hired on a part time basis for	19 hours per week x 46	\$18.75	\$16,391

Year 1 to 5. The Data Entry Clerk will assist the DGM Specialist and Evaluation Manager with data entry and analysis. They will also assist the Project Assistant Director and Business Specialist with data entry needs. They will serve for approximately 46 weeks of the year.	weeks of the year.		
<u>Part Time Development Officer:</u> To assist each LEA with sustainability and transitioning from the TIF program, a Development Officer will be hired to work with each LEA for years three through 5. They will work with each lea and SSI Project staff to secure future funding for the support of the PBCS system. The Development Officer will instruct each LEA on the grant application process and work with each LEA to establish a grants office/officer. They will assist each LEA in applying for future grants to support further systems level development and instructional improvement. They will serve for approximately 40 weeks of year to align with each LEAs 9.5 academic month calendar.	19 hours per week x 40 weeks per year	\$39.47 per hour	\$30,000
<i>ASU Subcontract</i>			
	<i>% FTE</i>	<i>Base Salary</i>	<i>Total</i>
<u>Co Investigator (1):</u> Dr. Alexander Kurz will be responsible for overall project leadership for implementation of educator and principal instructional improvement PD and practical issues related to implementation of the EES and its components. His qualifications are described in section E Management Plan. In Project Year 4, he will dedicate 25% of his effort annually.	.25 FTE x 12-months	\$77,516	\$19,379
<i>LEAs Subcontracts</i>			
	<i>% FTE</i>	<i>Base Salary</i>	<i>Total</i>
<u>Career Ladder Master Mentor Teachers (51):</u> All four LEAs will adopt Master Mentor Teachers to assume leadership roles within the district. A total of 51 Master Mentor Teacher positions were created across all four LEAs. Master Mentor Teacher salaries were adjusted to accommodate NJ State and NJ teacher union contract regulations, which equates to a 5% increase from Year 3. <ul style="list-style-type: none"> <li>Asbury Park contains 236 teachers. A total of 10 Master Mentor Teachers will be hired in this district. Master Mentor Teachers' base salaries were adjusted 5% higher than the</li> </ul>	10 x 1.0 FTE	\$83,291.35	\$832,914

previous year.			
<ul style="list-style-type: none"> <li>Hillside contains 285 teachers. A total of 12 Master Mentor Teachers will be hired in this district. Master Mentor Teachers' base salaries were adjusted 5% higher than the previous year.</li> </ul>	12 x 1.0 FTE	\$79,275.32	\$951,304
<ul style="list-style-type: none"> <li>Lakewood contains 410 teachers. A total of 17 Master Mentor Teachers will be hired in this district. Master Mentor Teachers' base salaries were adjusted 5% higher than the previous year.</li> </ul>	17 x 1.0 FTE	\$61,677.22	\$1,048,513
<ul style="list-style-type: none"> <li>North Plainfield contains 280 teachers. A total of 12 Master Mentor Teachers will be hired in this district Master Mentor Teachers' base salaries were adjusted 5% higher than the previous year.</li> </ul>	12 x 1.0 FTE	\$71,945.81	\$863,350
<b>Total Personnel:</b>			<b>\$4,983,177</b>

## 2. Fringe Benefits:

### The following personnel all have fringe benefit rates applied to their salaries:

<i>RU Contract</i>	<i>Fringe Rate</i>	<i>Base Salary</i>	<i>Total</i>
Project Director			
Fringe Benefit rates apply to the RU Team. For Faculty, during the 9.5 months academic year, a Fringe Benefits rate of 38.2% will be applied. During the 2.5 summer months, a Fringe Benefit rate of 7.3% is applied.			
<ul style="list-style-type: none"> <li>Project Director (PI) Dr. Linda Reddy serves in a faculty capacity. Fringe Benefit rate is calculated for the 9.5 months academic year and for 2.5 summer months.</li> </ul>	38.2% 7.3%	\$119,268	\$11,390 \$2,596
<ul style="list-style-type: none"> <li>Co Investigator Ryan Kettler serves in a faculty capacity. Fringe Benefit rate is calculated for the 9.5 months academic year and for 2.5 summer months.</li> </ul>	38.2% 7.3%	\$96,364	\$9,203 \$2,017
Fringe Benefit rates apply to the RU Team. For Staff positions, a Fringe Benefits rate of 38.2% is applied annually.			
<ul style="list-style-type: none"> <li>Project Assistant Director will serve in a staff capacity.</li> </ul>	38.2%	\$107,830	\$41,191

<ul style="list-style-type: none"> <li>• Business Manager will serve in a staff capacity.</li> </ul>	38.2%	\$68,859	\$36,304
<ul style="list-style-type: none"> <li>• Information Technology (IT) Specialist will serve in a staff capacity.</li> </ul>	38.2%	\$63,014	\$24,071
<ul style="list-style-type: none"> <li>• Data and Growth Modeling Specialist will serve in a staff capacity.</li> </ul>	38.2%	\$87,418	\$33,394
<ul style="list-style-type: none"> <li>• Evaluation Manager will serve in a staff capacity.</li> </ul>	38.2%	\$65,654	\$25,045
<ul style="list-style-type: none"> <li>• Leadership Principals (3) will serve in a staff capacity.</li> </ul>	38.2%	\$81,954	\$93,920
<ul style="list-style-type: none"> <li>• Leadership Teachers (6) will serve in a staff capacity.</li> </ul>	38.2%	\$70,903	\$162,512
<ul style="list-style-type: none"> <li>• Program Coordinator</li> </ul>	38.2%	\$41,531	\$15,903
<ul style="list-style-type: none"> <li>• Part time Data Entry Clerk</li> </ul>	7.3%	\$16,391	\$1232
<ul style="list-style-type: none"> <li>• Part Time Development Officer</li> </ul>	7.3%	\$30,000	\$1,197
<b>ASU Subcontract</b>			
	<i>Fringe Rate</i>	<i>Base Salary</i>	<i>Total</i>
Co Investigator Alexander Kurz is employed at Arizona State University (ASU). Fringe Benefit rates apply to ASU at a rate of 30% of the base salary.	30%	\$77,516	\$6,312
<b>LEAs Subcontracts</b>			
	<i>Fringe Rate</i>	<i>Base Salary</i>	<i>Total</i>
<u>Career Ladder Master Mentor Teachers (51):</u> Fringe Benefit rates apply to the 51 Master Mentor Teachers across all four LEAs. Each LEA utilizes a different Fringe Benefit rate.			
<ul style="list-style-type: none"> <li>• Asbury Park will create 10 Master Mentor Teacher positions during Years 2 through 5.</li> </ul>	20%	\$83,291.35 x 10	\$166,583
<ul style="list-style-type: none"> <li>• Hillside will create 12 Master Mentor Teacher positions during Years 2 through 5.</li> </ul>	14%	\$79,275.32 x 12	\$133,183
<ul style="list-style-type: none"> <li>• Lakewood will create 17 Master Mentor</li> </ul>	25%	\$61,677.22 x 17	\$262,128

Teacher positions during Years 2 through 5.			
<ul style="list-style-type: none"> <li>North Plainfield will create 12 Master Mentor Teacher positions during Years 2 through 5.</li> </ul>	30%	\$71,945.81 x 12	\$259,005
<b>Total Fringe Benefits:</b>			<b>\$1,278,043</b>

### 3. Travel:

**Expenses include the average airfare of \$500 each, in addition to a hotel room at \$150/night for two nights, local transportation of \$50, and per diem of \$50.**

<i>RU Subcontract</i>	<i># of Trips</i>	<i>\$ per Trip</i>	<i>Total</i>
TIF Grantee Meeting: This 1.5 day meeting will provide participants with key information needed to manage and implement a discretionary grant awarded by ED and technical assistance from experts. Meetings are held annually.	3 (1 Project Director & 2 key personnel)	\$1250	\$3750
TIF Topical Meeting: This 1.5 Day meeting will provide participants with in depth information on a topic related to implementing PBCSs. Meetings are held annually.	2 (1 Project Director & 2 key personnel)	\$1250	\$2500
PI & CO-PI's Local Travel to LEAs: Project leaders will meet with LEA constituents on a weekly basis during the first year of implementation planning. Asbury Park is located 54 miles from the university, Lakewood 35 miles, Hillside 33 miles, North Plainfield 10 miles (265 miles round trip).	2 people x 46 trips	\$0.31 Federal Reimburse ment Rate	\$7,558
Staff Local Travel to LEAs: Three Leadership Principals and six Leadership teachers will meet with LEA constituents on a weekly basis during the first year of implementation planning. Asbury Park is located 54 miles from the university, Lakewood 35 miles, Hillside 33 miles, North Plainfield 10 miles (265 miles round trip). 9 persons will be traveling to the LEAs on a weekly for 9.5 academic school months.	9 people x 39 weeks	\$0.31 Federal Reimburse ment Rate	\$26,617
External Evaluator Dr. Dan Reschly will visit with project leaders at least 1 time per year to discuss project activities and provide oversight. As per TIF guidelines, lodging is based on a five night stay in a major and per diem expenses for up to six days. Dr. Dan Reschly may be required to incur local travel costs when visiting each LEA.	1person X 1 Trip	\$1500	\$1500
<i>ASU Subcontract</i>	<i># of Trips</i>	<i>\$ per Trip</i>	<i>Total</i>

Co-PI Travel from Arizona to NJ: Co-PI Alexander Kurz will travel to NJ to meet with PI Dr. Linda Reddy and Co-PI Dr. Ryan Kettler at RU. It is estimated that Dr. Alexander Kurz will make 5 trips a year, for a period of 5 days each trip.	5	\$1500	\$7,500
<i>LEAs Subcontracts</i>			
No Travel costs associated with the LEAs budgets.			\$0
<b>Total Travel:</b>			<b>\$49,425</b>

#### 4. Equipment:

**Consistent with our organization's policy, equipment is defined as tangible, non-expendable, personal property, having a useful life of more than one year and an acquisition cost of \$1,000 or more per unit.**

<i>RU Contract</i>	<i>Item</i>	<i>Cost of Item</i>	<i>Total</i>
No Equipment cost is associated with the RU budget.			
<i>ASU Subcontract</i>			
	<i>Item</i>	<i>Cost of Item</i>	<i>Total</i>
No Equipment cost is associated with the ASU budget.			
<i>LEA Contracts</i>			
	<i>Item</i>	<i>Cost of Item</i>	<i>Total</i>
No Equipment cost is associated with the LEAs budgets.			
<b>Total Equipment</b>			<b>\$0</b>

#### 5. Supplies:

**Supplies include all tangible and expendable property that are of a low unit cost**

<i>RU Contract</i>	<i>Cost</i>	<i>Quantity</i>	<i>Total</i>
Software: Licenses will be purchased for additional software not provided with PC set up. These include such programs as Adobe Acrobat Professional, Adobe Photoshop, SPSS, AMOS, DreamWeaver. Software will assist with data analysis, web design, and document preparation.	\$2000		\$2000
<u>Observer Reliability Assessment Software (20):</u> To ensure observer reliability and accuracy of the RU Leadership Teachers when using the Danielson Framework, successful completion of a proficiency assessment will be required each year Years 1 through 5. Vendors have been explored that provide an online system and proficiency test for users of the Danielson	\$399 per observer	1 year	\$7,980

Framework and is required as an assessment component of the Danielson Framework Turnkey Training. A total of 20 RU Leadership Teachers and project staff need to be certified. The system provides training components, diagnostic support, and a reliability test on the Danielson Framework. The test will be used to calibrate observers for reliability and accuracy, which will ensure the Rutgers Leadership Teachers and staff are using the Danielson Framework correctly to evaluate teachers and provide the correct PD. The cost is estimated at \$399 per observer and grants access to the on-line system for 1 year.			
<u>RU Office Supplies:</u> Basic stationary and printing supplies will be needed to manage the day to day affairs of SSI project. This includes: chairs, desks, toner for each printer, printing paper, writing instruments, etc.	\$7,000		\$7,000
<i>ASU Subcontract</i>			
<u>ASU Office Supplies:</u> Basic stationary and printing supplies will be needed to manage the day to day affairs of SSI project. This includes: chairs, desks, toner for each printer, printing paper, writing instruments, etc.	\$200		\$200
<i>LEA Subcontracts</i>			
<u>Observer Reliability Assessment Software (94 observers):</u> To ensure observer reliability and accuracy of the school based Principals and Master Mentor Teachers when using the Danielson Framework, successful completion of a proficiency assessment will be required each year Years 1 through 5. Vendors have been explored that provide an online system and proficiency test for users of the Danielson Framework. A total of 94 Principals and Master Mentor Teachers across all four LEAs need to be certified. The system software will provide training components, diagnostic support, and a reliability test on the Danielson Framework. The test will be used to calibrate observers for reliability and accuracy, which will ensure the Principals and Master Mentor Teachers in each district are using the Danielson Framework correctly to evaluate teachers and provide the correct PD. The cost is estimated \$399 per observer and grants access to the system for 1 year.	\$399 per observer (94 principals and Master Mentor Teachers across all four LEAs)	1 year	\$37,506
* <u>MyiLogs Software for Teacher Evaluation (1211):</u>			

<p>All four LEAs have agreed to use the MyiLogs online system and software for tracking teachers' instructional content and PD goals. The online system tracks teachers' daily instructional activities and maps these activities to core curriculum standards. MyiLogs also tracks teachers' progress towards PD goals and district specific goals. A total of 1211 teachers across all four LEAs will be using the MyiLogs system. License pricing is based upon the number of teachers in each district. License time span is for year duration.</p> <ul style="list-style-type: none"> <li>• Asbury Park contains 236 Teachers and is priced according to MyiLogs 150 to 300 teacher quantity pricing scale</li> <li>• Hillside contains 285 Teachers and is priced according to MyiLogs 150 to 299 teacher quantity pricing scale</li> <li>• Lakewood contains 410 Teachers and is priced according to MyiLogs 30 to 499 teacher quantity pricing scale</li> <li>• North Plainfield contains 280 Teachers and is priced according to MyiLogs 150 to 299 teacher quantity pricing scale.</li> </ul>	<p>\$8,693</p> <p>\$8,693</p> <p>\$12,353</p> <p>\$8,693</p>	<p>1 year</p> <p>1 year</p> <p>1 year</p> <p>1 year</p>	<p>\$8,693</p> <p>\$8693</p> <p>\$12,353</p> <p>\$8,693</p>
<p><u>VAL-ED Software for Principal Evaluation:</u> All four LEA's have agreed to use VAL-ED, an online system for assessing Principal effectiveness and leadership competencies. VAL-ED is a 360 feedback system which incorporates ratings from the teachers, principal self-report, and administrator ratings on the principal's leadership skills and effectiveness. No vendor has been identified and a range of assessments have been obtained. License pricing is based upon the number of principals in each district. License time span is for 1 year duration.</p> <ul style="list-style-type: none"> <li>• Asbury Park contains 9 Principals and Assistant Principals across its 5 schools.</li> <li>• Hillside contains 10 Principals and Assistant Principals across its 6 schools.</li> <li>• Lakewood contains 16 Principals and Assistant Principals across its 6 schools.</li> </ul>	<p>\$324 per principal</p>	<p>1 year</p>	<p>\$2916</p> <p>\$3240</p> <p>\$5,184</p>

<ul style="list-style-type: none"> <li>North Plainfield contains 8 Principals and Assistant Principals across its 5 schools.</li> </ul>			\$2,592
<b>Total Supplies:</b>			<b>\$107,051</b>

\*In regard to the MyiLogs system, see the COI plan on page 13 of this document.

### 6. Contractual:

<b>Contractual</b>			
<i>RU Contract</i>	<i>Cost</i>	<i>Days of Service/Time</i>	<i>Total</i>
<p><b>Consultants:</b> Expert consultants in areas related to the HCMS will be contracted to serve on the SSI project. The consultants will provide key expertise and represent culturally diverse backgrounds.</p> <ul style="list-style-type: none"> <li>Dr. Steve Elliot, will act as a supervising mentor to Dr. Linda Reddy for the SSI Project. He will offer consultation for the implementation of VAL-ED system, provide criterion feedback for principal effectiveness, and train the Leadership Principals to provide feedback to their constituents. He will commit three days per year on the project.</li> <li>Dr. Louis Hsu, will serve as a statistical and measurement expert and will be responsible for conceptualizing all data analytic methods. He will coordinate activities and goals with the DGM Specialist. He will commit seven days per year on the project.</li> <li>Dr. Frank Worrell, will serve as a student minority assessment expert and will be responsible for conceptualizing assessment and analysis of student achievement for minority populations. He will serve one day per year on the project.</li> <li>Dr. Maria Adelaida Restrepo, will serve as an ELL expert and will be responsible for conceptualizing assessment and analysis of ELL teacher effectiveness and ELL student data. She will support the development of a PD system for ELL teachers. She will commit one day per year on the project.</li> </ul>			
	\$1,500 per day	3 days	\$4,500
	\$1,500 per day	7 days	\$10,500
	\$1,000 per day	1 day	\$1,000
	\$1,000 per day	1 day	\$1,000

<ul style="list-style-type: none"> <li>Ms. Lynn Holdheide, will serve as a teacher quality expert for non-test subjects (e.g., Art, Music). She will be responsible for developing measures of teacher effectiveness assessment and student achievement for non-tested subjects. She will serve one day per year on the project.</li> <li>Dr. Daniel Reschly, will serve as an external evaluator to the SSI Project. He will coordinate with the PI's on the projects' activities and provide objective oversight. He will commit 5 days per year to the project.</li> </ul>	\$1,000 per day	1 day	\$1,000
<p><u>Test Development Contract:</u> RU will explore test development vendors to develop and score student state-wide testing for non-tested grades (grades K, 1, 2, 9, 10, and 12) that are similar to the current NJ ASK standardized state assessment (grades 3 through 8). No vendor has been established and a range of estimates have been obtained.</p>	\$823,954	1 year	\$823,954
<p><u>Application Development Contract:</u> RU will explore application/software developers for the continued maintenance of a web based interface for the SSI project and its LEA constituents. The web based interface will act as a portal for teachers to log in daily and enter respective data. The portal will generate information related to the teachers' instructional practices, content, and PD. For administrators, the portal will serve as a data entry point and report generation template. No vendor has been identified at this time and a wide range of estimates have been obtained. Estimates were calculated by multiplying an average rate of \$150 per hour for programming by an estimated total hours of 205 for job completion. Based on the estimates, Year 1 will require the most intensive work, with years 2 through 5 requiring basic maintenance.</p>	\$150 per hour	205 hours	\$30,800
<i>ASU Subcontract</i>			
No Contractual cost associated with the ASU budget.			\$0
<i>LEAs Subcontract</i>			
No Contractual cost associated with the LEAs budgets.			\$0
<b>Total Contractual:</b>			<b>\$880,254</b>

**7. Construction: Not applicable.**

**8. Other**

<b>Other includes all direct costs not covered in previous sections, including pay based compensation, training costs, and fees.</b>			
<i>RU Contract</i>	<i>Cost</i>	<i>Quantity</i>	<i>Total</i>
<u>Web Server Host</u> : A project website will require the support of webhosting company to store and monitor the upload/download of website data. No vendor has been identified at this point in time. Several estimates have been received based on the amount of anticipated data and website design. Webhosting fees are based on yearly contracts.	\$1,500	1 year	\$1,500
<u>Mobile Phone Service Provider</u> : Three smartphones will be purchased to assist project leaders with communications. No vendors have been identified at this point in time. Several estimates have been received. 12-month contracts are required with a host company.	3 phones	\$80 per plan per month x 12-months	\$2,880
<u>VAL-ED (1 cohort of 20)</u> : RU will explore vendors that provide ongoing support for the VAL-ED online system to ensure correct implementation and accurate usage when monitoring principal's professional development goals. Ongoing support will be needed for Years 2 through 5. No vendor has been established and a range of estimates have been obtained. Services will include evaluation of trainers' competency, report generation and interpretation, observation training, and continued access to administrative accounts for each school district. Support will be provided for 1 full year.	\$10,000 per cohort of 20	1 year	\$10,000
<i>ASU Subcontract</i>			
No Other cost associated with the ASU budget.			\$0
<i>LEA Subcontracts</i>			
* <u>MyiLogs Trainer Support (4 cohorts of 30)</u> : All four LEAs will explore vendors that provide ongoing support for Master Mentor Teachers using the MyiLogs online system to ensure correct implementation and accurate usage of instructional content and professional development goals. Ongoing support will be needed for Years 2 through 5 for the Master Mentor Teachers. No vendor has been established and a range of estimates have been obtained. Support services will be provided for the	\$4,392 per district (includes up to 30 people)	1 year	\$17,558

<p>initial 30 Master Mentor Teachers and administrators trained as MyiLogs trainers. Services will include evaluation of trainers' competency, report generation and interpretation, observation training, and continued access to administrative accounts for each school district. Support will be provided for 1 full year.</p>			
<p><u>Pay Based Compensation for Teachers:</u> All four LEA's will begin providing PBC in Year 3 and continue through Year 5. PBC will be rewarded to teachers who are determined to be Effective and Highly Effective under the new EES in each LEA. Teachers who are deemed Effective will receive a 3% bonus on top of their base salary and teachers who are deemed Highly Effective will receive a 5% bonus on top of their base salary. Estimates for the total amount of PBC needed per district were created based on the projected median teacher salary in each district and a theorized distribution of the EES ratings for all teachers in a district. In year 4, the EES distribution estimates 70% of teachers will be labeled Effective and 18% of teachers will be labeled Highly Effective. These values were then multiplied by the total number of teachers in each district to determine how many teachers would receive PBC. PBC will not be subject to the Fringe Benefit rate at each district.</p> <ul style="list-style-type: none"> <li>• Asbury Park contains 236 teachers. The median salary for all teachers in this district in Year 4 is estimated at \$79,325. Based on the EES ratings distribution, we anticipate 166 teachers will be labeled Effective and 43 teachers Highly Effective.</li> <li>• Hillside contains 285 teachers. The median salary for all teachers in this district for Year 4 is estimated at \$75,500. Based on the EES ratings distribution, we anticipate 200 teachers will be labeled Effective and 51 teachers Highly Effective.</li> <li>• Lakewood contains 410 teachers. The median salary for all teachers in this district for Year 4 is estimated at \$58,740. Based on the EES ratings distribution, we anticipate 287 teachers</li> </ul>	<p>\$2,379.75 (3%)</p> <p>\$3,966.25 (5%)</p> <p>\$2,265.01 (3%)</p> <p>\$3,775.02 (5%)</p> <p>\$1,762.21 (3%)</p>	<p>166 Effective Teachers</p> <p>43 Highly Effective Teachers</p> <p>200 Effective Teachers</p> <p>52 Highly Effective Teachers</p> <p>287 Effective Teachers</p>	<p>\$395,039</p> <p>\$170,549</p> <p>\$453,002</p> <p>\$196,301</p> <p>\$505,753</p>

will be labeled Effective and 74 teachers Highly Effective.	\$2,937.01 (5%)	74 Highly Effective Teachers	\$217,339
<ul style="list-style-type: none"> <li>North Plainfield contains 280 teachers. The median salary for all teachers in this district for Year 4 is estimated at \$68,520. Based on the EES ratings distribution, we anticipate 196 teachers will be labeled Effective and 51 teachers Highly Effective.</li> </ul>	\$2,055.59 (3%)	196 Effective Teachers	\$402,897
	\$3,425.99 (5%)	51 Highly Effective Teachers	\$174,726
<p><u>Pay Based Compensation for Principals:</u> All four LEA's will begin providing PBC in Year 3 and continue through Year 5. PBC will be rewarded to principals who are determined to be Effective and Highly Effective under the new EES in each LEA. Principals who are deemed Effective will receive a 3% bonus on top of their base salary and principals who are deemed Highly Effective will receive a 5% bonus on top of their base salary. Estimates for the total amount of PBC needed per district were created based on the projected median principal salary in each district and a theorized distribution of the EES ratings for all principals in a district. In year 3, the EES distribution estimates 70% of principals will be labeled Effective and 18% of principals will be labeled Highly Effective. These values were then multiplied by the total number of principals in each district to determine how many teachers would receive PBC. PBC will not be subject to the Fringe Benefit rate at each district.</p>			
<ul style="list-style-type: none"> <li>Asbury Park contains 9 Principals and Assistant Principals. The median salary for all principals in this district for Year 4 is estimated at \$139,062. Based on the EES ratings distribution we estimate 6 principals will be Effective and 2 principals will be Highly Effective.</li> </ul>	\$4,171.86 (3%)	6 Effective Principals	\$25,031
	\$6,953.10 (5%)	2 Highly Effective Principal	\$13,906
<ul style="list-style-type: none"> <li>Hillside contains 10 Principals and Assistant Principals. The median salary for all principals in this district for Year 4 is estimated at \$137,158. Based on the EES ratings distribution we estimate 7 principals will be</li> </ul>	\$4,114.73 (3%)	7 Effective Principals	\$28,803
	\$6,857.89	2 Highly	\$13,716

Effective and 2 principals will be Highly Effective.	(5%)	Effective Principal	
<ul style="list-style-type: none"> <li>Lakewood contains 16 Principals and Assistant Principals. The median salary for all principals in this district for Year 4 is estimated at \$135,943. Based on the EES ratings distribution we estimate 11 principals will be Effective and 3 principals will be Highly Effective.</li> </ul>	\$4,078.30 (3%)	11 Effective Principals	\$44,861
	\$6,797.17 (5%)	3 Highly Effective Principal	\$20,392
<ul style="list-style-type: none"> <li>North Plainfield contains 8 Principals and Assistant Principals. The median salary for all principals in this district in Year 4 is estimated at \$163,165. Based on the EES ratings distribution we estimate 6 principals will be Effective and 2 principals will be Highly Effective.</li> </ul>	\$4,894.95 (3%)	6 Effective Principals	\$29,370
	\$8,158.25 (5%)	2 Highly Effective Principal	\$16,316
<b>Total Other</b>			<b>\$2,739,948</b>

\*In regard to the MyiLogs system, see the COI plan on page 13 of this document.

**9. Total Direct Costs for Year 4: \$10,037,898**

**10. Indirect Costs: \$703,425**

The approved indirect rate agreement for RU is the 26%. For ASU, the approved indirect rate agreement is 26%. For Year 4, indirect costs for RU are \$ 694,743 and for ASU the indirect costs are \$8,682.

**11. Training Stipends:** Not applicable.

**12. Total Costs for Year 4: \$10,741,323**

**Project Year 5  
October 1<sup>st</sup> 2016 to September 30<sup>th</sup> 2017**

**1. Personnel:**

<b>The following requested personnel will all be hired as employees of the project.</b>			
<i>RU Contract</i>	<i>% FTE</i>	<i>Base Salary</i>	<i>Total</i>
Project Director (Principal Investigator) (1): Dr. Linda Reddy will be responsible for overall project leadership, budget oversight, practical, and methodological issues related to implementation of	.25 FTE x 9.5 months	\$124,040	\$31,010

the HCMS, EES, PD, and PBCS. Her qualifications are described in section E Management Plan. In Project Year 5, she will dedicate 25% of her effort during the 9.5 academic month year, and 100% effort in the summer months.	1.0 FTE x 2.5 months		\$35,558
<u>Co Investigator (1):</u> Dr. Ryan Kettler will be responsible for overall project leadership, practical and methodological issues related to implementation of the teacher and principal evaluation systems and student growth . His qualifications are described in section E Management Plan. In Project Year 5, he will dedicate 25% of his effort during the 9.5 academic month year, and 100% effort in the summer months.	.25 FTE x 9.5 months	\$100,224	\$25,056
	1.0 FTE x 2.5 months		\$28,731
Assistant Project Director (1): The Project Assistant Director will be responsible for daily supervision and implementation of the project as well as coordinating communication with each LEA and its constituents (administrative and teaching staff, and teacher unions). They will be hired on a full time 12-month contract to assist in the daily management of the SSI Project. Salaries were calculated based on the median salary for similar positions at RU and in collaboration with the HR department.	1.0 FTE	\$111,065	\$111,065
Business Manager (1): The Business Manager will manage the human resource components and financial aspects of the RU Team. They will serve as a liaison and coordinate with the human resource (HR) departments in each of the LEAs in regards to HCMS implementation. They train each LEAs on how the EES will impact human capital decision making and assist in making HR decisions including but not limited to: recruitment, placement, PD, compensation, promotion, and dismissal. They will serve on a 12-month fulltime contract. Salaries were calculated based on the median salary for similar positions at RU and in collaboration with the HR department.	1.0 FTE	\$70,925	\$70,925
Information Technology (IT) Specialist (1): The IT specialist will assist in the development of the software applications necessary to implement and manage the HCMS, PBCS, and EES. They will coordinate activities with the contracted programming consultants on the development a web-based portal for each LEA and collaborate with each LEA's IT department on implementing the new HCMS, EES, and PBCS applications. They will be hired on a 12-month contract. Salaries were calculated based on the	1.0 FTE	\$64,904	\$64,904

median salary for similar positions at RU and in collaboration with the HR department.			
<u>Data and Growth Modeling (DGM) Specialist (1):</u> A Data and Growth Modeling Specialist will be hired to manage all data collection, analysis, and interpretation of teacher, principal and student growth data in the EES and internally evaluate the EES and the HCMS in relation to their effects on student outcome. They will serve on a 12-month contract.	1.0 FTE	\$90,041	\$90,041
<u>Evaluation Manager (1):</u> The Evaluation Manager will assist the DGM Specialist in the internal evaluation of the project. They will also coordinate HCMS data analysis and decision making with the PI's, DGM, and External Evaluator.	1.0 FTE	\$67,531	\$67,531
<u>Leadership Principals (3):</u> Three Leadership Principals will be hired for the purposes of coordinating with each LEAs school-based principals on the implementation of the HCMS. The Leadership Principals will supervise the 43 school based principals leadership activities during the project. They will be responsible for overseeing the implementation of the PES in each school district, train LEA constituents on the VAL-ED system, and provide PD to 43 school based principals.	3 x 1.0 FTE	\$84,413	\$253,240
<u>Leadership Teachers (6):</u> Six Leadership Teachers will be hired to assist in the implementation of the EES for all 1,211 teacher constituents and the PD and PBCS for all 1,211 teachers in TIF qualified schools. Leadership Teachers will primarily oversee the 51 school-based Master Mentor Teachers across the four LEAs. They will train and supervise Master Mentor Teachers on the components of the EES, how it relates to PD, and how to deliver PD.	6 x 1.0 FTE	\$73,031	\$438,186
<u>Program Coordinator:</u> The Program Coordinator will be hired to directly assist the Project Director, Assistant Project Director, Co-PIs, and all SSI Project staff. The Program Coordinator will be responsible for all communications and correspondences between Rutgers SSI Project staff and LEA staff. The Program Coordinator will manage communications between the Rutgers Foundations and Development staff and LEA development officers on possible grant opportunities. Also, this person will prioritize and purchase office supplies and project materials for the entire project.	1.0 FTE	\$42,880	\$42,880
<u>Data Entry Clerk:</u> To assist with data entry needs related to LEA, HCMS, EES, PD and PBCS systems,	19 hours per week	\$19.31	\$16,883

a data entry clerk will be hired on a part time basis for Year 1 to 5. The Data Entry Clerk will assist the DGM Specialist and Evaluation Manager with data entry and analysis. They will also assist the Project Assistant Director and Business Specialist with data entry needs. They will serve for approximately 46 weeks of the year.	x 46 weeks of the year.		
<u>Part Time Development Officer:</u> To assist each LEA with sustainability and transitioning from the TIF program, a Development Officer will be hired to work with each LEA for years three through 5. They will work with each lea and SSI Project staff to secure future funding for the support of the PBCS system. The Development Officer will instruct each LEA on the grant application process and work with each LEA to establish a grants office/officer. They will assist each LEA in applying for future grants to support further systems level development and instructional improvement. They will serve for approximately 40 weeks of year to align with each LEAs 9.5 academic month calendar.	19 hours per week x 40 weeks per year	\$39.47	\$30,000
<i>ASU Subcontract</i>			
<u>Co Investigator (1):</u> Dr. Alexander Kurz will be responsible for overall project leadership for implementation of educator and principal instructional improvement PD and practical issues related to implementation of the EES and its components. His qualifications are described in section E Management Plan. In Project Year 5, he will dedicate 25% of his effort annually.	.25 FTE x 12-months	\$79,840	\$19,960
<i>LEAs Subcontracts</i>			
<u>Career Ladder Master Mentor Teachers (51):</u> All four LEAs will adopt Master Mentor Teachers to assume leadership roles within the district. A total of 51 Master Mentor Teacher positions were created across all four LEAs. Master Mentor Teacher salaries were adjusted to accommodate NJ State and NJ teacher union contract regulations, which equates to a 5% increase from Year 4. <ul style="list-style-type: none"> <li>Asbury Park contains 236 teachers. A total of 10 Master Mentor Teachers will be hired in this district. Master Mentor Teachers' base salaries were adjusted 5% higher than the previous year.</li> </ul>	10 x 1.0 FTE	\$87,455.92	\$874,559

<ul style="list-style-type: none"> <li>Hillside contains 285 teachers. A total of 12 Master Mentor Teachers will be hired in this district. Master Mentor Teachers' base salaries were adjusted 5% higher than the previous year.</li> </ul>	12 x 1.0 FTE	\$83,239.08	\$998,869
<ul style="list-style-type: none"> <li>Lakewood contains 410 teachers. A total of 17 Master Mentor Teachers will be hired in this district. Master Mentor Teachers' base salaries were adjusted 5% higher than the previous year.</li> </ul>	17 x 1.0 FTE	\$64,761.22	\$1,100,938
<ul style="list-style-type: none"> <li>North Plainfield contains 280 teachers. A total of 12 Master Mentor Teachers will be hired in this district. Master Mentor Teachers' base salaries were adjusted 5% higher than the previous year.</li> </ul>	12 x 1.0 FTE	\$75,543.11	\$906,517
<b>Total Personnel:</b>			<b>\$5,206,855</b>

## 2. Fringe Benefits:

<b>The following personnel all have fringe benefit rates applied to their salaries</b>			
<i>RU Contract</i>	<i>Fringe Rate</i>	<i>Base Salary</i>	<i>Total</i>
<p>Fringe Benefit rates apply to the RU Team. For Faculty, during the 9.5 months academic year, a Fringe Benefits rate of 38.2% will be applied. During the 2.5 summer months, a Fringe Benefit rate of 7.3% is applied.</p> <ul style="list-style-type: none"> <li>Project Director (PI) Dr. Linda Reddy serves in a faculty capacity. Fringe Benefit rate is calculated for the 9.5 months academic year and for 2.5 summer months.</li> <li>Co Investigator Ryan Kettler serves in a faculty capacity. Fringe Benefit rate is calculated for the 9.5 months academic year and for 2.5 summer months.</li> </ul>	<p>38.2% 7.3%</p> <p>38.2% 7.3%</p>	<p>\$124,040</p> <p>\$100,224</p>	<p>\$11,846 \$2,596</p> <p>\$9,203 \$2,097</p>
<p>Fringe Benefit rates apply to the RU Team. For Staff positions, a Fringe Benefits rate of 38.2% is applied annually.</p> <ul style="list-style-type: none"> <li>Project Assistant Director will serve in a staff capacity.</li> <li>Business Manager will serve in a staff</li> </ul>	<p>38.2%</p> <p>38.2%</p>	<p>\$111,065</p> <p>\$70,925</p>	<p>\$41,191</p> <p>\$27,093</p>

capacity.			
<ul style="list-style-type: none"> <li>Information Technology (IT) Specialist will serve in a staff capacity.</li> </ul>	38.2%	\$69,904	\$24,793
<ul style="list-style-type: none"> <li>Data and Growth Modeling Specialist will serve in a staff capacity.</li> </ul>	38.2%	\$90,041	\$34,396
<ul style="list-style-type: none"> <li>Evaluation Manager will serve in a staff capacity.</li> </ul>	38.2%	\$67,531	\$25,797
<ul style="list-style-type: none"> <li>Leadership Principals (3) will serve in a staff capacity.</li> </ul>	38.2%	\$84,413	\$96,738
<ul style="list-style-type: none"> <li>Leadership Teachers (6) will serve in a staff capacity.</li> </ul>	38.2%	\$73,031	\$167,387
<ul style="list-style-type: none"> <li>Program Coordinator</li> </ul>	38.2%	\$42,880	\$16,380
<ul style="list-style-type: none"> <li>Part time Data Entry Clerk</li> </ul>	7.3%	30,000	\$1,232
<ul style="list-style-type: none"> <li>Part Time Development Officer</li> </ul>	7.3%	\$16,883	\$2,190
<i>ASU Subcontract</i>	<i>Fringe Rate</i>	<i>Base Salary</i>	<i>Total</i>
Co Investigator Alexander Kurz is employed at Arizona State University (ASU). Fringe Benefit rates apply to ASU at a rate of 30% of the base salary.	30%	\$79,840	\$6,696
<i>LEAs Subcontracts</i>	<i>Fringe Rate</i>	<i>Base Salary</i>	<i>Total</i>
<u>Career Ladder Master Mentor Teachers (51):</u> Fringe Benefit rates apply to the 51 Master Mentor Teachers across all four LEAs. Each LEA utilizes a different Fringe Benefit rate.			
<ul style="list-style-type: none"> <li>Asbury Park will create 10 Master Mentor Teacher positions during Years 2 through 5.</li> </ul>	20%	\$87,455.92 x 10	\$174,912
<ul style="list-style-type: none"> <li>Hillside will create 12 Master Mentor Teacher positions during Years 2 through 5.</li> </ul>	14%	\$83,239.08 x 12	\$139,842
<ul style="list-style-type: none"> <li>Lakewood will create 17 Master Mentor Teacher positions during Years 2 through 5.</li> </ul>	25%	\$64,761.22 x 17	\$275,235

<ul style="list-style-type: none"> <li>North Plainfield will create 12 Master Mentor Teacher positions during Years 2 through 5.</li> </ul>	30%	\$75,543.11 x 12	\$271,955
<b>Total Fringe Benefits</b>			<b>\$1,333,183</b>

### 3. Travel:

<b>Travel: Expenses include the average airfare of \$500 each, in addition to a hotel room at \$150/night for two nights, local transportation of \$50, and per diem of \$50.</b>			
<i>RU Contract</i>	<i># of Trips</i>	<i>\$ per Trip</i>	<i>Total</i>
TIF Grantee Meeting: This 1.5 day meeting will provide participants with key information needed to manage and implement a discretionary grant awarded by ED and technical assistance from experts. Meetings are held annually.	3 (1 Project Director & 2 key personnel)	\$1250	\$3750
TIF Topical Meeting: This 1.5 Day meeting will provide participants with in depth information on a topic related to implementing PBCSs. Meetings are held annually.	2 (1 Project Director & 2 key personnel)	\$1250	\$2500
PI & CO-PI's Local Travel to LEAs: Project leaders will meet with LEA constituents on a weekly basis during the first year of implementation planning. Asbury Park is located 54 miles from the university, Lakewood 35 miles, Hillside 33 miles, North Plainfield 10 miles (265 miles round trip).	2 people x 46 trips	\$0.31 Federal Reimbursement Rate	\$7,558
Staff Local Travel to LEAs: Three Leadership Principals and six Leadership teachers will meet with LEA constituents on a weekly basis during the first year of implementation planning. Asbury Park is located 54 miles from the university, Lakewood 35 miles, Hillside 33 miles, North Plainfield 10 miles (265 miles round trip). 9 persons will be traveling to the LEAs on a weekly for 9.5 academic school months.	9 people x 39 weeks	\$0.31 Federal Reimbursement Rate	\$26,617
External Evaluator Dr. Dan Reschly will visit with project leaders at least 1 time per year to discuss project activities and provide oversight. As per TIF guidelines, lodging is based on a five night stay in a major and per diem expenses for up to six days. Dan Reschly may be required to incur local travel costs when visiting each LEA.	1 person X 1 Trip	\$1500	\$1500
<i>ASU Subcontract</i>	<i># of Trips</i>	<i>\$ per Trip</i>	<i>Total</i>
Co-PI Travel from Arizona to NJ: Co-PI Alexander Kurz will travel to NJ to meet with PI	5	\$1500	\$7,500

Dr. Linda Reddy and Co-PI Dr. Ryan Kettler at RU. It is estimated that Dr. Alexander Kurz will make 5 trips a year, for a period of 5 days each trip.			
<i>LEAs Subcontracts</i>	<i># of Trips</i>	<i>\$ per Trip</i>	<i>Total</i>
No Travel cost associated with the LEAs budgets.			\$0
<b>Total Travel:</b>			<b>\$49,425</b>

#### 4. Equipment:

<b>Consistent with our organization's policy, equipment is defined as tangible, non-expendable, personal property, having a useful life of more than one year and an acquisition cost of \$1,000 or more per unit.</b>			
<i>RU Contract</i>	<i>Item</i>	<i>Cost</i>	<i>Total</i>
No Equipment associated with the RU budget.			\$0
<i>ASU Contract</i>	<i>Item</i>	<i>Cost</i>	<i>Total</i>
No Equipment associated with the ASU budget.			\$0
<i>LEAs Subcontracts</i>	<i>Item</i>	<i>Cost</i>	<i>Total</i>
No Equipment associated with the LEAs budgets.			\$0
<b>Total Equipment</b>			<b>\$0</b>

#### 5. Supplies:

<b>Supplies include all tangible and expendable property that are of a low unit cost</b>			
<i>RU Contract</i>	<i>Cost</i>	<i>Quantity</i>	<i>Total</i>
Software: Licenses will be purchased for additional software not provided with PC set up. These include such programs as Adobe Acrobat Professional, Adobe Photoshop, SPSS, AMOS, DreamWeaver. Software will assist with data analysis, web design, and document preparation.	\$2000		\$2000
Observer Reliability Assessment Software (20): To ensure observer reliability and accuracy of the RU Leadership Teachers when using the Danielson Framework, successful completion of a proficiency assessment will be required each year Years 1 through 5. Vendors have been explored that provide an online system and proficiency test for users of the Danielson Framework and is required as an assessment component of the Danielson Framework Turnkey Training. A total of 20 RU Leadership Teachers and project staff need to be certified. The system provides training components, diagnostic support, and a	\$399 per observer	1 year	\$7,980

reliability test on the Danielson Framework. The test will be used to calibrate observers for reliability and accuracy, which will ensure the Rutgers Leadership Teachers and staff are using the Danielson Framework correctly to evaluate teachers and provide the correct PD. The cost is estimated at \$399 per observer and grants access to the on-line system for 1 year.			
<u>RU Office Supplies:</u> Basic stationary and printing supplies will be needed to manage the day to day affairs of SSI project. This includes: chairs, desks, toner for each printer, printing paper, writing instruments, etc.	\$7,000		\$7,000
<u>ASU Subcontract</u>	<i>Cost</i>	<i>Quantity</i>	<i>Total</i>
<u>Office Supplies:</u> Basic stationary and printing supplies will be needed to manage the day to day affairs of SSI project. This includes: chairs, desks, toner for each printer, printing paper, writing instruments, etc.	\$200		\$200
<u>LEA Subcontracts</u>	<i>Cost</i>	<i>Quantity</i>	<i>Total</i>
<u>Observer Reliability Assessment Software (94 observers):</u> To ensure observer reliability and accuracy of the school based Principals and Master Mentor Teachers when using the Danielson Framework, successful completion of a proficiency assessment will be required each year Years 1 through 5. Vendors have been explored that provide an online system and proficiency test for users of the Danielson Framework. A total of 94 Principals and Master Mentor Teachers across all four LEAs need to be certified. The system software will provide training components, diagnostic support, and a reliability test on the Danielson Framework. The test will be used to calibrate observers for reliability and accuracy, which will ensure the Principals and Master Mentor Teachers in each district are using the Danielson Framework correctly to evaluate teachers and provide the correct PD. The cost is estimated \$399 per observer and grants access to the system for 1 year.	\$399 per observer (94 principals and Master Mentor Teachers across all four LEAs)	1 year	\$37,506
* <u>MyiLogs Software for Teacher Evaluation (1211):</u> All four LEAs have agreed to use the MyiLogs online system and software for tracking teachers' instructional content and PD goals. The online system tracks teachers' daily instructional activities and maps these activities to core curriculum standards. MyiLogs			

<p>also tracks teachers' progress towards PD goals and district specific goals. A total of 1211 teachers across all four LEAs will be using the MyiLogs system. License pricing is based upon the number of teachers in each district. License time span is for year duration.</p> <ul style="list-style-type: none"> <li>• Asbury Park contains 236 Teachers and is priced according to MyiLogs 150 to 300 teacher quantity pricing scale</li> <li>• Hillside contains 285 Teachers and is priced according to MyiLogs 150 to 299 teacher quantity pricing scale</li> <li>• Lakewood contains 410 Teachers and is priced according to MyiLogs 30 to 499 teacher quantity pricing scale</li> <li>• North Plainfield contains 280 Teachers and is priced according to MyiLogs 150 to 299 teacher quantity pricing scale.</li> </ul>	<p>\$8,693</p> <p>\$8,693</p> <p>\$12,353</p> <p>\$8,693</p>	<p>1 year</p> <p>1 year</p> <p>1 year</p> <p>1 year</p>	<p>\$8,693</p> <p>\$8693</p> <p>\$12,353</p> <p>\$8,693</p>
<p><u>VAL-ED Software for Principal Evaluation:</u> All four LEA's have agreed to use VAL-ED, an online system for assessing Principal effectiveness and leadership competencies. VAL-ED is a 360 feedback system which incorporates ratings from the teachers, principal self-report, and administrator ratings on the principal's leadership skills and effectiveness. No vendors have been identified at this time and a range of estimates have been obtained. License pricing is based upon the number of principals in each district. License time span is for 1 year duration.</p> <ul style="list-style-type: none"> <li>• Asbury Park contains 9 Principals and Assistant Principals across its 5 schools.</li> <li>• Hillside contains 10 Principals and Assistant Principals across its 6 schools.</li> <li>• Lakewood contains 16 Principals and Assistant Principals across its 6 schools.</li> <li>• North Plainfield contains 8 Principals and Assistant Principals across its 5 schools.</li> </ul>	<p>\$324 per principal</p>	<p>1 year</p>	<p>\$2916</p> <p>\$3240</p> <p>\$5,184</p> <p>\$2,592</p>

<b>Total Supplies</b>			<b>\$107,051</b>

\*In regard to the MyiLogs system, see the COI plan on page 13 of this document.

### 6. Contractual:

<b>Contractual</b>			
<i>RU Contract</i>	<i>Cost</i>	<i>Days of Service</i>	<i>Total</i>
<p><u>Consultants:</u> Expert consultants in areas related to the HCMS will be contracted to serve on the SSI project. The consultants will provide key expertise and represent culturally diverse backgrounds.</p> <ul style="list-style-type: none"> <li>• Dr. Steve Elliot , will act as a supervising mentor to Dr. Linda Reddy for the SSI Project. He will offer consultation for the implementation of VAL-ED system, provide criterion feedback for principal effectiveness, and train the Leadership Principals to provide feedback to their constituents. He will commit three days per year on the project.</li> <li>• Dr. Louis Hsu, will serve as a statistical and measurement expert and will be responsible for conceptualizing all data analytic methods. He will coordinate activities and goals with the DGM Specialist. He will commit seven days per year on the project.</li> <li>• Dr. Frank Worrell, will serve as a student minority assessment expert and will be responsible for conceptualizing assessment and analysis of student achievement for minority populations. He will serve one day per year on the project.</li> <li>• Dr. Maria Adelaida Restrepo, will serve as an ELL expert and will be responsible for conceptualizing assessment and analysis of ELL teacher effectiveness and ELL student data. She will support the development of a PD system for ELL teachers. She will commit one day per year on the project.</li> <li>• Ms. Lynn Holdheide M.S. will serve as a teacher quality expert for non-test subjects (e.g., Art, Music). She will be responsible for developing measures of teacher effectiveness</li> </ul>	<p>\$1,500 per day</p> <p>\$1,500 per day</p> <p>\$1,000 per day</p> <p>\$1,000 per day</p> <p>\$1,000 per day</p>	<p>3 days</p> <p>7 days</p> <p>1 day</p> <p>1 day</p> <p>1 day</p>	<p>\$4,500</p> <p>\$10,500</p> <p>\$1,000</p> <p>\$1,000</p> <p>\$1,000</p>

<p>assessment and student achievement for non-tested subjects. She will serve one day per year on the project.</p> <ul style="list-style-type: none"> <li>• Dr. Daniel Reschly, will serve as an external evaluator to the SSI Project. He will coordinate with the PI's on the projects' activities and provide objective oversight. He will commit 5 days per year to the project.</li> </ul>	\$1,500 per day	5 days	\$7,500
<p><u>Test Development Contract:</u> RU will explore test development vendors to develop and score student state-wide testing for non-tested grades (grades K, 1, 2, 9, 10, and 12) that are similar to the current NJ ASK standardized state assessment (grades 3 through 8). No vendor has been established and a range of estimates have been obtained.</p>	\$547,948	1 year	\$547,948
<p><u>Application Development Contract:</u> RU will explore application/software developers for the continued maintenance of a web based interface for the SSI project and its LEA constituents. The web based interface will act as a portal for teachers to log in daily and enter respective data. The portal will generate information related to the teachers' instructional practices, content, and PD. For administrators, the portal will serve as a data entry point and report generation template. No vendor has been identified at this time and a range of estimates have been obtained. Estimates were calculated by multiplying an average rate of \$150 per hour for programming by an estimated total hours of 205 for job completion. Based on the estimates, Year 1 will require the most intensive work, with years 2 through 5 requiring basic maintenance.</p>	\$150 per hour	205 hours	\$30,800
<b>ASU Subcontract</b>			
	<i>Cost</i>	<i>Days of Service</i>	<i>Total</i>
No Contractual cost associated with the ASU budget.			\$0
<b>LEAs Subcontracts</b>			
	<i>Cost</i>	<i>Days of Service</i>	<i>Total</i>
No Contractual cost associated with the LEAs budgets.			\$0
<b>Total Contractual:</b>			<b>\$604,248</b>

**7. Construction: Not applicable.**

### 8. Other

<b>Other includes all direct costs not covered in previous sections, including pay based compensation, training costs, and fees.</b>			
<i>RU Contract</i>	<i>Cost</i>	<i>Quantity</i>	<i>Total</i>
<u>Web Server Host</u> : A project website will require the support of webhosting company to store and monitor the upload/download of website data. No vendor has been identified at this point in time. Several estimates have been received based on the amount of anticipated data and website design. Webhosting fees are based on yearly contracts.	\$1,500	1 year	\$1,500
<u>Mobile Phone Service Provider</u> : Three smartphones will be purchased to assist project leaders with communications. No vendors have been identified at this point in time. Several estimates have been received. 12-month contracts are required with a host company.	3 phones	\$80 per plan per month x 12-months	\$2,880
<u>VAL-ED (1 cohort of 20)</u> : RU will explore vendors that provide ongoing support for the VAL-ED online system to ensure correct implementation and accurate usage when monitoring principal's professional development goals. Ongoing support will be needed for Years 2 through 5. No vendor has been established and a range of estimates have been obtained. Services will include evaluation of trainers' competency, report generation and interpretation, observation training, and continued access to administrative accounts for each school district. Support will be provided for 1 full year.	\$10,000 per cohort of 20	1 year	\$10,000
<i>ASU Subcontract</i>			
No Other cost associated with the ASU budget.			
<i>LEAs Subcontracts</i>			
* <u>MyiLogs Trainer Support (4 cohorts of 30)</u> : To ensure reliability, accuracy, and successful management of each teachers' instructional content and PD goals, MyiLogs will provide ongoing support in Years 2 through 5 for the Master Mentor Teachers and administrators in each district. Support services will be provided for the initial 30 Master Mentor Teachers and administrators trained as MyiLogs trainers. Services will include evaluation of trainers' competency, report generation and interpretation, observation training, and continued access to administrative accounts for each school district.	\$4,392 per district (includes up to 30 people)	1 year	\$17,568

Support will be provided for 1 full year.			
<p><u>Pay Based Compensation for Teachers:</u> All four LEA's will begin providing PBC in Year 3 and continue through Year 5. PBC will be rewarded to teachers who are determined to be Effective and Highly Effective under the new EES in each LEA. Teachers who are deemed Effective will receive a 3% bonus on top of their base salary and teachers who are deemed Highly Effective will receive a 5% bonus on top of their base salary. Estimates for the total amount of PBC needed per district were created based on the projected median teacher salary in each district and a theorized distribution of the EES ratings for all teachers in a district. In year 5, the EES distribution estimates 75% of teachers will be labeled Effective and 20% of teachers will be labeled Highly Effective. These values were then multiplied by the total number of teachers in each district to determine how many teachers would receive PBC. PBC will not be subject to the Fringe Benefit rate at each district.</p> <ul style="list-style-type: none"> <li>Asbury Park contains 236 teachers. The median salary for all teachers in this district in Year 5 is estimated at \$83,291. Based on the EES ratings distribution, we anticipate 177 teachers will be labeled Effective and 48 teachers Highly Effective.</li> <li>Hillside contains 285 teachers. The median salary for all teachers in this district for Year 5 is estimated at \$79,275. Based on the EES ratings distribution, we anticipate 214 teachers will be labeled Effective and 57 teachers Highly Effective.</li> <li>Lakewood contains 410 teachers. The median salary for all teachers in this district for Year 5 is estimated at \$61,677. Based on the EES ratings distribution, we anticipate 308 teachers will be labeled Effective and 82 teachers Highly Effective.</li> </ul>			
	\$2,498.74 (3%)	177 Effective Teachers	\$442,277
	\$4,164.57 (5%)	48 Highly Effective Teachers	\$199,899
	\$2,378.26 (3%)	214 Effective Teachers	\$508,948
	\$3,963.77 (5%)	57 Highly Effective Teachers	\$225,935
	\$1,850.32 (3%)	308 Effective Teachers	\$569,897
	\$3,083.86 (5%)	82 Highly Effective Teachers	\$252,877

<ul style="list-style-type: none"> <li>North Plainfield contains 280 teachers. The median salary for all teachers in this district for Year 5 is estimated at \$71,946. Based on the EES ratings distribution, we anticipate 210 teachers will be labeled Effective and 56 teachers Highly Effective.</li> </ul>	\$2,158.37 (3%)	210 Effective Teachers	\$453,259
	\$3,597.29 (5%)	56 Highly Effective Teachers	\$201,448
<p><u>Pay Based Compensation for Principals:</u> All four LEA's will begin providing PBC in Year 3 and continue through Year 5. PBC will be rewarded to principals who are determined to be Effective and Highly Effective under the new EES in each LEA. Principals who are deemed Effective will receive a 3% bonus on top of their base salary and principals who are deemed Highly Effective will receive a 5% bonus on top of their base salary. Estimates for the total amount of PBC needed per district were created based on the projected median principal salary in each district and a theorized distribution of the EES ratings for all principals in a district. In year 3, the EES distribution estimates 75% of principals will be labeled Effective and 20% of principals will be labeled Highly Effective. These values were then multiplied by the total number of principals in each district to determine how many teachers would receive PBC. PBC will not be subject to the Fringe Benefit rate at each district.</p>			
<ul style="list-style-type: none"> <li>Asbury Park contains 9 Principals and Assistant Principals. The median salary for all principals in this district for Year 5 is estimated at \$146,015. Based on the EES ratings distribution we estimate 7 principals will be Effective and 2 principals will be Highly Effective.</li> </ul>	\$4,380.45 (3%)	7 Effective Principals	\$30,663
	\$7,300.76 (5%)	2 Highly Effective Principal	\$14,602
<ul style="list-style-type: none"> <li>Hillside contains 10 Principals and Assistant Principals. The median salary for all principals in this district for Year 5 is estimated at \$137,158. Based on the EES ratings distribution we estimate 8 principals will be Effective and 2 principals will be Highly Effective.</li> </ul>	\$4,320.47 (3%)	8 Effective Principals	\$34,564
	\$7,200.78 (5%)	2 Highly Effective Principal	\$14,402

<ul style="list-style-type: none"> <li>Lakewood contains 16 Principals and Assistant Principals. The median salary for all principals in this district for Year 5 is estimated at \$171,323. Based on the EES ratings distribution we estimate 12 principals will be Effective and 4 principals will be Highly Effective.</li> </ul>	\$4,282.22 (3%)	12 Effective Principals	\$55,669
	\$7,137.03 (5%)	4 Highly Effective Principal	\$28,548
<ul style="list-style-type: none"> <li>North Plainfield contains 8 Principals and Assistant Principals. The median salary for all principals in this district in Year 5 is estimated at \$163,165. Based on the EES ratings distribution we estimate 6 principals will be Effective and 2 principals will be Highly Effective.</li> </ul>	\$5,139.70 (3%)	6 Effective Principals	\$30,838
	\$8,566.16 (5%)	2 Highly Effective Principal	\$17,132
<b>Total Other</b>			<b>\$3,112,905</b>

\*In regard to the MyiLogs system, see the COI plan on page 13 of this document.

**9. Total Direct Costs for Year 5: \$10,413,667**

**10. Indirect Costs: \$645,436**

The approved indirect rate agreement for RU is the 26%. For ASU, the approved indirect rate agreement is 26%. For Year 5, indirect costs for RU are \$636,503 and for ASU the indirect costs are \$8,933.

**11. Training Stipends:** Not applicable.

**12. Total Costs for Year 5: \$11,059,103**

*Total for Years 1 to 5  
Oct. 2012 to Oct 2017*

<b>Category</b>	<b>Year 1 Cost</b>	<b>Year 2 Cost</b>	<b>Year 3 Cost</b>	<b>Year 4 Cost</b>	<b>Year 5 Cost</b>	<b>Total Cost</b>
<b>Personnel</b>	\$1,113,049	\$4,531,980	\$4,769,481	\$4,983,177	\$5,206,855	\$20,604,542
<b>Fringe Benefits</b>	\$411,855	\$1,171,540	\$1,225,288	\$1,278,043	\$1,333,183	\$5,419,939
<b>Travel</b>	\$30,366	\$49,425	\$49,425	\$49,425	\$49,425	\$228,066
<b>Equipment</b>	\$155,058	\$0	\$20,600	\$0	\$0	\$0
<b>Supplies</b>	\$109,181	\$119,863	\$107,051	\$107,051	\$107,051	\$550,197
<b>Contractual</b>	\$484,494	\$808,436	\$853,564	\$880,254	\$604,248	\$3,630,996
<b>Construction</b>	\$0	\$0	\$0	\$0	\$0	\$0
<b>Other</b>	\$1,767,606	\$69,153	\$2,395,044	\$2,395,044	\$2,739,948	\$10,084,656
<b>Direct Costs</b>	\$4,071,639	\$6,750,397	\$9,420,453	\$10,037,898	\$10,413,667	\$40,694,054
<b>Indirect Costs</b>	\$592,127	\$652,187	\$688,490	\$703,425	\$645,436	\$3,281,665
<b>Training Stipends</b>	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Costs</b>	<b>\$4,663,766</b>	<b>\$7,402,584</b>	<b>\$10,108,493</b>	<b>\$10,741,323</b>	<b>\$11,059,103</b>	<b>\$43,975,719</b>

# 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>	Rutgers, The State Univeristy of New Jersey
<b>Applicant's DUNS Name:</b>	0019128640000
<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

Rutgers, The State Univeristy of New Jersey

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	1,113,049.00	4,531,980.00	4,769,481.00	4,983,177.00	5,206,855.00	20,604,542.00
2. Fringe Benefits	411,885.00	1,171,540.00	1,225,288.00	1,278,043.00	1,333,183.00	5,419,939.00
3. Travel	30,366.00	49,425.00	49,425.00	49,425.00	49,425.00	228,066.00
4. Equipment	155,058.00		20,600.00			175,658.00
5. Supplies	109,181.00	119,863.00	107,051.00	107,051.00	107,051.00	550,197.00
6. Contractual	484,494.00	808,436.00	853,564.00	880,254.00	604,248.00	3,630,996.00
7. Construction						
8. Other	1,767,606.00	69,153.00	2,395,044.00	2,739,948.00	3,112,905.00	10,084,656.00
9. Total Direct Costs (lines 1-8)	4,071,639.00	6,750,397.00	9,420,453.00	10,037,898.00	10,413,667.00	40,694,054.00
10. Indirect Costs*	592,127.00	652,187.00	688,490.00	703,425.00	645,436.00	3,281,665.00
11. Training Stipends						
12. Total Costs (lines 9-11)	4,663,766.00	7,402,584.00	10,108,943.00	10,741,323.00	11,059,103.00	43,975,719.00

**\*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: 03/29/2011 To: 06/30/2013 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): Department of Health and Human Services

The Indirect Cost Rate is 26.00 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.

Name of Institution/Organization Rutgers, The State Univeristy of New Jersey	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						
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)**