

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



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

**TIF Competition with a Focus on STEM**

**CFDA # 84.374B**

**PR/Award # S374B120004**

**Grants.gov Tracking#: GRANT11188513**

OMB No. , Expiration Date:

Closing Date: Jul 27, 2012

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

**Application for Federal Assistance SF-424**

\* 1. Type of Submission:

- Preapplication  
 Application  
 Changed/Corrected Application

\* 2. Type of Application:

- New  
 Continuation  
 Revision

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

\* Other (Specify):

\* 3. Date Received:

07/25/2012

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

**State Use Only:**

6. Date Received by State:

7. State Application Identifier:

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

The School Board of Broward County, Florida

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

59-6000530

\* c. Organizational DUNS:

0772834710000

**d. Address:**

\* Street1:

600 SE 3rd Avenue

Street2:

\* City:

Fort Lauderdale

County/Parish:

Broward

\* State:

FL: Florida

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

33301-3125

**e. Organizational Unit:**

Department Name:

Division Name:

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

Prefix:

\* First Name:

Gracie

Middle Name:

M.

\* Last Name:

Diaz

Suffix:

Title:

Chief Human Resources Officer

Organizational Affiliation:

\* Telephone Number:

754-321-1840

Fax Number:

\* Email:

gracie.diaz@browardschools.com

**Application for Federal Assistance SF-424**

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

U.S. Department of Education

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

84.374

CFDA Title:

Teacher Incentive Fund

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

ED-GRANTS-061412-002

\* Title:

Office of Elementary and Secondary Education (OESE): Teacher Incentive Fund (TIF): TIF Competition with a Focus on STEM CFDA Number 84.374B

**13. Competition Identification Number:**

84-374B2012-1

Title:

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

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

Leading Excellence and Achievement in Performance (LEAP)

Attach supporting documents as specified in agency instructions.

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

b. Program/Project

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

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

\* a. Federal

\* b. Applicant

\* c. State

\* d. Local

\* e. Other

\* f. Program Income

\* g. TOTAL

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

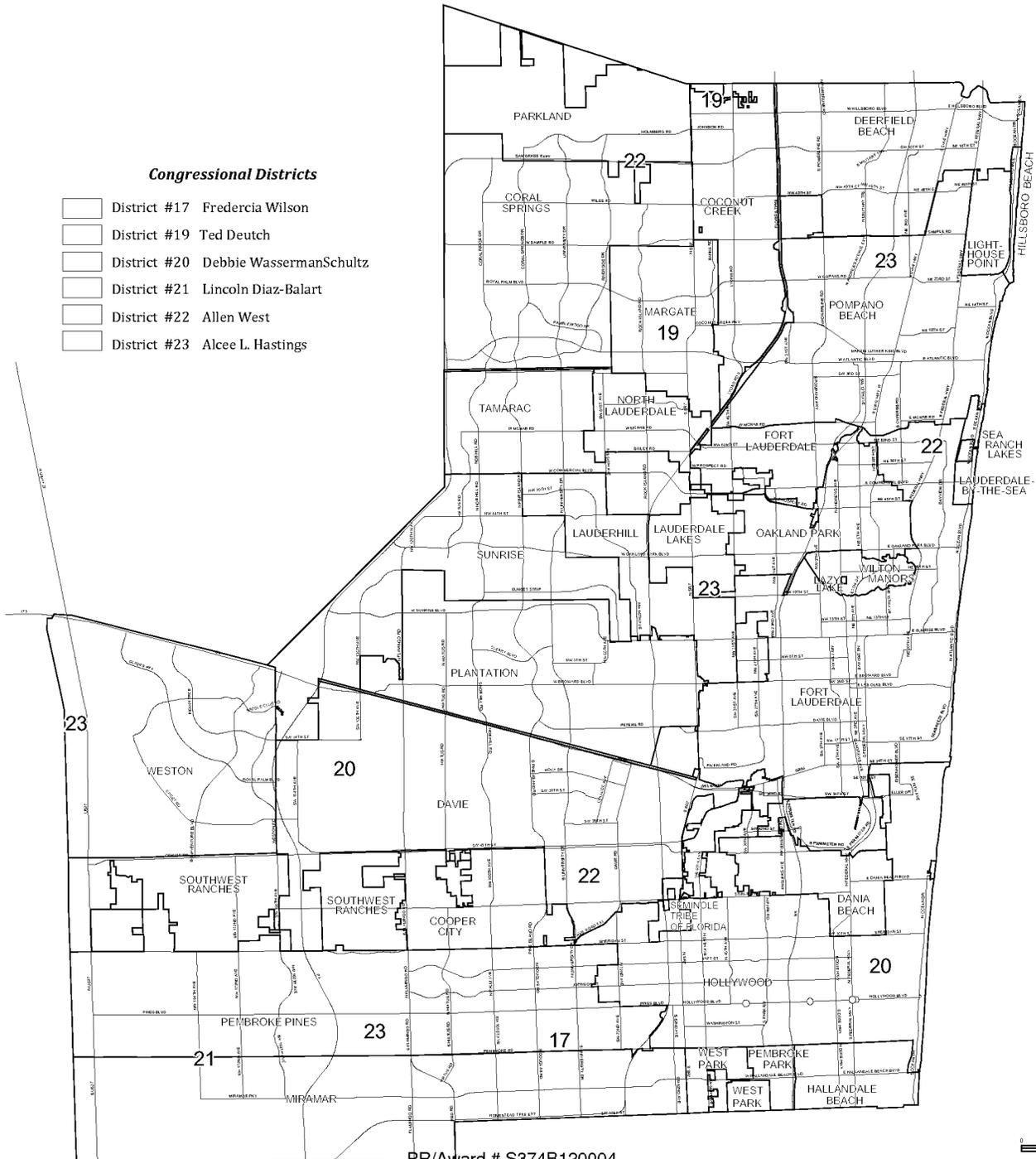
\* Email:

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

# BROWARD COUNTY CONGRESSIONAL DISTRICTS

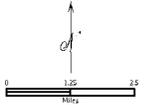
### Congressional Districts

- District #17 Fredercia Wilson
- District #19 Ted Deutch
- District #20 Debbie WassermanSchultz
- District #21 Lincoln Diaz-Balart
- District #22 Allen West
- District #23 Alcee L. Hastings



This map for conceptual purposes only and is not intended for legal or boundary determinations.

PR/Award # S374B120004



## 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>Kareen Torres</p>	<p>* TITLE</p> <p>Superintendent of Schools</p>
<p>* APPLICANT ORGANIZATION</p> <p>The School Board of Broward County, Florida</p>	<p>* DATE SUBMITTED</p> <p>07/25/2012</p>

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

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

\* Name:

\* Street 1:     Street 2:

\* City:     State:     Zip:

Congressional District, if known:

<b>6. * Federal Department/Agency:</b> <input type="text" value="US Department of Education"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Teacher Incentive Fund"/> CFDA Number, if applicable: <input type="text" value="84.374"/>
---	---

<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>
--	--

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

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1  Street 2

\* City  State  Zip

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

Prefix  \* First Name  Middle Name

\* Last Name  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:

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

Title:  Telephone No.:  Date:

**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.**

Broward TIF GEPA Statement.pdf

Delete Attachment

View Attachment

## TIF GEPA STATEMENT OF ASSURANCE

The School Board of Broward County, Florida serves an academically, culturally and racially diverse population and is committed to equal access and treatment for all students, employees and the general public. The Board's policy of nondiscrimination guides and governs decision making at all levels. All systems and processes developed to enhance educator effectiveness through the proposed project will be carefully designed to allow equal access and treatment of educators. The policy states:

*The School Board of Broward County, Florida shall not discriminate against students, parents, or guardians of students, employees, applicants, contractors, or individuals participating in School Board sponsored activities. The School Board is committed to the provision of equal access in all student, employment, and business programs, activities, services and operations that are operated or provided directly by the Board, as well as those operated or provided by entities on behalf of the Board under contractual or other agreements. This policy is established to provide an environment free from discrimination and harassment based upon age, race, color, disability, gender, marital status, national origin, religion, or sexual orientation.*

In addition, the district's *Exceptional Student Education (ESE) Policies and Procedures (SP&P)* document was submitted and approved by the Florida Department of Education. It includes assurances for compliance with statutes and State Board of Education rules affecting programs for exceptional students as well as requirements of the Individuals with Disabilities Education Act (IDEA). The portion of the policies and procedures, Section A: Instructional Program, contains provisions for philosophy, curriculum and instructional support as they relate to students with special needs, including but not limited to:

- Specially designed instruction and related services.
- Adaptations related to content, methodology and/or instructional delivery
- Accommodations and/or modifications such as assistive technology and universal design
- Specially trained teachers
- Individualized educational planning

The entire policy is attached for your reference.

RECEIVED

NOV 04 2010

Amended August 2010

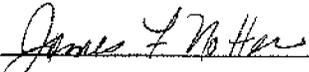
DESS  
ESE PAGE

SIGNATURE PAGE

School District: Broward  
 Administrator of Exceptional Student Education:  
**This document reflects amendments to the 2009–2010 through 2011–2012 SP&P.**  
 This document is effective for the 2009–2010 through 2011–2012 school years.

CERTIFICATION OF APPROVAL

I, James F. Notter, do hereby certify that the statements below are true:

  
 Signature of Superintendent of School District  
 or Authorized Representative of Governing Body or Agency

10/19/10  
 Date of Approval

SPECIAL PROGRAMS AND PROCEDURES

The district's *Exceptional Student Education (ESE) Policies and Procedures (SP&P)* document was approved by the governing body for submission to the Florida Department of Education on the date indicated.

The contents of this document preprinted by the Florida Department of Education have not been altered in any way.

The school district shall implement the requirements of any statutes or State Board of Education rules affecting programs for exceptional students during the effective dates of this document.

The school district shall implement the requirements of the Individuals with Disabilities Education Act (IDEA) and its implementing requirements at Section 300 of Title 34 of the Code of Federal Regulations.

SCHOOL DISTRICT POLICIES AND PROCEDURES

Any district-produced policy and procedures documents that meet the following criteria have been submitted to the Florida Department of Education with the SP&P. Such documents:

- Supplement the information contained in the district's SP&P
- Address school district exceptional student education procedures or policies
- Are adopted by the school board as school district policy

**Part II. Policies and Procedures for Students with Disabilities**

**Section A: Instructional Program**

The following applies to the instructional program for students with disabilities in general. In addition to the philosophical, curricular, and instructional support issues included here, there are disability-specific expectations or requirements for certain categories of disability. That information is provided in the relevant *Exceptional Student Education Eligibility* sections of this document.

**Philosophy**

1. Each student with a disability is entitled to receive a free appropriate public education (FAPE) in the least restrictive environment that will enable the student to progress in the general curriculum to the maximum extent possible.
2. Special education, which refers to specially designed instruction and related services, is provided to meet the unique needs of the student that result from the student's disability and to prepare the student for further education, employment, and independent living.
3. Specially designed instruction means adapting, as appropriate, the content, methodology, and/or delivery of instruction.
4. Specially designed instruction may employ universal design for learning, assistive technology, accommodations, and/or modifications.

**Curriculum**

1. To maximize accessibility to the curriculum, students will access the State standards/Access Points through appropriate programming, support from special education and regular education teachers, support in the use of assistive technology, and through the use of universal design principals.
2. For most students with disabilities, these supports provide progress toward a standard high school diploma.

**Instructional Support**

1. Students receive instructional support through specially designed instruction and related services as determined through the individual educational plan (IEP) process.
2. Teachers are trained in designing and implementing individualized programs to address the learning needs of each student.
3. Teachers are provided with administrative support to assure reasonable class size/workload, adequate funds for materials, and professional development.
4. Teachers instruct students in the unique skills necessary to access and benefit from the core curriculum. These skills may include, but are not limited to, curriculum and learning strategies, compensatory skills, independent functioning, social/emotional behavior, use of assistive technology, and communication.
5. A range of service delivery options is available to meet the student's needs: consultation, itinerant instruction, resource room, special class, residential placement, homebound or hospitalized, and community-based or home-based services.
6. School districts may provide professional development for teachers in coordination with community agencies, the Florida School for the Deaf and the Blind, discretionary projects funded by the Bureau of Exceptional Education and Student Services, and other agencies of state and local government, including, but not limited to, the Division of Blind Services, the Division of Vocational Rehabilitation, Department of Children and Families, and the Department of Health, Children's Medical Services, as appropriate.

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## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

**\* APPLICANT'S ORGANIZATION**

The School Board of Broward County, Florida

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

Prefix:  \* First Name:  Middle Name:

\* Last Name:  Suffix:

\* Title:

**\* SIGNATURE:**

**\* DATE:**

---

SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS

**1. Project Director:**

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	Gracie	M.	Diaz	

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County:	Broward
* State:	FL: Florida
* Zip Code:	33301
* Country:	USA: UNITED STATES

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

754-321-1840	
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Email Address:

gracie.diaz@browardschools.com
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**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) #:

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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.]

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## You may now Close the Form

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

\* Attachment:

## ABSTRACT

Broward County Public Schools (BCPS), based in Ft. Lauderdale, Florida, is applying as a single LEA to the General TIF competition, including competitive preference priorities 4 and 5. BCPS consists of 308 schools (232 traditional, 76 charter), of which 26 high-need schools will be served by the proposed TIF-funded PBCS and associated project.

BCPS's Leading Excellence and Achievement in Performance (LEAP) project aims to effectively enhance student achievement in high-need schools by improving the effectiveness of the teachers and leaders who serve them. Project activities include continued district-wide implementation and refinement of the teacher evaluation system; piloting, district-wide implementation, and refinement of the principal evaluation system; alignment of human capital decisions with evaluations; collaboration with stakeholders (including the development of a dedicated 12-month position to serve as a liaison between Human Resources and the Broward Teachers' Union); development, piloting, and full district roll-out of a performance salary structure that offers increased compensation to teachers and administrators based on effectiveness and on progression over a career continuum; implementation of salary supplements for Effective or Highly Effective teachers of high-need subjects who transfer to TIF schools; individualized professional development budgets for teachers in high-need schools as an incentive for teaching in those schools; and development and implementation of teacher leadership and principal leadership career continua, including training programs to develop teacher and principal mentors, coaches and peer reviewers. BCPS expects that high-quality implementation of the above strategies and activities will have positive impacts on student achievement, as educator effectiveness gains are realized.

By the end of the grant period, LEAP intends to achieve district-wide implementation of teacher

and administrator evaluations, with a student-growth value-added measure as a significant component, as well as district-wide implementation of a performance salary schedule based on effectiveness and position on a career continuum.

In identified high-need schools, LEAP aims to improve the percent of students performing proficient or better on the state assessment by 3 percentile points per year and the percentage of teachers and principals rated as Highly Effective or Effective by 5 percentile points each year. In addition, BCPS aims to increase the percentage of teachers rated as Highly Effective or Effective teaching high-need subjects by 2 percentile points each year and to increase the recruitment and retention rates of teachers and principals in high-need schools rated as Highly Effective or Effective by 5 percentile points each year.

By year 5, BCPS aims for 90% of participating educators to indicate support of the elements of the HCMS, including the PBCS, 100% of positions in high need schools to be filled prior to the opening of each school year, 100% of professional development offerings for teachers and principals in high need schools to be based on student and educator evaluation data, 100% of educators in high-need schools with 1-3 years of experience to be served by a mentor, and 100% of other educators in high-need schools to work with a coach or peer reviewer. All human capital decisions will be informed by educator evaluation results, including recruitment, hiring, placement, retention, dismissal, professional development, tenure, and promotion.

BCPS is well-positioned for success in sustaining TIF-supported activities, with supportive unions, state and local policies, and a district-wide vision that values the use of data for continuous improvement. Financing for many aspects of the project are embedded into the district budget.

## 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

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# A COHERENT AND COMPREHENSIVE HUMAN CAPITAL MANAGEMENT SYSTEM (HCMS)

## Vision of Instructional Improvement

“The School Board of Broward County is dedicated to meeting the educational needs of all students in a safe learning environment,” reads the mission statement of Broward County Public Schools (BCPS). But how does the sixth largest district in the U.S. meet those needs and achieve its vision of “educating today’s students for tomorrow’s world”? Broward County’s pathway toward achieving this vision and mission is becoming clearer and more concrete as the District moves toward developing and implementing systems that identify, nurture, and reward educators, with the understanding that instructional improvement is both grounded in student achievement and based on the research-based assertion that there is a direct cause-and-effect relationship between effective teaching and student performance. The proposed Leading Excellence and Achievement in Performance (LEAP) project aims to serve as a national proof point that research-based and carefully designed human capital systems provide the necessary leverage to achieve dramatic results.

Our efforts rest on a central truth, that teachers are the most influential in-school variable related to student achievement:

“Years of research have proven that nothing schools can do for their students matters more than giving them effective teachers. A few years with effective teachers can put even the most disadvantaged students on the path to college. A few years with ineffective teachers can deal students an academic blow from which they may never recover.”

*(Jordan, Mendro and Weerasinghe, 1997)*

“The effect of increases in teacher quality swamps the impact of any other educational investment, such as reductions in class size.” (*Goldhaber, 2009*)

BCPS believes that educators have an innate desire to be competent professionals, and the development process should take a supportive, positive approach toward improving performance while it acknowledges competence and accomplishment. Educator development systems should be based on the principle that the performance of employees at varying levels of ability can improve to higher levels of competency over time, with appropriate assistance, training, and opportunity. LEAP seeks to incorporate all elements necessary to developing and retaining high-quality educators throughout the school system, including reliable and formative educator evaluation, a performance-based compensation system based on evaluation results, and a professional development system that is both guided by evaluation and gives educators excellent direction and opportunity for improvement.

In March 2011, The Florida State Legislature passed educational reform legislation, Senate Bill 736- Student Success Act, focused on improving Florida school district evaluation and compensation systems. Florida Statute now requires school districts to implement a research-based performance evaluation system for instructional staff and school-based administrators that includes four ratings for level of performance, provides monitoring and consistent criteria for meaningful feedback to improve practices, and bases 50% of evaluation on student achievement using the State’s Value-Added Model (VAM).

BCPS, with the assistance of the Broward Teachers Union, began researching various instructional evaluation models in 2010-2011 and has already begun implementation of promising, research-based evaluation systems that Broward’s educators support. During the 2011-2012 academic year, the District adopted the Marzano Causal Teacher Evaluation Model as

the basis for the LEA-wide teacher evaluation. The Marzano Causal Teacher Evaluation Model, which builds on five decades of research on teaching and learning, focuses on indicators within the teacher's control, reflecting teachers' observed performance of competencies and skills shown to correlate with enhanced student outcomes.

Setting high expectations for educators in both instructional and administrative positions is communicated as vital in Broward County's evaluation guideline: "Inspect what you expect." All educators are trained in the evaluation process, so that each knows exactly the indicators on which evaluators base performance assessment. This training develops self-reflective and motivated professional practice in Broward's educators, while providing guidance for ongoing development. BCPS' evaluation process encourages consistent, specific and constructive feedback while maintaining high expectations.

Broward County believes that specific feedback and student achievement data are valuable tools for educator development, as they are the scientific keys to understanding precisely how, where, and why deficiencies in student achievement and management systems occur. Through "data chats" with administrators and the development of strong expertise in the use of data to drive decision making, the Chief School Performance and Accountability Officer and 11 Directors of School Performance and Accountability supervise principals in Broward County and help schools to plan the types of professional development needed to address trends in achievement and educator performance. Administrators and/or coaches engage in data chats with teachers who, in turn, conduct data chats with students. At all levels of the school district, BCPS uses data to drive and substantiate its decisions and to develop consistent practices of monitoring to allow for realignment of strategies and support for teachers and students throughout the school year.

Likewise, all Broward County administrators participate in professional learning that gives them

an understanding of the importance of developing teachers throughout their careers. Principal evaluation assesses school leaders on their ability to serve as instructional leaders and influence the growth and performance of their teachers. Administrators are required to attend specific professional development workshops and collaborative sessions on a monthly basis to maintain expertise in a variety of topics related to instruction and classroom management. Broward's Leadership Development system has improved leadership across the district. By emphasizing teacher growth and development, and the principal's role as an instructional leader, BCPS will improve classroom performance over time and expects a corresponding improvement in student achievement.

In Broward County, administrators, teachers, and district-level personnel collaborate to take collective responsibility for student progress, school improvement, and system improvement. Administrators, peers, curriculum specialists, grade chairpersons, department chairpersons, instructional coaches, and others are trained in, and included as a regular integrated part of, the observation and feedback process. Broward promotes the concept of enterprise accountability; everyone is responsible for improving struggling schools. At the district level, the Strategic Achievement Department provides professional development, coaching, modeling, data analysis and monitoring to the most needy schools, and the Superintendent of Schools Instructional Council meetings are attended by key district leaders to monitor critical schools, discuss others that may be showing indicators of decreased performance, identify challenges to school achievement in a timely manner, and deploy assistance and/or make staffing changes that will enhance progress.

While there is a district-wide buy-in and approach to accountability, ultimately BCPS believes in site-based management and in building capacity at the school level, placing the primary

responsibility for achievement at the school-house door. Annual improvement plans that include goal-setting, professional development, and plan evaluation are individually created by, and for, each school, school leader, and teacher, to ensure data-driven, need-based, individualized improvement designed by on-site educators with intimate knowledge of the particular challenges faced on the way toward student success. BCPS aligns its vision of instructional improvement with its professional development strategies, including plans for providing professional development as described in this proposal. The District offers a wide variety of year-round professional development to administrators and teachers, helping them to understand and use data for decision-making, and to improve leadership and instructional practice, content knowledge, and legal compliance. Each teacher, school leader, and district support provider is an essential agent of change toward perfecting professional practice and achieving Broward County's vision of instructional improvement.

Broward County proposes through the TIF grant to implement a system that not only strengthens instructional and leadership practice, but also recognizes the outstanding performance of professional educators that enables BCPS to fully achieve its vision of "educating today's students for tomorrow's world." A Performance-Based Compensation System is imperative to the recognition and reward for professional excellence Broward County's effective and highly effective teachers and administrators will receive when they work at TIF schools, transfer to TIF schools to teach in critical need areas, or take on career ladder positions at TIF schools that enable them to lead their colleagues in professional development activities for enhanced leadership or instructional effectiveness. By way of Broward's integrated evaluation and professional development systems, which mutually interact with each other to provide formative evaluation informing professional development leading to improved educator evaluation scores,

Broward's best teachers and administrators will be both recognized and rewarded as those who meet the highest of professional standards.

### **Identified High-Need Schools**

Broward County Public Schools is one of the largest school systems in the country, serving a diverse population of over 258,000 students in 232 traditional schools, 76 charter schools, and 1 virtual school. As a district dedicated to achieving and maintaining the highest levels of student success, BCPS consistently earns top district evaluation grades issued by the State of Florida, receiving an 'A' grade in 2011.

In recent years, BCPS has been recognized for achievement from many outside agencies, including inclusion in a short list of finalists for the Broad Prize for Urban Education awarded by the Eli and Edythe Broad Foundation in 2008, 2009, and 2011, being singled out for student achievement by the Council of the Great City Schools for 9 years running, receiving in 2011 both the Distinguished Budget Presentation Award and the Certificate of Achievement of Excellence in Financial Reporting (15 years running) from the Government Finance Officers Association of the United States and Canada, and being honored as a finalist for the 2010 Council of Urban Boards of Education Annual Award for Urban School Board Excellence, presented by the National School Boards Association.

The Broward County Public Schools learning community also displays its excellence through the accomplishments of its professionals and students. Over the past 11 years, 7 members of Broward County's talented staff have won professional accolades as "best in the state." In 2010-2011, the District's exceptional students were awarded a total of \$116 million in academic scholarships, and for the last two years 100% of high school students attending the College Academy at Broward College received an associate's degree alongside their high school

diploma.

Many of Broward County's top-notch schools and have recently been recognized as among the best schools nationwide in publications such as *U.S. News & World Report*, *The Washington Post*, and *Newsweek*, and 112 Broward Schools have received the Golden School Award from the Florida Department of Education in to recognize outstanding student volunteer programs.

Student achievement in Broward County is trending upwards. Between 2007 and 2010, BCPS narrowed ethnic achievement gaps between African-American students and White students in middle and high school math and in elementary school reading, and between Hispanic students and White students in math at the elementary, middle, and high school levels, and in elementary and middle school reading. In 2010, BCPS student achievement exceed that of other Florida school districts serving students with similar family incomes in math at the elementary, middle and high school levels and in middle and high school reading. But despite these achievement gains, many Broward schools remain in critical need of attracting and retaining talented, high-quality professionals to lead students toward success.

BCPS has identified 26 high-need schools that will benefit from proposed funding through the Teacher Incentive Fund, including 17 elementary schools, 7 middle schools, and 2 high schools (please see the attached High-Need Schools Documentation). Between 77% and 99.4% of students at these schools are eligible for Free and Reduced Lunch status, and 8 schools are already identified as School Improvement Grant schools. Of these 26 schools, with most schools reporting, only 1 each received an 'A' or 'B' Florida evaluation grade for 2011-2012, with 23.1% receiving a 'C', 46.2% receiving a 'D', and 11.5% receiving an 'F'. Comparison with school grades in 2010-2011 indicates that 58.3% of these schools are backsliding, receiving a lower evaluation grade than in the previous school year. In the 2011-2012 school year, with

most schools reporting data, the achievement gains at these schools top out at under 69% of students gaining in reading and under 81% of students gaining in math. In addition, 12 of these schools have teachers instructing out of their content area, as many as 6.2% of their staff members. Low student achievement gains, low state school evaluation grades, and too many teachers instructing out of their field of expertise signal a critical need to attract, retain, and develop teachers with the appropriate competencies and knowledge to lead all Broward County's students to success, and BCPS hopes to fill this need through LEAP.

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

The HCMS in BCPS is inspired by the Vision for Instructional Improvement outlined above and grounded in the aligned LEA-wide educator evaluation described in the following section. One of the central assumptions of Broward's HCMS is that the evaluation process should impact significantly on personnel decisions.

### **Recruitment and Hiring**

BCPS aligns its vision of instructional improvement with its hiring and recruitment practices for high-need School Improvement Grant (5% lowest achieving) (SIG) schools. The LEA looks for evidence of certain key competencies of effective educators during the process of interviewing and hiring staff. This is evidenced by the process undertaken by the District to staff the highest-need schools with the best teachers and school leaders, as identified by the Florida Department of Education (FLDOE). When a teaching or administrative vacancy arises in any of Broward County's SIG schools, the BCPS Human Resources (HR) Division vets new applicants and current teachers requesting transfers to the schools in a process that reviews resumes, evaluation results, background checks, references, previous student achievement data, if available, and successful, relevant experiences in a similar setting that may determine future success. The HR

Department also works with the School Performance and Accountability Office and the Strategic Achievement Department to review the candidates and assist the school leader in selecting the best candidates for available positions. Through TIF, these strategies will be extended to other identified high-need schools.

The Urban Teacher Academy Program (UTAP) is another recruitment strategy that BCPS has developed to provide high-need schools with quality candidates. UTAP implements innovations that support college access and success through an innovative “grow your own” teachers program that employs practices and strategies for high-need high school students to prepare for, and graduate from, college with a bachelor’s degree, equipped to enter the teaching profession and knowledgeable about the teaching skills required by the BCPS teacher evaluation. This program provides high school students with critical interventions that help them overcome barriers to their academic success, such as a rigorous high school curriculum with embedded opportunities for earned college credits, college admissions assistance, financial aid assistance, and early field experiences in urban classrooms, eventually leading to eligibility for a fully paid college tuition and preference for a teaching position within the District.

The UTAP program is only one of the recruitment initiatives that BCPS has implemented in conjunction with higher education institutions. BCPS also shares key competencies from the Broward Instructional Development and Growth Evaluation System (BrIDGES) with local post-secondary institutions to ensure that these competencies are embedded in teacher preparation and school leader programs. On a quarterly basis, the Broward County Educational Consortium, consisting of the presidents of Barry University, Broward College, Florida Atlantic University, and Nova Southeastern University, along with BCPS’ Superintendent of Schools, Chief Talent Development Officer, Chief Human Resources Officer, and other key staff, discuss, plan, and

implement joint initiatives targeted at improving the preparation of pre-service teacher and school leadership programs. As a result of this collaboration, there have been several established professional opportunities for pre-service teachers and higher education faculty to learn about the new evaluation system (BrIDGES) and common core standards.

BCPS has a wide scope for recruiting and pursues many recruitment strategies. The District staffed 97.5% of its open instructional positions in 2010-2011 and 99% in 2011-2012 before the school years began, and statistics show a good mix of individuals representing various racial/ethnic categories in its recruitment pool each year. This past academic year, over 35% of newly hired teachers were Black/African-American and over 15% were Hispanic.

## **Placement**

Under the site-based management model, principals and school leadership teams are responsible for teacher placements at their own schools. However, for SIG schools, the District works with the Broward Teachers Union (BTU) to review the student achievement and evaluation data for teachers to aid in placement decisions. In particular, teachers that either have received a Needs Improvement or Unsatisfactory evaluation and/or have three years of student achievement results below the school's average are identified, and BCPS works collaboratively with BTU to make staffing changes that benefit the SIG schools. Additionally, a recruitment incentive has been piloted at Broward's SIG schools. In 2010-2011 and 2011-2012 performance-based pay and bonuses were implemented at SIG schools utilizing SIG funds and based on performance evaluations, student achievement that exceeded the school average, and number of improved areas as assessed by the Florida Comprehensive Assessment Test (FCAT). This incentive program resulted in qualified SIG teachers' receipt of bonuses ranging from \$2,000-\$8,000, and select SIG administrators receiving bonuses of \$2,000. Lessons learned from the SIG

Performance Pay pilot were utilized in the development of the proposed performance salary structure, described below.

In addition to using enhanced placement strategies at SIG schools, the Instructional Staffing Department works with the principals in other high-need schools to assist in filling instructional vacancies. The staffing department interviews candidates to build a pool of talented candidates to refer for placement at high-need schools before other schools. A large challenge to high-need schools lies in staffing the critical areas, such as reading, mathematics, science and special education with content area certification, which are needed in many schools across the district. The great need often results in inexperienced candidates staffing positions at the most critical schools, where a more experienced teacher would be preferred. In an attempt to improve this staffing difficulty, during the 2006-2009 school years, the District offered a bonus for National Board Certified teachers to teach in Title I schools. The bonus assisted in propelling the District into first place for having the most Nationally Board Certified Teachers for several years; however, it was a costly initiative and research found no direct correlation between National Board Certification and increased student achievement, so the program was abandoned. BCPS proposes to pilot a slightly different bonus structure to alleviate this problem through its Performance-Based Compensation System (PBCS) described below.

BCPS recognizes that school leader placement is also vital to the success of struggling schools. In district-hosted focus groups containing approximately 75 teachers from schools graded 'A' and schools graded 'D' or 'F', teachers reported that the principal was the main attraction for remaining at their school, citing professionalism, support, knowledge, desire for success, and soft skills as key traits that increase teacher retention. Similarly, teachers who desired to transfer indicated the principal's lack of support, trust, and willingness to allow academic freedom as the

main motives for a transfer. Teacher feedback from these focus groups indicate the importance of having the right school leaders for every learning environment, and an even more critical need at the lowest performing schools.

BCPS' school leader placements are conducted carefully, beginning with a community forum to gather input from parent and community stakeholders to determine the key characteristics desired in a leader of their school. Feedback is used to formulate interview questions, and a review of each candidate's school student achievement data and 3 years of performance evaluations is conducted. Recommendations are made to the Superintendent who discusses with each candidate a plan for school improvement before a final appointment is made.

### **Professional Development (PD)**

BCPS' system for professional development based on educator need is fully described in the Professional Development section below. It offers district-wide, school-based and individualized PD for educators based on multiple sources of data and engages educators in creating individual Professional Growth Plans (PGPs) or Individual Leadership Development Plans (ILDPs), as required by Florida statute, to guide professional development activities.

The District's collective bargaining agreement with BTU encourages faculty to review and provide input for their school and personal professional development plans. The District also administers a Trainer/Facilitator survey at the end of each quarter that examines factors such as the ways in which professional development needs were ascertained, which data were used to determine needs, and how staff determined which professional development activities were relevant to their needs. Annually, teachers respond to a survey that focuses on the improvement of student achievement and contribution of new knowledge and skills made possible through professional development. BCPS is currently working with a research and evaluation specialist

to create an appropriate survey that will assist in obtaining more precise and relevant feedback on PD from users.

TIF funding will allow the development of mentor, coach and peer reviewer programs to train teachers and principals who rate Effective or Highly Effective in evaluation along a career continuum, and will fund the salary differentials for these career ladder positions to allow for personalized, job-embedded professional development in identified high-need schools.

### **Promotion**

For instructional teachers, promotional opportunities sometimes provide additional compensation for assuming a teacher leadership role at the school. Teachers selected for leadership roles at schools gain experience that will benefit them if they follow Broward's career continuum to become a school or district administrator. Beginning in 2013, teachers who rate Effective or Highly Effective on evaluations will also have the opportunity to pursue a teacher leadership career path and receive promotion to teacher mentor, teacher coach or teacher peer reviewer.

For school administrators, the selection of assistant principals and principals for promotion requires administrators to complete leadership programs, in accordance with School Board Policy 4002.14, and evaluation results are an integral part of the selection, placement, and promotional processes for administrators. Currently, the Leadership Development Continuum is clearly structured up to and through first year principal status. Beyond completion of the First Year Principal Program, a principal does not have an organizing frame for career development. Through LEAP, BCPS proposes to develop a Principal Leadership Career Continuum for those experienced, Highly Effective principals to become mentors, coaches, and peer reviewers. The proposed Principal Leadership Career Continuum will create a cohesive structure to strengthen principal leadership and improve schools.

As part of the TIF grant initiative, the process of selection for promotion through the career continuum for teachers and administrators will include weighted categories in the following manner:

- 30% Broward Instructional Development and Growth Evaluation System (BrIDGES) teacher evaluation or Broward Assessment for School Administrators (BASA) leadership performance evaluation
- 30% Interview
- 15% Credentials/Experiences/Training
- 15% Professional References
- 10% Writing Sample

### **Compensation**

For information on the proposed PBCS, please see below.

### **Support/Dismissal**

The District has a clear set of expectations for administrators, teachers, and support personnel that specifies areas of responsibility and consequences for unsatisfactory job performance. Administrators observe instructional staff throughout the year in order to provide specific, ongoing feedback in helping every teacher perfect his/her craft. Experienced teachers, including classroom teachers and support personnel, identified as struggling via the BrIDGES evaluation and iObservation are notified in writing of their specific deficiencies and are provided with peer assistance 2-3 times per week to assist in improving their performance. If, after approximately 6 weeks of assistance, performance has not improved, the teacher is placed on a Performance Development Plan (PDP). This formalized assistance plan is written specifically for each teacher,

based on the teacher's exact needs, and is provided over a 90-day period, based on Florida Statute 1012.34. During the 90 days, teachers in need of improvement receive intense assistance from an assigned mentor, visit other classes to observe effective teaching practices, attend professional development courses, and receive ongoing feedback from administration. Teachers on a PDP attend formal meetings with administration to discuss progress and concerns, and to evaluate/revise the PDP. Teachers who master identified deficiencies by the end of the 90-day period exit the PDP cycle, and do not receive an Unsatisfactory evaluation. Those who have shown some progress, yet still have performance concerns may be allowed to continue through a second PDP. Teachers who fail to make significant progress through the PDP cycle receive an Unsatisfactory evaluation and are put on notice for termination, through a process in accordance with policies that specify due process, responsibilities, and rights. Few teachers experience these consequences because the support and assistance received during the PDP cycle enables them to increase their effectiveness, and those who do not make adequate progress within 90 days typically resign.

Administrators who exhibit performance concerns through BASA-related monitoring are notified in writing. If they are not able to improve their performance, an unsatisfactory evaluation is issued, and a formalized Performance Improvement Plan (PIP) is written. Within the plan, specific leadership deficiencies are identified, and the administrator selects targeted activities in order to remediate the deficiencies, which are approved and monitored by the supervising administrator and the Employee Evaluations Department. Administrators in documentation attend formal meetings with their supervisors in which the administrator's performance is reviewed, activities are discussed, and changes are made to the PIP as needed to support the administrator's progress. If deficiencies are mastered and consistent effective performance is

noted through the BASA process, the administrator does not receive an Unsatisfactory evaluation and the PIP is closed. If the deficiencies are not mastered, the administrator is rated as Unsatisfactory and is removed from his/her position. Recommendations for non-reappointment are made by April 30<sup>th</sup> each school year. If an administrator is on a PIP, his/her name is withheld from the reappointment list until such time he/she completes the PIP with an Effective evaluation. Struggling principals and assistant principals who have not demonstrated sufficient improvement are demoted or terminated. For the purposes of demotions and terminations, the evaluation is weighted 100%. Principals and assistant principals report that the system is fair and effective.

### **Increasing Effective Educators in High-Need Schools through Human Capital Decisions based on Educator Effectiveness as measured through Evaluation**

BCPS' HCMS has many ways of increasing the effectiveness of educators in high-need schools. District-wide, effective principals are occasionally tapped by the District and placed in underperforming schools. Teachers and administrators at School Improvement Grant (SIG) schools who receive Needs Improvement or Unsatisfactory evaluations or show a decrease in student achievement scores may be placed on PDPs or involuntarily transferred. In 2010-11 and 2011-12, principals and assistant principals were provided a 5% recruitment bonus to work in SIG schools, and teachers were provided \$2,300 recruitment bonuses as a method of increasing effectiveness at high-need schools. For sustainability, SIG funding will be leveraged to maintain the differentiated pay and recruitment bonuses and for the pay for performance bonuses at SIG schools. The TIF grant will expand the recruitment bonus by providing all teachers and administrators at the 26 TIF schools with an individual professional development budget up to \$1,000 for reimbursement of expenses related to professional learning in areas of need as

determined by evaluation. These dollars may be utilized by teachers and administrators for completing professional development, attending conferences, or completing college coursework. PD budgets must be approved as part of the regular individualized PGP (for teachers) or ILDP (for administrators) approval process.

## **Policy Climate**

Due to Florida statute and local policy, BCPS is in a prime position for refining and implementing the proposed HCMS. Florida Statute Section 1012.34 (1) (a) states:

“For the purpose of increasing student learning growth by improving the quality of instructional, administrative, and supervisory services in the public schools of the state, the district school superintendent shall establish procedures for evaluating the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the school district,” and this same statute requires BCPS to annually report the results of state-approved evaluations to the FLDOE. BCPS’ evaluations for teachers and administrators have been submitted and approved by the State. Additionally, this statute requires that performance evaluation results must be used when developing district and school level improvement plans and professional development, and that opportunities for parents must be provided to provide input into employee performance evaluations when appropriate.

Florida Statute 1012.22 requires that all Florida LEAs must adopt a performance salary schedule to be used for all instructional personnel hired on or after July 1, 2014, and for personnel holding a professional service contract or continuing contract who chose to switch from the grandfathered salary schedule to the performance salary schedule. The performance salary schedule must provide differentiated pay for both instructional personnel and school administrators based upon district-determined factors, including, but not limited to, additional

responsibilities, school demographics, critical shortage areas, and level of job performance difficulties.

Moreover, many BCPS policies support the development and implementation of LEAP. Policies 4002.14-Selection, Appointment and Professional Development of School Based Administrators, 4214-Professional Pathways, and participation in Race to the Top (RTTT) solidify the commitment of BCPS Leadership to the Vision of Instructional Improvement, ensuring that the LEA-wide evaluation system, the HCMS, and the proposed PBCS are strongly supported. District leadership, including the Superintendent and the School Board, has been heavily involved in developing LEAP and plan to continue that involvement in the development, implementation, and refinement of these important systems. Responsibility for implementing the systems rests with senior leaders who have well-staffed offices and the resources needed to fulfill responsibilities (see the Management section for further information). Furthermore, the various offices that will carry out the program have a clear protocol for communication and collaboration. The Broward Teachers Union (BTU), the Broward Principal and Assistant Principals' Association (BPAA), higher education, business, and the wider community are all involved and invested in the project, and there is a clear plan for continued involvement of these groups (as outlined in the Involvement section).

### **Prior Experience**

BCPS has already begun to design, develop, and implement components of LEAP. The new teacher evaluation system, BRIDGES, was implemented in BCPS in 2011-2012, after being developed by the District using the Marzano Observation and Feedback Protocol and evaluation system through Learning Sciences International. Administrators began observing teachers using iObservation, an electronic observation tool for collecting, monitoring, and analyzing teacher

performance data. For the first semester of the school year, administrators received evaluator training to increase inter-rater reliability and practiced observing teachers to rate performance indicators; this time period was deemed a “hold-harmless” period to allow teachers to learn about the system and demonstrate their craft with the new ratings.

As implementation decisions were made, information was presented at the monthly principals’ meetings, and video presentations were created in order for principals to disseminate information on the Marzano Protocol, BrIDGES, VAM, and all other components necessary to understanding the evaluation system, such as system development and legal requirements. BCPS teachers will receive the first year of evaluation scores once VAM scores are finalized in the fall.

A Memorandum of Understanding is being written and will be signed by the District and the union encompassing the decisions that were made for the 2011-2012 school year.

In addition, a PBCS was implemented in 9 SIG schools in 2011-2012. BCPS worked diligently with BTU to agree on the specifics of the system, and payouts have already begun. This performance pay system is a pre-cursor to the full performance salary schedule proposed by TIF for implementation in the 26 noted TIF schools. BCPS’ early experiences with performance pay will inform our efforts to develop a state-of-the-art performance salary system.

### **Performance-Based Compensation System**

As stated above, Florida Statute 1012.22 requires that districts implement a performance salary schedule to be used for *all* instructional personnel hired on or after July 1, 2014, and for personnel holding a professional service contract or continuing contract who chose to switch from the grandfathered salary schedule to the performance salary schedule. BCPS proposes to implement this salary schedule one year prior to full district rollout as a pilot in all TIF schools

for all employees hired on or after July 1, 2013 and others who opt in. TIF funds are requested to support the development of the PBCS as well as the pilot in TIF schools in Year 2 and implementation in TIF schools in Years 3-5 of the grant period. The District is committed to making a financial commitment to make the PBCS and evaluation system work as intended.

The performance salary schedule will provide differentiated pay for both instructional personnel and school administrators based upon performance on LEA evaluations and career ladder responsibilities. In addition, Effective and Highly Effective teachers in critical shortage areas who transfer to a TIF school will be awarded a salary bonus. All teachers within TIF schools will benefit from personal PD budgets and increased support.

The performance salary structure proposed to be implemented under LEAP aligns with TIF Model One and incorporates both optional features. The proposed PBCS meets the definition of PBCS by: (1) providing salary increases for instructional staff (including teachers and other personnel) and principals who receive an overall rating of Effective or higher under the evaluation system, (2) providing salary increases for Effective or Highly Effective teachers and principals who take on career ladder assignments, (3) providing additional compensation for teachers in critical shortage areas who are rated Effective or higher and who transfer to a high-need school from a non-high-need school or accept employment in a high-need school and previously worked in another LEA with a comparable evaluation system.

### **Performance Salary Schedule**

Beginning in Fall 2013 in TIF schools and in Fall 2014 district-wide, a new performance salary schedule will be implemented for administrators and instructional personnel. Salary increases will be made as principals, assistant principals and instructional personnel move along the following continuum. Note that educators who are new to BCPS or new to their role will receive

salary at the Effective level until sufficient evaluation results are available.

*Performance Salary Continuum for Administrators*



*Performance Salary Continuum for Instructional Personnel*



Specifically, each bargaining unit employee (Instructional Staff), principal and assistant principal in the 26 identified high-need schools will be eligible to receive a salary adjustment, provided the employee has met the following criteria:

- Received an Effective or Highly Effective rating on the overall score of the performance evaluation.
- Served as an active Instructional employee, assistant principal or principal at a participating school for one day more than half of the employee’s assigned work calendar during the current and previous school years. Part-time Instructional employees or Full-Time Instructional employees, with split duties between schools, may be eligible to receive a pro-rated bonus.

Each bargaining unit employee (Instructional staff) or principal at an identified high-need school who assumes a career continuum role as a teacher mentor, STEM coach, literacy coach, teacher peer reviewer or principal mentor, principal coach, or principal peer reviewer will be eligible for salary beyond the Highly Effective level, provided the employee has met the following criteria:

- Received an Effective or Highly Effective rating on the overall score of the performance evaluation.
- Successfully completed required training for the career continuum role.
- Fulfilled a career continuum role at a participating school for one day more than half of the employee's assigned work calendar during the current school year.

### **Transfer Bonus for Effective and Highly Effective Teachers of Critical Shortage Areas**

Instructional staff at the identified high-need schools will also be eligible to receive a transfer bonus, provided the employee has met the following criteria:

- Received an Effective or Highly Effective rating on the overall score of the performance evaluation in the previous year.
- Received an Effective or Highly Effective rating on the overall score of the performance evaluation in the current year.
- Transferred to a participating high-need school from a non high-need school in the LEA or was hired to work in a participating high-need school, and previously worked in another LEA with a comparable evaluation system.
- Served as an active instructional employee at a participating school for one day more than half of the employee's assigned work calendar during the current school year. Part-time Instructional employees or Full-Time Instructional employees, with split duties between schools, may be eligible to receive a pro-rated bonus.
- Serves as a classroom teacher in a critical shortage area. Note that for 2012-2013, critical shortage areas include reading, mathematics, an area of science, or special education with content area certification.

Recruitment awards will only be offered to an educator coming from another LEA if they were rated Effective or higher in that LEA on an evaluation that, at minimum, generated an overall rating based on two or more observations each year, calculated student growth in significant part, and included other factors.

The dollar amounts associated with the salary schedule, salary supplement and transfer bonus will be developed fully during the planning year of TIF. They will be developed with the following considerations in mind:

1. The annual salary adjustment under the performance salary schedule for an employee rated as Highly Effective will be greater than the highest annual salary adjustment available to an employee of the same classification through any other salary schedule adopted by the District.
2. The annual salary adjustment under the performance salary schedule for an employee rated as Effective must be equal to at least 50 percent and no more than 75 percent of the annual adjustment provided for a Highly Effective employee of the same classification.
3. The performance salary schedule shall not provide an annual salary adjustment for an employee who receives a rating other than Highly Effective or Effective for the year.

For the purposes of budgeting for LEAP, salary increases have been estimated as follows:

- Salary Increase for Effective Teachers and Principals: \$2,500
- Salary Increase for Highly Effective Teachers and Principals: \$4,000
- Transfer Bonus for Effective/Highly Effective Teachers in Critical Subject Areas: \$2,500

Compensation for Career Continuum positions have been budgeted as an amount increase over the standard base pay plus performance increases, as follows:

- Teacher/Principal Mentors: \$2,000

- Teacher/Principal Coaches: \$3,500
- Teacher/Principal Peer Reviewers: \$5,000

### **Additional Non-Financial Incentives**

Nonfinancial strategies are also used to attract and retain teachers in high-need schools. In BCPS, teachers in high need schools will have the opportunity to be selected for instructional and school leader development programs to earn qualifications and credentials for the mentor, coach, and peer reviewer designations. These career ladder positions will provide additional compensation and leadership experiences. In addition, every teacher and administrator in identified high-need schools will receive a \$1,000 professional development budget to support their individualized needs, as described above.

**Assurance Required by Competitive Preference Priority 4:** The LEA has not previously participated in a TIF-supported project.

**Assurance Required by Competitive Preference Priority 7:** If successful under this competition, the LEA will use the grant award to implement the proposed PBCS and associated PD only in documented high-need schools (see attachment) that are not served, as of the beginning of the grant's project period or as planned in the future, by an existing TIF grant.

## **RIGOROUS, VALID, AND RELIABLE EDUCATOR EVALUATION SYSTEMS**

### **Overview of BCPS' Evaluation Framework**

BCPS envisions an evaluation framework that encourages conscious improvement of instructional and leadership practice based on performance data collected from multiple sources, including (1) indicators of practiced behaviors that have shown to correlate with increased student achievement and (2) student growth data that isolates instructional effect on student

achievement from other non-school factors that affect student performance. The Broward Instructional Development and Growth Evaluation System, referred to as BrIDGES for classroom teachers and Modified BrIDGES for non-classroom teachers, was developed by BCPS and implemented district-wide in Phase 1 in the 2011-2012 school year. The Broward Assessment for School Administrators (BASA) was developed using the Florida Principal Leadership Standards and the Florida School Leadership Assessment and is being implemented district-wide in 2012-2013. BrIDGES and BASA together form a comprehensive and valid formative evaluation system that informs and improves the practice of Broward County educators while providing reliable data for human capital management decisions.

### **Evaluative Tools**

BrIDGES and BASA gather data for evaluations from observed Instructional or Leadership Practice and Student Growth Measures, both creating an equally weighted portion of an educator's overall evaluation score.

A key component of BrIDGES and BASA is the annual training that teachers, school leaders and administrators, supporting teachers, and teachers' union representatives all receive in the Marzano Observation Protocol, iObservation, and all evaluation procedures, enabling them to understand the evaluation system and its processes. A focus on high-quality training results in self-reflective educational practice as well as consistent and knowledgeable evaluators with a high degree of inter-rater reliability. Evaluators engage in a certification program that includes the knowledge, skills, and impacts that are indicators in BrIDGES and BASA, how to distinguish proficiency levels using Florida's 4-point rubric, and processes for verifying that raters meet district expectations in using the rubrics. Studies on rater reliability in evaluations using the Marzano Protocol show that even a brief orientation session increases inter-rater reliability to

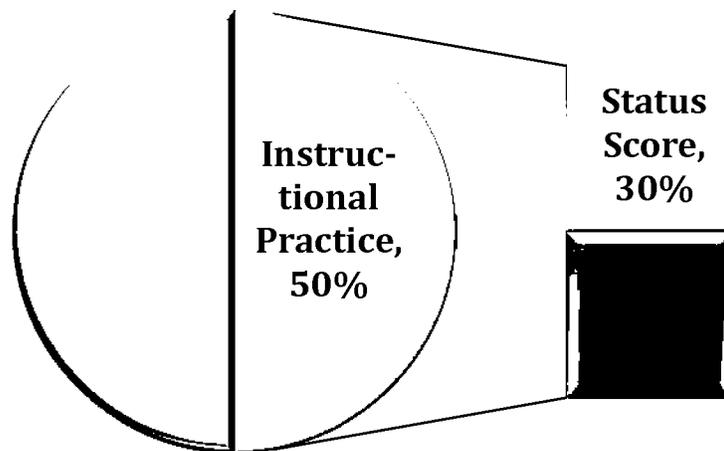
between 50% and 70 % agreement, and reliability increases significantly when instructors are observed in multiple lessons over time laid out as required by the BCPS evaluation system (Marzano, Toth, & Schooling, n.d., p. 19-21). BCPS' comprehensive training sessions in BrIDGES and BASA ensure that teachers and administrators have the knowledge to improve in their use of effective strategies, and that evaluators are consistent in their practice.

The rubrics used to measure Instructional Practice and Leadership Practice were developed by aligning the Florida Educator Accomplished Practices (FEAPs) and the Florida Principal Leadership Standards (FPLS), along with current research on both effective instructional practice and school leadership, respectively. The rating for each key indicator of effective educator behavior is determined by the evidence collected by the evaluator from all available and appropriate sources as defined on observation forms in both BrIDGES and BASA evaluation guides (and included in the attachments to this proposal). In accordance with the Student Success Act of 2011 (Florida Senate Bill 736), teachers and administrators receive formative performance indicator scores and annual summative evaluation scores using the following rubric:

- **Highly Effective** (4 points) – Collected evidence supports this rating when the employee exceeds the standard for effective professional practice in the observed area.
- **Effective** (3 points) – Collected evidence supports this rating when the employee meets the standard for effective professional practice in the observed area.
- **Needs Improvement** (2 points) – Collected evidence supports this rating when the employee meets the standard for effective professional practice in the observed area on an inconsistent basis (less than 60 percent of the time).
- **Unsatisfactory** (1 point) – Collected evidence supports this rating when the employee regularly fails to implement the practice or often uses it incorrectly in the observed area.

## **BrIDGES Teacher Evaluation for Classroom and Non-Classroom Teachers**

In the BrIDGES evaluation procedure, the principal or his/her designee evaluates regular teachers once annually and first-year teachers twice annually. Student Growth, calculated through a Value-Added Measure (described below), and Instructional Practice (consisting of two scores, a Status Score determined through observation data and a Deliberate Practice score based on progress toward goals) make up two equally weighted portions of the evaluation for classroom teachers, as shown in the graphic below. Weights for non-classroom teachers are adjusted slightly, with Instructional Practice at 60% and Student Growth at 40%.



To obtain each teacher's overall evaluation score, the Instructional Practice Score and Student Growth scores are averaged to produce a 1-4 point ranking, corresponding to each effectiveness category as follows: 3.4-4 points—HE; 2.45-3.399 points—E; 1.45-2.449 points—NI; and 1-1.449 points—U.

An End of Year Evaluation Conference is conducted by a principal, assistant principal, or designated administrator for both classroom and non-classroom teachers. The purpose of this conference is not only to award the Instructional Practice Score, but to discuss improvement at

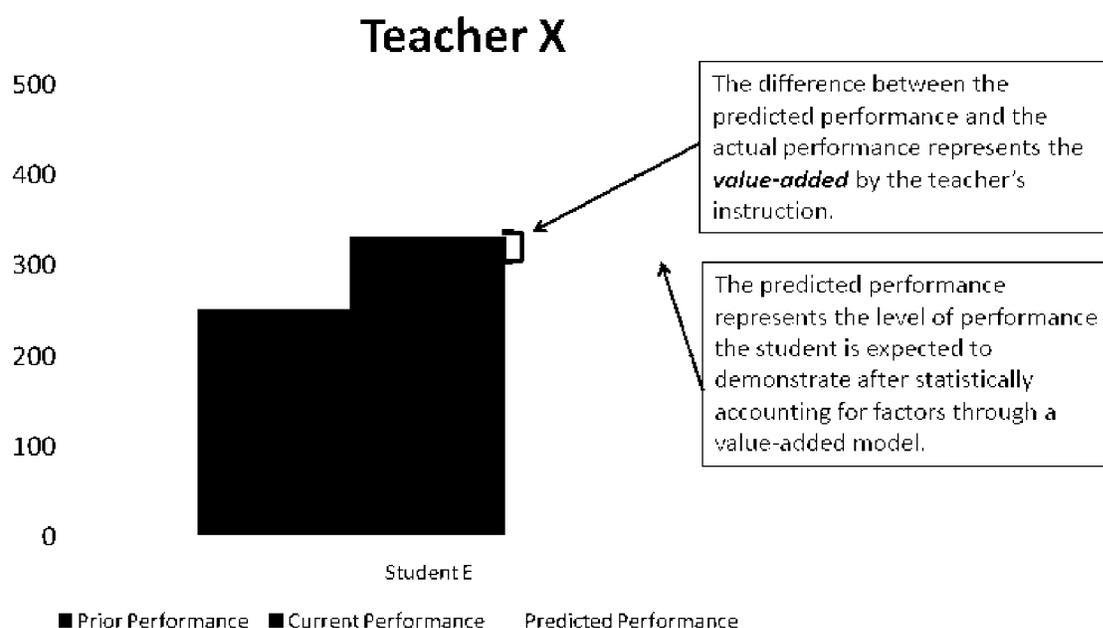
the school, subject, and grade level, and to discuss ways in which the teacher can develop his/her individual instructional practice. The evaluation does not become formal until after Student Growth Measures are finalized at the beginning of the subsequent school year.

### **BCPS Student Growth Measure**

BCPS determines Student Growth for both teacher and school administrator evaluations by using Florida's Value Added Model (VAM), which was developed by statistical consultants from the American Institutes for Research at the request of the Florida Department of Education (FLDOE), and guided by a committee of stakeholders including teachers and school administrators, parents, and community business members. The resulting statistical model of student growth was approved by the FLDOE Commissioner for implementation in the 2011-2012 school year. The purpose of using VAM in assessing student growth to evaluate teacher performance is to isolate and subtract factors in student achievement exam scores which are outside the teacher's control and may create an inaccurate report of teacher performance, including varying starting levels among students, number and extent of related-content courses in which students are enrolled, English Language Learner (ELL) and Students with Disabilities (SWD) status, other student exceptionalities, student attendance and mobility, class size, and differences in student age which may indicate retention. These variables were chosen based on research that determined that they are the most statistically relevant in affecting student performance, and do not include student race, gender, or socio-economic status as prohibited by Florida's Student Success Act of 2011. Additionally, VAM does not base teacher performance on a single year of student scores but analyzes student data over time to minimize situational disparities in the classroom from year to year. BCPS' VAM analyses for student growth will incorporate three years of student testing data, where available, in accordance with Florida

Statute 1012.34(3)(a)1. VAM currently works by comparing the student's expected score, given the student's association with the aforementioned variables, with the student's actual score on the Florida Comprehensive Assessment Test (FCAT) in Reading, Math, or both combined. Any discrepancy between these scores, whether positive or negative, is the value that is "added" to indicate growth due to the teacher's instructional performance. Expected scores are derived from the actual average score for students with similar levels of indicated variables. To determine student growth, accounting for 50% of a teacher's BrIDGES evaluation, BCPS will use the VAM to determine the percentage of students whose learning grew as a result of instructional practice. For FCAT elementary teachers, Reading and Math FCAT scores will be averaged together for one score. BCPS is in the process of developing end of course assessments for all non-FCAT subjects and grade levels for use in VAM calculation beginning in the 2014-2015 school year; BCPS is committed to ensuring that these assessments will be aligned to standards, have a sufficient number of items to enable reliable measurement, have a standardized procedure for test administration, include precise scoring criteria related to open-ended responses (if any), generate reliable scores, and evidence fairness and freedom from bias. Until such assessments are developed, teachers of non-FCAT subjects will be evaluated using the combined VAM of the students they teach, and teachers of non-FCAT grades will use a school-wide VAM. Averaged VAM scores at either the school or district level are used as the student growth measure for non-classroom teachers, depending on the teacher's specific role.

# Value-Added Example



## Instructional Practice Measure for Classroom Teachers

Instructional Performance accounts for 50% of a teacher's summative evaluation score, and data collection includes observations conducted by the principal or his/her designee, either informally, formally (30 minutes long), or through targeted "snap-shots" (brief observations focused on a particular instructional practice), as well as an evaluation score from Marzano's Deliberate Practice assessment. Teachers are observed a minimum of 3 times each year, receiving 1 formal, 1 informal, and 1 snap-shot observation spread over both semesters, yearly. In addition to at least 3 observations, administrators will record a minimum of 45 datamarks across all domains. Observed instructional practices are based on the Robert Marzano model and are divided into four domains with a number of key strategies falling within each domain, as follows:

1. Classroom Strategies and Behaviors (41 strategies)

2. Planning and Preparation (8 strategies)
3. Reflecting on Teaching (5 strategies)
4. Collegiality and Professionalism (6 strategies)

BCPS' Observation Protocol for the 2011-2012 school year covered only Domain 1; the remaining Domains 2-4 will be incorporated in 2012-2013. (Please see the Learning Map and Observation Rubrics included as an attachment for more information about each domain.)

BCPS employs the observation tracking software iObservation to collect and track instructional practice data on each of the indicators in the Marzano Protocol, and to provide immediate feedback to teachers on the strength of their practice. Each indicator noted during observation is awarded a 1-4 point score (known in iObservation as a datamark). BCPS recommends to evaluators that formal observations record 12-15 datamarks, informal observations record 5-10 datamarks, and snap-shot observations record 2-3 datamarks. A specified number of datamarks (45) must be recorded in iObservation to validate the Status Score, which reflects the continued use of key strategies already mastered by the employee.

A separate score, the Deliberate Practice Score, combines with the Status Score to determine the teacher's overall Instructional Practice Score. Deliberate Practice brings focus to the improvement of specific professional skills and practices that are identified by the teacher as priorities for targeted improvement. Teachers create a plan for improvement of specific strategy use, practicing the strategies repeatedly through a documented process. During the course of an evaluation period, evaluators agree to assist teachers' deliberate practice of targeted professional strategies through regular feedback, observation, professional development, and other formal and informal assistance. Using documentation, performance indicator rankings, and achievement data, a summative Deliberate Practice Score is awarded at the end of the evaluation period. The

weighted combination of the Status Score and the Deliberate Practice Score provides the Instructional Practice Score, which accounts for 50% of the overall evaluation. This computation combines with the appropriately measured and weighted student learning growth (also worth 50% of the overall evaluation) and produces the Final BrIDGES Rating for the evaluation period.

The Instructional Practice score rests on the research of Dr. Robert Marzano, which correlates specific educator behaviors with increased student achievement. In a meta-analysis of 329 studies comparing the use of achievement scores of experimental groups taught using Marzano strategies with control groups taught the same content without Marzano strategies, the experimental group students gained an average of 16 percentile points over control group achievement scores (Marzano, Toth, & Schooling, n.d., p. 18). Teachers, administrators, and evaluators, at all levels, are trained to recognize the effectiveness of instructional practice and record teacher ratings in the iObservation software suite, which is used to track teacher improvement and to guide strategy-targeted professional development. Each of Marzano's key strategies observed in use by a teacher is individually rated at one of five levels: Innovating, Applying, Developing, Beginning, or Not Using. Alignment with Florida's 4-level Instructional Performance ranking requires that Marzano's *Applying* and *Developing* categories be collapsed to equate with BCPS' rank of *Effective*.

BrIDGES employs specific Marzano indicators to ensure that teachers are incorporating the needs of special student populations into their instructional repertoire. Indicators from Marzano's *Domain 2: Planning* evaluate instructors on their level of effectiveness in preparing for the particular educational needs of SWDs and ELLs, as well as for students who lack support at home. Additionally, Marzano performance indicators in Domain 1 and Domain 2 direct

raters' attention to teachers' use of specific strategies that are of particular benefit to SWDs and ELLs, such as planning lessons with scaffolding, chunking, sequencing, and communicating high expectations for low expectancy students.

### **Instructional Practice Measure for Non-Classroom Teachers**

Non-Classroom Teachers (such as counselors and media specialists, etc.) are evaluated with the Modified BrIDGES Evaluation Protocol. Currently, the Instructional Practice measure for these teachers is made up of eight categories from within BrIDGES that distinctly evaluate the specialized educative function of non-classroom teachers. Teachers who qualify as non-classroom receive a 1-4 point score from their evaluator for each of the following categories: Planning, Organization, Communication, Job Description, Evaluation of Student and Program, Management of Special Setting, Records Management, and Procedural Knowledge. Evaluation protocols for non-classroom teachers will be further refined during the grant period.

### **Broward Assessment for School Administrators (BASA)**

BCPS' evaluation system for school administrators is focused on school leadership actions that (1) impact student learning, and (2) support professional learning related to the performance of duties and responsibilities that matter most for student learning, faculty development, and leadership development.

BASA, the administrator evaluation system adopted and modified by BCPS from Florida's recommended administrator evaluation instrument (the Florida School Leadership Assessment), is based on contemporary research that reveals educational leadership behaviors that, when implemented correctly and in appropriate circumstances, have a positive impact on student learning and faculty development. This evaluation system is based on contemporary research

and meta-analyses by Dr. Douglas Reeves, Dr. John Hattie, Dr. Vivian Robinson, Dr. Robert Marzano and other research findings that identify school leadership strategies or behaviors that have a positive probability of improving student learning directly, and/or faculty proficiency on instructional strategies that positively impact student learning. Furthermore, this evaluation system is fully aligned with the Florida Principal Leadership Standards – a State rule that sets expectations for principal performance (SBE Rule 6A-5.080).

This evaluation system is designed to support three processes:

- **Self-reflection** by the leader on current proficiencies and growth needs
- **Feedback** from the evaluator and others on what needs improvement
- **An annual summative evaluation** that assigns one of the four performance levels required by law (Highly Effective, Effective, Needs Improvement, or Unsatisfactory)

BCPS' evaluation of school leaders is based on observation and evidence about leadership behaviors and the impact of a leader's behavior on others, providing a summative evaluation score that includes Student Growth Measures (worth 40% of a school leader's annual evaluation score for 2012-2013, and 50% beginning in 2013-2014), and a Leadership Practice Score (worth 60% of the leader's evaluation for 2012-2013, and 50% beginning in 2013-2014). Within the Leadership Practice score is a Deliberate Practice component (5% of Leadership Practice) that includes an evaluation of an administrator's achievement toward pre-selected, targeted goals based on the district, school, or personal growth strategies selected. All school leaders are evaluated once per year by the superintendent or other supervisor at the district level.

Student Growth Measures for school administrators are calculated using the school-wide VAM, as described above.

The Leadership Practice Score covers four domains of research-based leadership behaviors that

have been shown to have a positive impact on student learning and faculty development when applied correctly and appropriately, as follows:

1. Student Achievement, including 2 proficiency areas, Student Learning Results and Student Learning as a Priority, including measures of support for special populations of students
2. Instructional Leadership, including 3 proficiency areas, Instructional Plan Implementation, Faculty Development, and Learning Environment
3. Operational Leadership, including 4 proficiency areas, Decision-Making, Leadership Development, School Management, and Communication
4. Professional and Ethical Behaviors

Within the approved, phase-in model for 2012-2013, the administrators' Leadership Practice score will include 25 of a total 45 BASA indicators. Beginning in 2013-2014, at full implementation, all 45 indicators will be included in BASA.

The Deliberate Practice Score, worth 5% of the Leadership Practice Score, is an evaluation of an administrator's effectiveness in achieving specific, pre-selected goals for school or personal leadership improvement. Over the course of an evaluation year, administrators select goals based on data that reveal need. Data sources may include student achievement data, teacher effectiveness data, and/or leadership evaluation data. Each administrator creates a plan for targeted improvement of those goals through repeated practice of leadership strategies that correlate with achievement in that area of need to strengthen the application of the selected strategies. Deliberate Practice activities are supported, monitored, and evaluated by district-level supervisors who provide on-going formative assessment, and who award the Deliberate Practice Score at the end of the annual evaluation period.

BASA is designed to promote effective strategies that have been shown to increase success with special populations of students, including those with disabilities and English Language Learners. Within the Leadership category, administrators are rated on their ability to develop and maintain a school atmosphere conducive to learning and the achievement of all students, to establish and monitor a school mission and goals that are aligned with the District's mission and goals related to meeting student needs, and to maintain active involvement in the school improvement planning process. In the Information and Analysis category, administrators must collect, maintain and analyze data appropriate to the monitoring of quality improvement goals, including goals specific to special populations of students and use data for decision-making. Because a significant portion of the administrator's evaluation is based on the school-wide VAM, the success of all students is automatically embedded within each administrator's evaluation.

As with BrIDGES, the BASA includes annual orientation training for both school leaders and their evaluators to ensure inter-rater reliability and the conscious application of strategies by administrators to improve leadership performance. Annual implementation of the leadership evaluation includes the following:

- Step 1: Orientation Training, including training on the Florida Principal Leadership Standards (FPLS) and legal requirements, evaluation system training, and personal reflection on the connection between practice, the FPLS and the indicators in the district evaluation system.
- Step 2: Pre-evaluation Planning, during which the school leader and evaluator prepare for a formal conference to address evaluation processes and expectations, including leader's identification of improvement priorities and the evaluator's perspective on strengths and growth needs for the leader, his/her students, and the school.

- Step 3: Initial Meeting between school leader and evaluator to discuss the expectations and perspectives of both parties on evaluation, including leadership and school improvement and student growth. Proposed targets of Deliberate Practice are discussed.
- Step 4: Monitoring, Data Collection, and Application to Practice, in which the school leader and evaluator work together to collect insightful evidence on the leader's proficiency as pertains to the evaluation system, including data and evidence from site visits, conferences, formal or informal observations, or evidence, artifacts or input provided by others. Administrators are observed at least twice annually, as required by TIF. The accumulated information is analyzed in the context of the evaluation system indicators, and specific and actionable feedback is provided to the school leader in a timely manner. Step 4 is conducted both before and after Step 5: Mid-year Progress Review.
- Step 5: Mid-year Progress Review, during which priorities identified in the Initial Meeting are reviewed, and feedback is given to the school leader on leadership performance data collected at this point. Strengths and progress are recognized, and priority growth needs are reviewed. A formal progress report is used to provide feedback on all indicators for which there is sufficient evidence to rate proficiency.
- Step 6: Preparation of Consolidated Performance Assessment, in which the evaluator prepares the summative evaluation form and assigns a performance rating to the school leader. Quantitative and qualitative data from all sources indicated in Step 4 are considered, reviewed, and consolidated in the creation of the assessment, using the standardized calculation of leadership performance rankings.
- Step 7: Year-end Meeting, during which the school leader and evaluator discuss the

overall BASA score, the Leadership Practice Score and Student Growth Measures, and a course of action for the following school year.

The implementation of BASA will offer school administrators a consistent, reliable framework for increased capacity in proven leadership strategies that lead to improvement of schools, enabling quality instruction, effective teaching, and student achievement. Through encouraging self-reflective leadership, formative feedback, and isolating effective strategies for improvement, Broward's school leaders will become conscious practitioners, enabling them to lead schools for maximum growth. Additionally, BASA will identify excellence in school administration that will enable human capital decisions that make the best use of Broward's talent, supporting system-wide achievement.

With BrIDGES and BASA, BCPS' has created a rigorous, valid, and reliable system for teacher and administrator evaluation that will improve educator effectiveness throughout Broward County. Professional practice will improve through revealing need-based strategies for professional development, and observed instructional and leadership practice, efficacy of deliberate practice for targeted, need-based improvement, and student achievement measures will come together to provide solid data to inform human capital decisions that will enhance the quality of instruction and leadership in Broward County, providing the structure for educator improvement and placement of effective educators to serve high-need student populations. BrIDGES and BASA will lead the path to district-wide student achievement, enabling BCPS to reach its overarching goal to meet the needs of all students.

**PROFESSIONAL DEVELOPMENT SYSTEMS TO SUPPORT THE NEEDS OF  
TEACHERS AND PRINCIPALS IDENTIFIED THROUGH THE EVALUATION  
PROCESS**

## **Achieving a Vision of Effective Professional Development**

“More can be done to improve education by improving the effectiveness of teachers than by any other single factor.” (*Wright, Horn and Sanders, 1997*)

Teachers are the most important school-related factor influencing student achievement, and educational research demonstrates that the professional development BCPS will provide is likely to increase the effectiveness of educators and raise student achievement. BCPS embraces the belief that teachers can lead and serve as agents for positive change within their schools by taking greater responsibility for developing themselves as professionals and for facilitating the development of their peers, and the District is dedicated to providing a professional development system that is both guided by data and evaluation and gives educators excellent direction, opportunity, and resources for improvement. As LEAP reaches fruition, Broward County educators will have access to an increased wealth of expertise and resources, evaluation tools that align with need-directed PD offerings, expanded opportunities for career development, and timely, need-based mentoring and coaching from a cadre of effective teacher and principal leaders.

Teachers are most effective in improving student outcomes when they engage in professional development activities that help them identify the specific curricular content with which their students struggle (Darling-Hammond et al., 2009). Moreover, professional development that focuses on encouraging teachers to routinely consult multiple sources of student data is associated with high levels of student performance (Strahan, 2003). Broward County’s current professional development system is based on multiple sources of data used by all educators to guide goal-setting and professional learning decisions. Research finds that increased communication and knowledge provided by data correlate with an increase in positive teacher

attitudes regarding the potential success of previously low-performing students and increased expectations for at-risk students (Armstrong & Anthes, 2001; Massell, 2001). Broward's dedication to multiple forms of data use is particularly appropriate as pertains to the high-needs schools served by TIF funding. Not only will LEAP increase BCPS' ability to provide teachers with multiple views of standard-specific student data, but it will connect these data to specific curricular materials teachers can use to inform instruction, and enable educators to receive targeted, differentiated professional development aligned to their own documented needs.

BCPS' professional development system is built around a culture of shared professional learning, development, and responsibility for student achievement, backed by research that shows professional development is most effective when it builds strong working relationships among teachers. In a five-year study of 1,500 schools, those in which teachers created professional learning communities realized significant achievement increases in math, science, history, and reading (Newman & Wehlage, 1997). Furthermore, Darling-Hammond, et al. (2009) conclude from a review of professional development literature that "professional community-building can deepen teachers' knowledge, build their skills, and improve instruction" (p.11). From district-provided collaborative resources, such as the Best Practices Repository and the Professional Development Wiki, to school-based Professional Learning Communities that unite teachers and administrators in knowledge and skills development, to the cadre of mentors, coaches, and peer reviewers that BCPS will train and credential as in-school providers of differentiated professional development, LEAP bonds educators working collaboratively to achieve goals through professional development.

Broward's vision extends beyond current structures to providing leadership pathways that increase educator efficacy and widen the area of impact of educator leaders through professional

development programs that provide practicing educators with the training and rewards associated with an increased capacity to improve Broward schools and achieve the District's vision of excellence in administration, instruction, and student achievement. These educator leaders, trained through Broward's Career Continuum, will use supportive communication techniques, expert content and pedagogical knowledge, and formative evaluation to provide in-school differentiated professional development to teachers and administrators. Such professional development that is directly linked to practice and takes place in the school and classroom, is believed by educators to be the most beneficial for effective professional development (U.S. Department of Education, 1999). This belief is further supported by a study of the world's best performing school systems, which concluded that the on-going training of teachers should occur "...in the teacher's own classrooms, the place in which it would be precise and relevant enough to be the most effective" (Barber & Mourshed, 2007, p. 27). In addition, the report concludes that placing instructional coaches in schools to work one-on-one with teachers in their classrooms further enhances a teacher's development.

The BCPS Division of Talent Development is committed to developing employee expertise through the design, delivery, and monitoring of training programs and continual learning opportunities, for the targeted purpose of improving employee productivity and job performance, and leading to higher student achievement. Through effective planning for professional learning, implementation of training opportunities, and evaluation of evidence-based professional learning and programs, Talent Development strives to enhance the District's organizational effectiveness. Talent Development provides an array of professional learning and continuing education programs, coaching, and facilitation services, thereby establishing a well-defined organizational structure for the District's professional learning systems and processes, which are aligned to

State Statutes and research-based national standards for training, development, and career planning for all employees.

## **Goals**

Broward County envisions itself as an emerging national model of effective, relevant, and accessible professional development for educators, including teachers and administrators at the school and district levels, to maximize professional practice and student achievement in an atmosphere of collegiality and support. BCPS is committed to developing research-based, job-embedded PD programs with the goal of developing effective, high-performing educators who provide Broward County students and communities with the highest quality educational programs possible, and the District is progressing toward that goal. In 2012, Broward's Professional Development System received a rank of 3.6 on FLDOE's 4-point scale. In addition, the system has received accolades through the Southern Associations of Colleges and Schools (SACS).

BCPS' Professional Development Support (PDS) department, a specialized division of Talent Development, currently ensures that high-quality professional development opportunities are readily available for educators to improve all target skills, and proposes through TIF funding to further develop a culture of shared responsibility for student achievement and teacher/administrator leadership development. Already in place in Broward County Public Schools is a system for individually-designed, self-motivated, professional development planning, based on achievement data and evaluation, for targeted school improvement, instructional practice enhancement, and administrative leadership development, as well as district-level resources and course offerings that educators can draw upon to achieve their professional goals. LEAP will develop and provide training in the Career Continuum for

educators at high-need schools who adopt career ladder positions that highly impact effective teaching and learning: Mentor Teacher, STEM/Literacy Coach, and Master Teacher Peer Reviewer, or Principal Mentor, Principal Coach, and Master Principal Peer Reviewer. The proposed credential programs are designed to align to national, state, and BCPS standards of excellence for developing teacher leaders and principal leaders. The TIF-funded development of these programs will enable BCPS to perfect a system for district-wide implementation of teacher and principal career ladders throughout Broward County in the years after the funding period. BCPS' collaborative community and system-wide commitment to formative evaluation for improvement provide an excellent environment to design and implement a career continuum leading to professional success and student achievement.

### **Development and Alignment of PD System**

Professional development allows educators to stay current with the latest evidence-based instructional strategies associated with increasing student achievement. Evidence gathered and analyzed for teacher and administrator accountability can also be used to inform and determine a targeted focus for professional growth.

As per School Board Professional Pathways Policy #4214, all professional development in Broward County Schools is organized into two models: 1) District Level Model, and 2) School Level Model. These models are based on research on effective models of professional learning. At the district level, BCPS offers Professional Development Programs based on widespread needs across schools, zones, and the district. The school level model for professional development is realized through site-based Professional Learning Communities (PLCs) aligned to the School Improvement Plan (SIP).

The Division of Talent Development provides the guidance, support and coordination for

professional development at both the school and district levels. The Division continually strives to provide all those who design and deliver professional learning to Broward Public School employees with the tools and support to be effective in improving student achievement through quality professional development. These efforts have achieved national and state recognition; BCPS was one of only five districts nationwide to win an Eli and Edythe Broad Foundation Award in 2011.

Educators engage in professional development to focus on skills and behaviors that are essential to the success of all students. In accordance with FLDOE's Professional Development System Evaluation Protocol, Broward County's professional development is designed to increase student achievement, enhance classroom instructional strategies and behaviors that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce. For BCPS, designing effective professional development offerings begins with locating the precise needs of the District's students and educators. Currently, needs assessments are used to research and evaluate professional development needs. Needs assessments involve collection, analysis, and review of data that include the following: disaggregated student achievement scores from FCAT, Benchmark Assessment Test (BAT), and mini-BAT (analyzed and disaggregated by through the BCPS Data Warehouse); learning gains reports; Adequate Yearly Progress reports; teacher performance evaluation reports (BrIDGES); principal performance evaluation reports (BASA); iObservation data; school discipline data; parent satisfaction survey data; school climate surveys; graduation rates; and input from teachers and union representatives. In addition, School Improvement Plans inform the development of Professional Growth Plans (PGPs) and Individual Leadership Development Plans (ILDPs), and individual-level PD plans, reciprocally, inform school improvement planning. Educators and

professional development providers use these data sets to determine the appropriate opportunities for professional growth based on documented need.

At the district level, delivery methods for PD include face-to-face workshops, interactive online courses through BCPS' Blackboard, non-interactive online courses, and an array of online resources. Broward County hosts the Best Practices Repository where educators can share and learn about effective practices that have proven to increase school or individual outcomes throughout the district. The Repository stores and shares best practices on academic programs, operations and management, finance, health and safety, environmental stewardship, parent and community involvement, and partnerships. Criteria for inclusion in the Best Practices Repository include relevance, evidence of success, research base, clarity, replicability, and innovativeness. Additionally, BCPS hosts and maintains a Professional Development Wiki containing current information for teachers on PD, including procedural guidelines and regulations, support at district and school levels, course listings, schedules and calendars, and information on understanding performance evaluations through BrIDGES and the Marzano Causal Teacher Evaluation Model. Employee Self Service (ESS) allows individuals to participate in and manage their own professional development through online systems. The Broward Enterprise Educational Portal (BEEP) provides teachers and administrators with a resource of high quality tools and content for improving teaching and learning based on proven best practice, and the Broward Virtual University (BVU) offers year-round online PD courses. Teachers have the option of pre-registering for unscheduled courses as a way to notify PDS of the need for those courses. Additionally, the wiki links to a network of outside resources for instructional improvement. Broward County strongly encourages teachers to pursue external education to obtain additional higher-learning degrees or National Board Certification through courses offered

by the District or nearby institutions of higher education. Annually, teachers complete an online Appraisal, asking for their input on a variety of topics related to the PD they have received, and BCPS is working to revise these surveys to provide even more data on the effectiveness of the PD system and offerings.

For administrative personnel, BCPS has a large number of professional development courses in the form of workshops, online courses, and meeting-embedded activities with a broad range of content, including coaching for school improvement, management, Response to Intervention (RtI), safety, and literacy initiatives. Required core courses for administrators include topics such as leading differentiated instruction, understanding poverty, correlates of effective schools, coaching for success, the Florida continuous improvement model, how to evaluate teachers, leadership roles in the 21st century, Marzano's high yield strategies, union contracts, and CHAMPS classroom management. Additionally, school leaders participate in regular group and collaborative PD as follows:

- Summer Leadership Professional Development, which includes Leadership Week training for developing, implementing, and evaluating SIPs, followed by a month of individual learning opportunities aligned with ILDPs, and a Leadership Summit.
- Monthly Principal Meetings, which include PD opportunities unique to the needs and priorities of school leaders. Participants work collaboratively through PD activities, share practices, and discuss outcomes.
- Monthly Assistant Principal meetings in which PD is aligned with the offering at Principal meetings for the strongest effect at the school level.
- Special Event Professional Development where PD activities are scheduled to respond to areas of need in a timely manner.

At the school level, Professional Development Teams, Office of Strategic Achievement, Division of Talent Development, and the Office of School Performance and Accountability evaluate SIPs. Professional development needs are determined by a review of student, teacher, and school data. PDS provides hands-on support for educator professional development at the school level. PDS guides school administration and faculty as they assess data, set goals, and develop procedures to achieve those target goals in their individual SIPs. Creation of SIPs is conducted by school-level administrators and guided by PDS. SIPs seek to provide for student and teacher needs, improve student achievement in targeted areas of deficiency, and ensure the school complies with state and national requirements. SIPs are based both on student data and on teacher data. PDS assists each school in the creation of a Professional Development Team that plans, ensures implementation of, and evaluates the application of PD towards achieving goals as set out in the SIP. Schools are allocated 27 hours per year for PD during paid school hours, and the schools are able to schedule activities that best enable them to use PD to achieve SIP or PGP goals. PDS aids the formation of Professional Learning Communities (PLCs) that unite colleagues, both teachers and administrators, around targeted PD goals. PLCs enhance collaboration among educators, and, through PLCs, teachers and school-based administrators reflect on their practices and student performance to plan for their continued growth and development. Teachers are provided job-embedded opportunities to implement new knowledge and skills as they align curriculum, develop common lessons and common assessments, and monitor the implementation of new learning through the work of PLCs. Additionally, PDS provides the resources and support that each teacher or administrator needs to meet PGP/IDLDP goals, and that each school needs to meet SIP goals. BCPS proposes to use TIF funding to develop programs for effective teacher leadership development and principal leadership development to enhance this support

network for professional development.

### **Designing Need-Based Individual Professional Development Plans for Schools, Instructional Personnel, and School Leaders**

In addition to district-level and school-level PD offerings, BCPS currently implements a fledgling system of personalized PD; this system will be fully built out with TIF funding. Student and educator evaluation data form the basis of PGPs for teachers and ILDPs for administrators with the goal of improving school and student achievement across the school system.

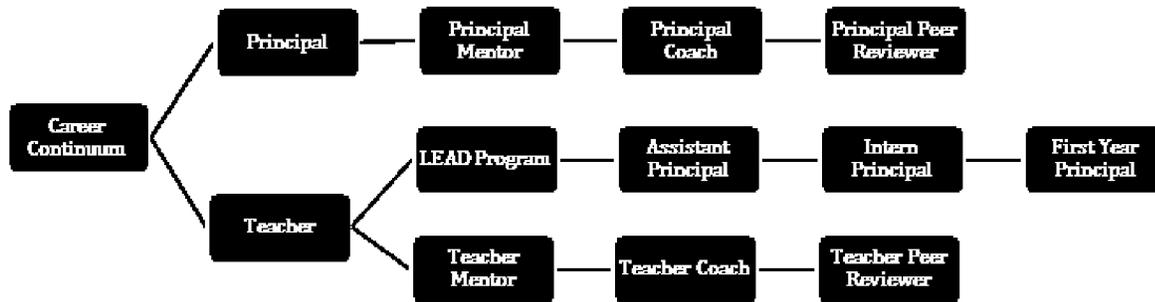
Annual PGPs and ILDPs all begin with identifying need based on data, and continue on to setting goals for the coming school year. Thoughtful planning produces a highly deliberate plan for goal attainment that includes professional development and an evaluation structure used to assess both the plan's efficacy and success. The iObservation software allows instructors to track their own performance indicator rankings over time, enabling them to monitor and reflect on their own progress toward effective use of research-based instructional strategies, and additionally, iObservation directs teachers toward online resources and PD opportunities that are aligned with, and designed to improve, a teacher's individual effectiveness ratings on performance indicators. BrIDGES annual evaluation conferences provide instructors with guidance in understanding areas of need in their practice in a constructive manner that encourages professional learning and assistance in developing PGPs for the following school year. PGPs are reviewed, approved and supported by building-level administrators for school change and improvement. BrIDGES observations provide a clear assessment of the effectiveness of PD, as rankings for targeted performance ratings are tracked and analyzed. School-based administrators create Individual Leadership Development Plans to structure their professional development around the areas of need in Leadership Practice identified through

BASA. Area superintendents assist administrators in the creation of their personal ILDPs, which include areas of need, a plan for professional development that addresses those needs, and a plan for evaluating the effectiveness of the ILDP. BASA observations provide a clear assessment of the effectiveness of administrator PD at the school level.

Broward County's commitment to motivated, individualized, need-based professional development at every level is carried out as each school, each administrator, and each teacher creates a unique plan for PD. Currently, it falls to each educator to plan, direct, and carry out PD activities that will enable them to reach individual target goals, but BCPS' Career Continuum will create a cadre of accessible mentors, coaches, and peer reviewers working with individual educators to provide differentiated PD for teachers and administrators striving to achieve the goals set in every PDP and ILDP.

### **Career Continuum Leadership Programs for Teachers and Principals**

Broward County proposes to develop an expanded career ladder system that will train effective educators to provide high-quality, differentiated PD to teachers and administrators at the school level, and at the same time offer career pathways for educators as they grow into valued leaders in challenging roles with increased financial and non-financial benefits. The Career Continuum will enlarge BCPS' career ladder offerings to create a network of human resources operating at the school- and district-levels that educators can access for timely, specialized professional development. In addition, it will provide a venue for BCPS' certification program that will certify principal and teacher peer reviewers and will offer yearly calibration sessions to ensure that observers are rating in a consistent manner.



Broward County already has a top-notch educational program to develop administrators, the Leadership Development Continuum, but lacks a pathway for administrator professional development beyond the principal role. The Leadership Development Continuum, spanning six years, trains and inducts new principals into their role. Aspiring leaders must have Level 1 Certification for Educational Leadership to enter the program. The continuum follows the following progression:

- One year in the Leadership Experiences and Administrative Development (LEAD) program
- A 2-year program for assistant principals
- Succession planning (in which different pathways are explored and educators can decide to remain an AP or pursue a district-level role)
- A 2-year intern principal program
- One year of a first year principal program

Additionally, BCPS in conjunction with Florida Atlantic University hosts a fast-track program, PROPEL, for teachers who want to become administrators. This high pressure, intense pathway allows teachers to earn Masters degrees in leadership, achieve their certification, and begin in their role as instructional leader with job-embedded training in only 2-3 years.

Broward County’s emerging Career Continuum for working administrators is based on the

theory that a group of experienced, effective principals with additional leadership training will have a tremendously positive influence on professional development and student achievement as Mentors, Coaches, and Principal Peer Reviewers. Each step in the continuum develops in Principal Leaders the skills necessary to providing novice and struggling school leaders the support they need to maximize teaching, learning, achievement and goal attainment for the betterment of teachers, students, and schools.

Principal Mentors provide vital support to new principals as they translate their academic knowledge into practical knowledge for maximum achievement in their schools. Candidates must have a minimum of 5 years of experience as principals and have earned an evaluation rating of Highly Effective for at least the 3 years prior to beginning the Principal Leadership Program. Principal Mentor training will include components of New Teacher Center's Mentor Academy Series for Principals, and the Southern Regional Education Board (SREB) Mentoring Training Series for Principals. This position is supplementary to a principal's school leadership role, and incentivized by additional pay and the opportunity to advance along the Career Continuum.

Principal Coaches are essential to providing specialized and targeted support in the leadership development of school principals. Combining the unique expertise of each Principal Coach, BCPS will create a community of experienced and highly effective principals with excellent leadership and communication skills who each excel in addressing a particular area of need, ready to be called into service at the school level to provide specialized administrator support. The Coach Network will provide information and assistance to all principals of TIF schools (and eventually all principals throughout the District) on a variety of topics to create and build capacity within other administrators. Coach Network resources will be available in an online system through which principals can access resources and request assistance. When needed to

provide school-based support to other principals, Principal Coaches and Principal Mentors will be released from duties at their own schools by Intern Principals in the Leadership Development Continuum. To qualify for BCPS' Principal Coach training program, a principal must be a Principal Mentor with 3 years of experience in the role, and have been rated as Highly Effective for 3 years prior to beginning the program at a minimum. The Coach Training Program is still in development, but will include training related to coaching skills as well as coaching for school improvement. As above, this position is supplementary to a principal's school leadership role and incentivized by additional pay and the opportunity to advance along the Career Continuum.

Currently, Broward's School Performance & Accountability has 11 directors grouped within instructional cadres and zones, stretched to provide guidance to every principal in Broward's 232 schools. Master Principal Peer Reviewers will work under these directors to fill a deficit in providing the extra assistance vital to developing principals. Master Principal Peer Reviewers will be experts in assessing school need, molding school cultures, and transferring knowledge to struggling administrators, all for maximum effect on student achievement and school goal attainment. To progress to this top level along the Career Continuum, candidates must have at least 3 years of experience as a Principal Coach and have been rated as Highly Effective for at least 3 years prior to training. The Master Principal Peer Reviewer Training Program is still in development, but will include Development Dimensions International's Driving Innovation.

Broward's Career Continuum also will provide professional pathways for teachers, by way of which a cadre of mentors, specialized coaches, and expert peer reviewers will deliver differentiated, prompt, professional development to instructional staff. BCPS is working with the New Teacher Center to develop a new teacher leadership program that will replace the current New Educator Support System (NESS), which has failed to operate as intended due to the lack of

training and credentialing structures for mentors and the lack of release time for mentors to work with teachers. The evaluation of NESS has greatly informed the District's vision and proposed facilitation of in-school professional development support roles.

BCPS proposes to design a Teacher Leadership Career Continuum with TIF funding, and pilot the programs in high-need, TIF schools. Implementation of these programs will be supported through BCPS' current budget through a reconstituted NESS, as will the future roll-out of the tested and revised program throughout BCPS in the years to come.

BCPS' Teacher Leadership Career Continuum is a professional development program for teachers who desire to increase their professional leaning and commitment to assist in the professional development of their colleagues for school- and system-wide improvement and personal reward. Teacher Leaders possess a positive and passionate commitment toward the teaching profession, and a strong dedication to the belief that collaboration and support improves instruction. There are three stages along this track of the Career Continuum: Teacher Mentor, Teacher Coach, and Master Teacher Peer Reviewer.

BCPS teachers who choose to join the leadership development program as Teacher Mentors must be teachers with 5 or more years of teaching experience who have been rated as Effective or higher on annual evaluations for the three years prior to joining the program. Candidates must also have dispositions that enable them to become effective teacher leaders, such as excellent communication and facilitation skills, constructive interpersonal skills, and a commitment to the improvement of instructional and professional practice in the mentoring of novice teachers. After successful completion of training, Mentor Teachers are awarded credentials that verify their expertise in areas such as establishing an environment for academic success, analysis of student work for improvement, instructional mentoring, and setting professional goals. Mentor

teachers in TIF schools will be school-based classroom instructors with a reduced teaching load that allows for conducting demonstration lessons and scheduling mentoring sessions with novice teachers (0-3 years of experience) who will receive immediate, school-based PD support from their mentor. Mentor teachers will receive increased pay for this additional role as they continue to instruct students in their own classrooms, as well as a release from duties as a non-financial incentive and an opportunity to progress along the Career Continuum.

Level 2 on this Career Continuum is Coach. Coaching enables focused instructional improvement in critical areas. BCPS has determined its high-need areas as STEM and Literacy, and the Coach program contains a track for each focus area. To join the Coach program, teachers must be Mentor Teachers for 3 or more years and possess a Master's degree in a content area related to their future duties as either a STEM Coach or a Literacy Coach. Successful credentialing at the Coach level includes training on effective coaching, PLC facilitation, lesson study, differentiated instruction, and content area courses specific to either STEM or Literacy, including courses specific to instruction framed by the Common Core Standards. Coach training produces teachers who are skilled at evaluating and shaping school cultures, using assessment to the highest effect for instructional improvement, increasing the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards, and collaborating with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning. STEM Coaches and Literacy Coaches report to the Teacher Development department at the district level, and will distribute their focus over 2-3 schools to share their specialized learning, promptly providing PD support at the school-level with content knowledge and pedagogical knowledge for maximum benefit. The Coach role is incentivized with increased pay and an excellent opportunity to move along the leadership

continuum to become a Master Teacher Peer Reviewer.

Master Teacher Peer Reviewers are expert practitioners in youth instruction, but also experts in providing adult instruction, assessing student achievement and educational strategies, mentoring developing teachers, and designing professional development opportunities targeted to improve specific areas of need. Before engaging in the Master Teacher Peer Reviewer training, candidates must have shown the requisite dispositions that enable them to effectively assist others and must have three or more years of experience as a Coach. Training for this position includes courses from the Academy of Professional Developers on Coaching and Mentoring, Facilitation and Training, “Train-the-Trainer”, and Facilitated Leadership, and BCPS’ Teacher Leadership Program courses in Adult Learning, Peer Leadership and Assessment, Leadership Theory and the Teacher Leader, and Organizational Behavior, Processes and Leadership. Peer Reviewers will each serve 4-5 schools within one of BCPS’ school zones, assisting in teacher development where it is most needed and in the most effective manner for professional development and student achievement. This role is incentivized with increased pay.

BCPS intends to implement the Career Continuum in TIF-only schools as a pilot before eventual system-wide implementation. The proposed pilot implementation schedule will proceed as follows. Note that due to the compressed timeframe, educators will only be required to serve for one year as a mentor before progressing to the level of coach or peer reviewer.

	<b>Mentor</b>	<b>STEM/Literacy Coach</b>	<b>Peer Reviewer</b>
Y1	Planning	Planning	
Y2	Program launch -	Planning	Planning

	Cohort I		
Y3	Cohorts I & II	Program launch - Cohort I	Program launch – Cohort I
Y4	Cohorts I, II & III	Cohorts I & II	Cohorts I & II
Y5	Cohorts I, II & III  Additional cohorts  as needed	Cohorts I & II  Additional cohorts  as needed	Cohorts I & II  Additional cohorts  as needed

**Assurance Required by Requirement 3:** BCPS will only use TIF funds to support professional development in TIF-designated, high-need schools.

## INVOLVEMENT OF EDUCATORS

### Teacher and Principal Involvement in Design of PBCS and Educator Evaluation Systems

Broward County Public Schools has a long history of involving internal stakeholders such as teachers and principals in decision-making and also of engaging the broader community in providing input and feedback. Educators at every level along with students, parents, the teachers’ and administrators’ unions, institutions of higher education, community business leaders, and non-profit groups engage in focus groups, surveys, evaluations, listening sessions, work groups, and task groups to inform, guide, and create Broward County programs that are effective and consistent with the needs of the wider community. Below is a summary of the collaborative processes and structures used in the development and implementation of the various components of LEAP.

### VAM Development at the State Level

LEAP rests firmly on State statutes and requirements that emerged from an extensive

stakeholder involvement process. The State of Florida developed overarching components of Broward County's educator evaluation measures with the critical involvement of Florida principals and teachers at the school, district, and state levels. Several Broward County stakeholders were involved in the **Student Growth Implementation Committee (SGIC)**, tasked with developing Florida's Value-Added Model for measuring teacher effect on student growth. The SGIC was composed of 27 members from across the state, made up of teachers of various subjects and grade levels, including exceptional students, school administrators, district-level administrators with assessment-related and HR positions, postsecondary teacher educators, representatives from the business community, and parents. The SGIC met from March through June 2011. The VAM developed by the SGIC with Broward stakeholder involvement was approved by the State.

### **Past Involvement at the District Level**

At the district level, Broward County has a long commitment to providing mechanisms for teacher and principal involvement in development of programs and policies, including those that specifically pertain to evaluation and PBCS. In September 2010, stakeholder committees were created to address the evaluation, pay for performance, and differentiated pay requirements of Race to the Top, Differentiated Accountability, and the School Improvement Grants. Members of the **Teacher and Principal Appraisal Committee** included principals, K - 12 teachers, district personnel, representatives from the BTU and BPAA, and parents. In an effort to work more collaboratively with the BTU, in February 2011 the District agreed to form a **Sub-committee** of the **Teacher and Principal Appraisal Committee**, comprised of a teacher's union representative and district evaluation coordinator, to continue research and development of the evaluation and observation tool, and to gather the evidence needed for

well-informed implementation. This sub-committee met 23 times, often participating in FLDOE workshops, to provide input into the development of an evaluation system and observation tools for educators. The evaluation systems implemented in LEAP have been developed with input and involvement from these two committees.

Believing that any efforts in education reform must be designed and implemented in collaboration with all stakeholders, United Way of Broward County (funded through United Way Worldwide from the Bill & Melinda Gates Foundation) convened a broad coalition of educators, parents, community leaders, business leaders, and elected officials in September 2010 to create the **Empowering Effective Teachers Task Force**. The Task Force's mission was to develop an advocacy agenda and to proffer a call to action promoting effective teaching, including the ways in which BCPS teachers are prepared, evaluated, developed, and compensated. Task Force members included BCPS district personnel, teachers, BTU representatives, PTA representatives, a student representative, representatives from Charter Schools USA, representatives from the United Way, Institution of Higher Education (IHE) representatives, legislators, and representatives from the business and philanthropic communities. Over 12 months, the Task Force convened listening sessions with over 500 participants, comprised of over 200 parents, 200 teachers, and over 50 students, including student leaders and "at-risk" students, to provide feedback and generate ideas to guide and support the work of the Task Force. In addition, an online teacher survey collected information from 350 teachers from the Broward Teachers Guild. The Task Force conducted an extensive review of data, national studies, and best practices in other school districts and states. The final report was released at the Empowering Effective Teaching Colloquium in January 2012. During the development of LEAP, design team members often consulted this report, building out the

proposal to respond to specific recommendations, including the following:

- Provide incentives to encourage teacher candidates to teach in high-need subject areas and high-need schools.
- Identify low performing teachers, so they can use feedback to address those areas of weakness to increase their effectiveness. Also, formally identify effective teachers, so they can be rewarded appropriately.
- Fully integrate the assessment process with other human resource policies, i.e. teacher performance salaryways, teacher assignment, professional development, compensation, teacher contracts, collective bargaining, recognition, retention or dismissal.
- Formally recognize and reward consistently high performing teachers and provide performance salaryways that allow them to remain in the classroom.
- Use teacher assessments to inform and guide professional development.
- Utilize differentiated performance ratings to formally recognize highly effective teachers, provide clear indicators for professional development, and identify low performing teachers for specific development or dismissal.
- Implement relevant job embedded professional development, accurate performance measures, supportive leadership, and performance salaryways for classroom teachers, and fair, accurate PBCSs to retain the most effective teachers.
- Construct teacher evaluations that are primarily developmental in focus, with meaningful feedback from trained evaluators guiding professional growth plans.
- Establish career ladders that give teachers the opportunity to expand their role and increase their salary without leaving the classroom; allow the most effective teachers to have a leadership role in their schools regardless of age or experience level.

- Develop rigorous mentor and teacher leader programs for candidates with multiple year evidence of sustained effectiveness, to lead the development of new teachers, and act as peer evaluators and instructional coaches for all teachers.
- Eliminate salary increases based solely on seniority and replace with compensation systems that are based on performance, allowing high performing teachers to accelerate their movement through the salary scales regardless of their age or experience.
- Base performance evaluations on multiple measures that include meaningful principal/peer observations, and student learning gains. Use evaluations to guide and inform professional development, thus increasing teacher effectiveness and performance.
- Tie career advancement and compensation to evidence of sustained effectiveness.

### **Regular Ongoing Involvement at the District Level**

Ongoing work groups with principal and teacher input mechanisms or representation inform Broward County's work related to human capital, evaluation, PD, and performance pay.

A **Joint Labor-Management Evaluation Committee** including appropriate stakeholders has been established to continue to negotiate aspects of the implementation of new observation and evaluation and performance pay systems. The committee will regularly monitor the operations of the HCMS systems and make improvement recommendations as necessary.

A **Compensation Workgroup**, comprised of union representatives, teachers, principals, and district staff, has met monthly for the past year to formulate recommendations for BCPS' revised compensation and performance salary structure. This group has developed recruitment and compensation structures that are currently in place in SIG schools, and has provided the seed ideas which make up the proposed PBCS for LEAP.

Moving into the second year of implementation, the **BrIDGES Work Group** consists of district and union staff, three teachers, and three principals, each representing either elementary, middle, or high schools. This group meets 1-2 times per week in the summer in order to develop recommendations for program success and refinement as BrIDGES continues into full implementation. The group will continue to meet monthly to discuss progress and make any recommendations for enhancements.

An **Administrative Work Group**, consisting of select principals and district personnel, meets regularly in order to discuss ongoing components of the seven-step process of BASA, as well as effective methods of implementation and best practices concerning BASA.

To inform the work of the BrIDGES Work Group and Administrative Work Group, district and union staff have met and will continue to meet every 2-4 weeks in the **Instructional Practice Work Group** and the **Student Growth Work Group** to form recommendations on the evaluation of instructional practice and to make recommendations for assigning cut points related to VAM. Both of these groups engage focus groups consisting of teachers and administrators in providing feedback on the instructional practice and student growth portions of the evaluation. Recommendations made by these groups will continue to influence needed revisions to the Instructional Practice evaluation, and to analyze VAM data and its use for evaluative purposes.

Finally, an **Oversight Committee**, comprised of the Superintendent of Schools, Chief Human Resources Officer, Director of Employee Evaluations, President of BTU, and several union field staff members, meet monthly to review the recommendations made by the various joint committees, and to agree upon or modify recommendations. Oversight Committee meetings keep the leadership of both the school district and the union informed about the progress of the implementation of the compensation and evaluation systems. Decisions made by the Oversight

Committee are shared monthly at area-level principal meetings. The TIF Project Director serves on the Oversight Committee and will ensure that information flows appropriately to inform project implementation and refinement.

Policy and program development concerning Broward's evaluation and PBCS verifies the District's alignment with stakeholder recommendations and review, demonstrating Broward's commitment to involve teachers, principals, and other stakeholders in developmental areas that are critical to the improvement of the District's educational system. Broward's exceptional record of stakeholder involvement has ensured its evaluation systems, BrIDGES and BASA, including the VAM component, and its HCMS and PBCS are developed with, and approved by, school leaders and teachers. Both precedent and future provisioning confirm that teacher and principal involvement will continue to inform Broward district-level policy and programs.

### **Evidence of Educator Support**

The Broward Teachers Union (BTU) is the exclusive representative of teachers in the LEA. School leaders are represented by Broward Principals and Assistant Principals Association (BPAA). Both have provided letters of support verifying their cooperation in this TIF proposal. Teacher and principal involvement has been and will continue to be extensive in Broward County. Teachers are regularly asked to participate in surveys informing the effectiveness Broward County systems. Establishing work groups with representative members is common practice in BCPS, collaborative work with the unions is the norm, and engagement of the community is a valued end. It is of note that no "special" groups were convened to involve stakeholders in the creation of this proposal; all structures to facilitate involvement from teachers, principals, union representatives, and other stakeholders were already part of BCPS operations, and will continue to be so, reinforcing the immense importance Broward County places on

teacher, principal, and stakeholder involvement and validation in the collaborative effort of innovation for district-wide improvement.

## **PROJECT MANAGEMENT**

### **BCPS Goal Setting and Goal Attainment**

The overarching goal of LEAP is to effectively enhance student achievement in high-need schools by improving the effectiveness of teachers and leaders. Four major strategies, developed through project activities, will be employed to achieve this goal:

**Strategy 1:** Develop an LEA-wide HCMS with Educator Evaluation Systems at the Center (Absolute Priority 1). This strategy will be achieved through the alignment of human capital decisions with the BrIDGES and BASA evaluation systems, collaboration with stakeholders, and implementation of communication and feedback structures. TIF will support a dedicated position to serve as a liaison between Human Resources and BTU, as well as implement individualized PD budgets as an incentive for teachers in high-need schools.

**Strategy 2:** Develop an LEA-wide Educator Evaluation Systems Based, in Significant Part, on Student Growth (Absolute Priority 2). Strategy 2 will be developed as BCPS pilots BASA and refines both BrIDGES and BASA.

**Strategy 3:** Implement An Educator Performance Salary Structure Based on Effectiveness (Competitive Priority Preference 5). TIF funding will allow BCPS to develop and pilot a performance salary structure that offers increased compensation to teachers and administrators based on effectiveness as determined through evaluation, as well as through progression on a career continuum. In addition, transfer bonuses will be available for Effective or Highly Effective teachers of high need subjects who transfer to high-need schools.

**Strategy 4:** Provide comprehensive professional development for teachers and administrators based on needs identified through the performance evaluation system. TIF funding will provide for the development of teacher leadership and principal leadership career continua, including training programs to develop teacher and principal mentors, coaches and peer reviewers.

BCPS expects that high-quality implementation of the above strategies and activities will have positive impacts on student achievement, as educator effectiveness gains are realized.

### **Impact Evaluation and Implementation Study**

A valid and reliable evaluation is critical to goal-attainment in Broward County, and as such is designed to provide both ongoing formative and regular summative feedback, providing for continuous improvement and the meeting of stakeholder needs.

Both an impact evaluation and implementation study will be conducted to serve the various purposes of the project. The Impact Evaluation is a mixed-methods study, designed to determine the ultimate success of the project, as measured against 5-year objectives and annual performance measures. The Implementation Study will examine a variety of data, collected through observations, interviews, and focus groups, in order to provide regular feedback to program staff to direct continuous improvement and refinement of the project. The implementation study will report on the extent to which the project is operating on timeline and within budget. Regular reports to the Project Management Team will present findings related to project objectives and will lead the Project Management Team in exploring challenges to full implementation and consistency of implementation across school sites.

The following table details the project objectives, performance measures, evaluation questions, data, instruments/methodology and target dates for both the impact and implementation studies.

**GOAL: Increase Student Achievement in High-Need Schools.**

<b>Objectives</b>	<b>Performance Measures</b>	<b>Evaluation Questions:</b>	<b>Data Sources:</b>	<b>Instruments/ Methodology:</b>	<b>Completion Dates:</b>
<b>Objective 0.1:</b> The percent of students performing proficient or better on the FCAT in high-need schools will improve 3 percentile points per year.	Y1: Baseline (B) + 3 ppt Y2: B + 6 ppt Y3: B + 9 ppt Y4: B + 12 ppt Y5: B + 15 ppt	To what extent are students making gains on FCAT?	FCAT Scores	Quantitative analysis: Descriptives	Y1: July Y2: July Y3: July Y4: July Y5: July

**STRATEGY 1: Develop an LEA-wide Human Capital Management System (HCMS) with Educator Evaluation Systems at the Center (Absolute Priority 1).**

<b>Objective 1.1:</b> The District will evidence that individuals from all stakeholder groups, including BTU and BPAA have early and	Substantial involvement is expected throughout the	In what ways have stakeholders been involved in the design and implementation of the HCMS?	Teachers Administrators staff	Qualitative analysis: Artifacts Interview data	Y1 June Y2 Jan.&Jun Y3 Jan.&Jun Y4 Jan.&Jun
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<p>ongoing involvement in all elements of the HCMS design, implementation and continual improvement.</p>	<p>grant period.</p>			<p>Survey data</p>	<p>Y5 Jan.&amp;Jun</p>
<p><b>Objective 1.2:</b> 90% of participating educators indicate support of the elements of the HCMS, including the PBCS, by Year 5.</p>	<p>Y1: Not measured Y2: 60% Y3: 70% Y4: 80% Y5: 90%</p>	<p>Are communication structures sufficient to ensure that participants understand the project elements?  To what extent do the participating teachers and administrators report that they understand the HCMS elements?  believe the system to be fair?  believe the system has had positive impact on high need students?</p>	<p>Teachers  Administrators</p>	<p>Qualitative analysis: Surveys Focus Groups</p>	<p>Y2 Jan.&amp;Jun Y3 June Y4 June Y5 June</p>

<p><b>Objective 1.3:</b> 100% of the following human capital decisions are informed by educator evaluation results: recruitment; hiring; placement; retention; dismissal; professional development; tenure; promotion (GPRA 4).</p>	<p>Y1: 1 of 8 Y2: 4 of 8 Y3: 6 of 8 Y4: 8 of 8 Y5: 8 of 8</p>	<p>To what extent do BCPS policies and procedures require the use of evaluation results for human capital decisions?  In what ways do administrators in high-need schools use the HCMS to make hiring, promotion and dismissal decisions?</p>	<p>Human Resources Administrators</p>	<p>Qualitative analysis:  Document review  Interviews  Surveys  Focus Groups</p>	<p>Y1 June Y2 June Y3 June Y4 June Y5 June</p>
<p><b>Objective 1.4:</b> The recruitment and retention rates of teachers and principals in high-need schools rated as “Highly Effective” or “Effective” will increase by 5 percentile points each year (GPRA 3).</p>	<p>Y1: Baseline (B) Y2: B + 5 ppt Y3: B + 10 ppt Y4: B + 15 ppt Y5: B + 20 ppt</p>	<p>Was the financial incentive of sufficient magnitude to influence the decision of teachers to begin or continue teaching in high need schools?  Did teacher support influence the decision of teachers to</p>	<p>Technology Services Human Resources</p>	<p>Quantitative analysis:  Frequencies</p>	<p>Y1Oct Y2 Oct Y3Oct Y4Oct Y5Oct</p>

		begin or continue teaching in high need schools?			
<b>Objective 1.5:</b> 100% of positions in high need schools will be filled prior to the opening of each school year.	Y1: 80% Y2: 85% Y3: 90% Y4: 95% Y5: 100%	How many openings occurred in high need schools annually?  How many were filled prior to the opening of school?	Human Resources	Quantitative analysis:  Descriptives	Y1 June Y2 Jun& Jan. Y3 Jun& Jan Y4 Jun& Jan Y5 Jun& Jan
<b>Objective 1.6:</b> 100% of professional development offerings for teachers and principals in high need schools will be based on student and educator evaluation data.	Y1: 75% Y2: 80% Y3: 85% Y4: 95% Y5: 100%	To what extent are PD offerings aligned with student achievement data?  To what extent are PD offerings aligned with educator evaluation data?	School Administrators District PD Department Technology Services	Quantitative analysis:  Descriptives	Y2 June Y3 June Y4 June Y5 June
<b>STRATEGY 2: Develop an LEA-wide Educator Evaluation Systems Based, in Significant Part, on Student Growth (Absolute Priority 2).</b>					
<b>Objective 2.1:</b> The percentage of	Y1: Baseline (B)	What percentage of teachers and	Technology	Quantitative	Y1Oct

teachers and principals rated as “Highly Effective” or “Effective” will increase by 5 percentile points each year (GPRA 1).	Y2: B + 5 ppt Y3: B + 10 ppt Y4: B + 15 ppt Y5: B + 20 ppt	principals received performance ratings?  How many teachers were rated at each effectiveness level?  How many principals were rated at each effectiveness level?	Services  Human Resources	analysis:  Frequencies	Y2 Oct Y3 Oct Y4 Oct Y5 Oct
<b>Objective 2.2:</b> The percentage of teachers teaching high-need subjects rated as “Highly Effective” or “Effective” will increase by 2 percentile points each year (GPRA 2).	Y1: Baseline (B) Y2: B + 2 ppt Y3: B + 4 ppt Y4: B + 6 ppt Y5: B + 8 ppt	What percentage of teachers of high-need subjects received performance ratings?  How many teachers of high need subjects were rated at each effectiveness level?	Technology Services Human Resources	Quantitative analysis: Frequencies	Y1Oct Y2 Oct Y3Oct Y4Oct Y5Oct
<b>STRATEGY 3: To Implement An Educator Salary Structure Based on Effectiveness (Competitive Priority Preference 5).</b>					
<b>Objective 3.1:</b> Performance salary scale is available to 100% of educators district-wide.	Y1: Planning Y2: Available in TIF schools	To what extent has the performance salary scale been implemented?	Human Resources	Qualitative analysis: Policy Review	Y1 June Y2 June Y3 June

	Y3: Available to 100% of educators in TIF schools Y4: Available to 100% of educators district- wide				Y4 June Y5 June
<b>STRATEGY 4: To Provide comprehensive professional development for teachers and administrators based on the needs identified through the performance evaluation system.</b>					
<b>Objective 4.1:</b> 100% of educators in high need schools with 1-3 years of experience are served by a mentor	Y1: Planning Y2: 50% of teachers, 66% of principals Y3: 80% of teachers, 100% of	To what extent do new teachers and principals report receiving services from a mentor? What is the reported quality of mentoring?	Teachers Administrators	Quantitative analysis: Surveys, Focus Groups	Y1 June Y2 June Y3 June Y4 June Y5 June

	principals Y4: 100% of educators				
<b>Objective 4.2:</b> 100% of educators in high need schools work with a coach or peer reviewer	Y1: Planning Y2: Planning Y3: 50% Y4: 75% Y5: 100%	To what extent do teachers and principals report receiving services from a coach or peer reviewer?  What is the reported quality of service?	Teachers Administrators	Quantitative analysis: Surveys, Focus Groups	Y1 June Y2 June Y3 June Y4 June Y5 June

In addition to the impact evaluation and implementation study described above, BCPS will cooperate with any evaluations of U.S. Department of Education programs conducted by the Secretary, by providing appropriate access by the Department or its agent to relevant program and project data (e.g., administrative data, student achievement data, and information on educator evaluation ratings - stripped of personal identifiers); hosting site visits to enable the Department or its agent to observe activities related to the educator evaluation process; and facilitating the collection of information from teachers, principals, and other stakeholders through interviews, focus groups or surveys.

### **Evaluator**

BCPS will partner with a qualified external evaluator experienced in education evaluation, quantitative analysis, and qualitative research. In order to select the best possible evaluator for this project, BCPS will release a Request for Proposal (RFP) and seek bids from experienced evaluators. A high-quality evaluation based on clear impact and implementation data will provide for continuous improvement and a comprehensive ongoing plan for reform. Combined with a clearly demonstrated and lengthy history of district-wide commitment to educator improvement for increased student success, BCPS is in a prime position to deliver impressive outcomes with high-need students.

### **Key Personnel Roles and Responsibilities**

Achieving the objectives of LEAP requires dedicated leadership and structures for ongoing stakeholder involvement. The project will be managed by a Project Management Team consisting of the following individuals: Project Director, Project Coordinator, Chief Human Resources Officer, Director of Employee Evaluations, Chief Talent Development Officer, BTU Representative, BPAA Representative, and an Evaluator selected through an RFP process. The

Project Management Team will meet monthly.

The following personnel will serve in leadership positions for LEAP.

**Gracie Diaz, Chief Human Resources Officer and Project Director.** Diaz will provide overall leadership to the project, as well as take the lead on the Human Capital and PBCS activities.

Diaz has served Broward County since 1987. She has experience supervising negotiations of seven bargaining unit agreements related to compensation, advertising, interviewing, selection, and orientation of employees; evaluations, revisions and development of job descriptions; performance documentation and employee discipline; grievances and arbitrations; reappointment processes; and surplus and layoff processes. In addition, Diaz has negotiated employee recognition programs and has led BCPS' development to date of pay for performance and employee evaluations. She recently was awarded with the University Council for Educational Administration Excellence in Educational Leadership Award. Diaz holds a Master's in Educational Leadership from Nova Southeastern University and a B.S. in Elementary Education from Florida State University. She is currently pursuing her PhD in Educational Leadership.

**Heather Parente, Director, Employee Evaluations.** Parente will serve as the Evaluation Lead on the project. She has served as BCPS' Evaluation Coordinator for the past five years, and with TIF support, she will assume the position of Director of Evaluations. Prior to her current role, Parente served as a teacher, Alliance coach, Assistant and Intern Principal, all within BCPS. Parente is skilled in working with improving achievement in high-need schools, facilitating data-driven instructional decision-making, providing feedback on teacher coaching, and developing and implementing educator evaluation systems. Parente holds a M.S. from Nova Southeastern University and a Bachelor's degree in Education from Florida Atlantic University.

**Dr. Elisa Calabrese, Chief Talent Development Officer.** Dr. Calabrese will serve as the

Professional Development Lead, taking responsibility for the development of the Mentor, Coach, and Peer Reviewer training programs. Dr. Calabrese has served as an educator in the state of Florida since 1987. Since 2010, she has acted as chief of Talent Development, collaborating with district divisions, area superintendents and directors, school principals and leadership teams, and IHEs to create and provide professional learning experiences for developing and retaining quality teachers and school leaders. She has managed grants at the federal, state, and local level and is adept in communicating and collaborating with internal and external stakeholder groups. Dr. Calabrese earned her Ed.D. and Educational Leadership certification from Nova Southeastern University and her M.A. and B.A. from Youngstown State University.

The Talent Development Office, which Calabrese oversees, will assume responsibility for the Career Continuum, with Dr. Sharon Moffitt, Director of Leadership Development, taking the lead on the Principal Leadership Continuum and Linda Whitehead, Director of Teacher Development, taking the lead on the Teacher Leadership Continuum.

In addition, a **Project Coordinator** will be hired to handle grant reporting and recordkeeping and to work with the project evaluator. The Project Coordinator will call meetings of the Project Management Team and will ensure the coordination of stakeholder involvement workgroups. The selected Project Coordinator will hold a Master's degree in Education and will have experience managing federal grants.

The key personnel introduced above will be instrumental to the success of Broward County's educator evaluation, PD, and PBCS. The Offices of Talent Development and Human Resources, comprised of 50 and 55 staff members, respectively, will be leveraged to provide capacity for project implementation. TIF funds are requested to pay for the following staff members:

- A researcher in years 3-5 to assist with analysis of evaluation and student achievement

data. (In years 1-2, the researcher's salary is paid for by Race to the Top funding.)

- A union liaison who will be a teacher selected by BTU to work hand-in-hand with the District in developing the processes, supporting teachers, and communicating with the union. The union liaison will be paid as a 12-month position.
- A bookkeeper to manage funds and oversee professional development reimbursements.

Many of the initiatives are also dependent on steadily increasing numbers of talented teacher and principal mentors, coaches, and peer reviewers to implement initiatives with fidelity and to provide meaningful guidance to teachers and principals committed to improving schools and student achievement. BCPS will carefully select and train mentors, coaches and peer reviewers to ensure their effectiveness in providing the high level of constructive support that already characterizes Broward's approach to educator improvement.

### **Timeline with Benchmarks and Owner**

Implementation of LEAP is based on a three-phase plan. Phase 1, the development year, occurs during the 2012-2013 school year. Phase 2, occurring over two years from 2013-2015, includes rollout of the proposed program to TIF schools. In this phase, major elements of the plan are implemented and refined based on feedback. During Phase 3 of the project, occurring over the years 2015-2017, LEAP reaches scale and is in full implementation across the district.

Throughout this three-phase approach, all unproven initiatives will be piloted, and a rigorous evaluation will be conducted.

*Phase 1: Development (Year 1, 2012-13).* During this phase, the teacher evaluation will be implemented for the second year, the administrator evaluation will be piloted, and the Teacher and Principal Mentor and Coach programs will be planned. The PBCS performance salary scale will be fully designed and negotiated for piloting in TIF schools.

*Phase 2: Roll-out in TIF Schools (Years 2-3, 2013-15).* In Phase 2, the teacher and administrator evaluations will be refined based on results, and the Teacher and Principal mentor, Coach and Peer Reviewer programs will begin. The PBCS performance salary scale will be piloted in TIF schools.

*Phase 3: Full roll-out (Years 4-5, 2015-17).* The full project roll-out sees LEAP reach scale. The performance salary structure will be available for 100% of teachers and principals district-wide, based on evaluation data and educator placement on the Career Continuum. Career Continuum programs will be phased in district-wide as well, with the Teacher and Principal Mentor program beginning district-wide in Year 5. At the conclusion of the grant period, there will be full alignment between the evaluation system, the professional development program, the performance salary and compensation structure, and processes for human capital decision-making.

The attached Gantt chart details the implementation timeline. Essential benchmarks are blue.

## **SUSTAINABILITY**

### **Leveraging Non-TIF Resources**

Long-term sustainability of LEAP is critical to achieving Broward County's Vision of Instructional Improvement, and the District's commitment to meeting the needs of all students solidifies its pledge to ensure that effective and reliable systems for improvement that correlate to student achievement remain in place long beyond the TIF funding period. Many funding sources are already in place for components of the proposed HCMS, such as evaluation systems and tools, differentiated pay programs for SIG schools, and professional development related to

instructional practice, leadership practice, and content knowledge. These alternate funds will allow BCPS to strengthen the impact of TIF funding on high-need schools as the District strategically develops and implements programs in the schools that will benefit most from comprehensive and systematic improvement in the quality of educators. During the grant period, BCPS will leverage funding provided through the TIF in the following ways:

- ESEA Title II, Part A funds will continue to be used to provide professional development to educators based on their evaluation results. Professional development in core academic subjects is an allowable use of these Federal funds. Approximately \$3,000,000 of Title II-A funding is allocated across BCPS for professional development, of which \$261,745 will support the 26 high-need schools targeted through TIF.
- Race to the Top (RTTT) funding will be used to support the ongoing development and refinement of the teacher and administrator evaluation systems, as well as the implementation of training in Marzano's Causal Model and use of iObservation. In addition, RTTT is supporting the development of data systems that allow for data-driven decision making. RTTT monitoring will be dovetailed with TIF evaluation, so that data collected will inform the ongoing implementation of both grant projects. Race to the Top funding will also be used for professional development related to the Common Core. Additional RTTT funding will provide partial funding for differential pay for principals and teachers in academic year 2013-2014. The total amount of RTTT funding that will directly support TIF schools or the district-wide systems that support the enhanced HCMS totals \$4,350,000 over the first two years of the project period.
- School Improvement Grant (SIG) funds are used to fund instructional coaches to work with teachers in the SIG schools and for the differentiated pay and pay for performance

plans in those schools. Identified high-need schools for TIF include 8 SIG schools, and SIG funding will be leveraged so that the two projects may be mutually supportive. The Project Management Team will utilize past lessons learned from SIG implementation to inform the work of TIF-funded components. SIG funding is expected to provide \$939,128 for teacher compensation and \$21,000 for school administrators during the first two years of the project.

- A PROPEL State grant in collaboration with Florida Atlantic University funds the development of the PROPEL accelerated instructional program for teachers who wish to become school administrators. This high pressure, intense pathway allows teachers to earn Masters degrees in leadership, achieve their certification in administration, and begin in their role as instructional leader with job-embedded training in only 2-3 years. In addition, the PROPEL project will build a cadre of mentors to serve its principals. PROPEL funding for Principal Mentors will be leveraged in the amount of \$65,000 per year for the first three years of the project.
- A Magnet Schools Assistance Program Grant, in partnership with Florida Atlantic University, supported teacher training for 125 teachers and administrators at 6 proposed TIF schools during Summer 2012. In addition, 300 students from these schools attended a summer enrichment program during Summer 2012. During the grant period, FAU's College of Engineering and Computer Sciences will provide instructional support and ongoing training at the six Growing STEM Magnet middle schools. The focus will be STEM curriculum through project-based learning activities and labs. FAU administration will select six highly-qualified teaching assistants to work with the math and science teachers of STEM Magnet classes. The instructional support will be for a total of 16

weeks from September to December 2012. Funding for Fall 2012 activities totals \$34,000.

Many components of LEAP rely on general funding from the current District budget to ensure maximum longevity of the programs that best increase teacher effectiveness and student achievement. Following the TIF grant period, BCPS will sustain the HCMS, educator evaluation systems, and PBCS as follows:

- Personnel who oversee the Human Capital Management System, Educator Evaluation System, Professional Development System and Performance-Based Compensation System will be retained. The following positions are supported or partially supported by non-TIF funding and will be continued beyond the grant period: Chief Human Resources Officer; Directors, Employee Evaluations (2); Chief Talent Development Officer; Evaluation and Grant Coordinators (2); Director, Leadership Development; Director, Professional Development Support; Director, Teacher Development; Employee Relations Specialists (3), Compensation Analyst and Executive Secretary.
- Base salary for Principal Mentors and Principal Coaches will be paid by BCPS both during the grant and beyond the grant period.
- Technology warehouses, such as Broward Schools' Data Warehouse, for student and educator data will be maintained and augmented as needed. These technology solutions are provided throughout the grant period with non-TIF resources, and the technology warehouse will be sustained beyond the grant period.
- The iObservation Suite and its integrated professional development resources will continue to be provided. These tools are provided throughout the grant period with non-TIF funds, and this expense will be assumed by the District.
- Professional development specific to the target high-need schools will continue to be

provided. Funding will be absorbed by the Office of Talent Development of BCPS.

- The PBCS will continue to be funded through a restructuring of the current compensation system, reallocating funding for step and column increases to a salary structure that rewards educator performance, as described in the HCMS section.
- BCPS spends approximately \$600,000 in supplementary pay for mentors per year as a component of the New Educator Support System (NESS). NESS program funding will be repurposed to support the Career Continuum and associated compensation structure. Approximately \$50,000 of this amount will be available to TIF schools annually during and after the grant period.

### **Likelihood of Continued Implementation**

Broward County Public Schools is in an excellent position to sustain the HCMS, PBCS, evaluation, and professional development systems outlined in this proposal. Components that must be sustained for long-term success of LEAP initiatives are funded through the current District budget, and funding is expected to continue. Furthermore, certain aspects of these systems are mandated by law in the state of Florida, and BCPS will ensure that its systems remain compliant with Florida statute. In March, 2011, Florida passed Senate Bill 736, also known as the Student Success Act of 2011, requiring Florida school districts to instate educator evaluation systems that use Student Growth Measures through Florida's VAM as 50% of evaluations, mandating school districts to establish a PCBS that rewards teachers evaluated as effective and highly effective with increased pay, and requiring school districts to grant financial incentives to teachers who elect to work at high-need schools. In compliance, BCPS has developed the outlined HCMS, PBCS, and evaluation systems so that they may be piloted through TIF and maintained within the district budget.

BCPS' teacher evaluation system, BrIDGES, has been designed and piloted in close collaboration with the BTU. Similarly, the administrator evaluation system, BASA, which was designed with the support and involvement of the BPAA, will be piloted in the 2012-2013 school year. Since evaluations through BrIDGES and BASA are perfectly aligned with BCPS' vision for instructional improvement, they will be easily incorporated into human capital decisions, and, in fact, are already being used in decision-making regarding educator support and dismissal, also in compliance with Florida's Student Success Act.

BCPS' strong data-driven culture already requires that professional development be guided by student data and strategically planned through SIPs and individualized PGPs and ILDPs. Integrating evaluation data from iObservation and Instructional, Professional, or Leadership Practice scores through BrIDGES and BASA into this already institutionalized process will augment the ability of Talent Development, Professional Development Support, and the Coach Network to personalize PD to meet educator needs.

BCPS leadership views a PBCS as the next most logical step in improving educator effectiveness. As required in Florida Statute 1012.22, BCPS will restructure the current compensation system to design a grandfathered salary schedule, performance pay based on evaluation, and differentiated pay plans. TIF dollars will allow Broward County to pilot this system and work with stakeholders to implement it. By the close of the grant period, BCPS expects the entire system, including the re-designed salary scales, to be operating district-wide in full scale.

Analysis of the results of the TIF-piloted Teacher Development and Principal Development tracks of the Career Continuum, and the effectiveness of credentialed mentors, coaches, and peer reviewers as professional development providers at the school level will be used to refine the program and replicate it throughout the district. TIF funding will allow for the development of

training programs for the entire Career Continuum; this initial investment will result in fully designed programs ready to be implemented district-wide. Teacher leaders trained in the Career Continuum will replace NESS mentors, and NESS funding will be repurposed to support the implementation of incentivized pay as part of the Career Continuum.

Broward County Public Schools demonstrates its commitment to sustaining the high-quality systems that make up LEAP through varied use of multiple funding sources, including additional grant funds and the District's stable budget. Broward County is progressing toward its Vision of Instructional Improvement by developing and implementing systems that identify, nurture, and reward educators, as they play the most important role in "educating today's students for tomorrow's world."

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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

# Application Reference Charts

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

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

## Please indicate your eligibility classification

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

### Applications from a single entity:

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

LEA

### Group Applications:

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

2 or more LEAs

One or more SEAs and one or more LEAs

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

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

**Instructions**

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

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

**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>
<b>Absolute Priority 1: HCMS</b> To meet this priority, the applicant must include, in its application, a description of its LEA-wide HCMS, as it exists currently and with any modifications proposed for implementation during the project period of the grant.	A Coherent and Comprehensive Human Capital Management System (HCMS)	pp. 2-25	Project Narrative
(1) How the HCMS is or will be aligned with the LEA's vision of instructional improvement;	Vision of Instructional Improvement	pp. 2-7	Project Narrative
	Human Capital Management System subsection	pp. 9-25	Project Narrative
(2) How the LEA uses or will use the information generated by the evaluation systems it describes in its application to	Human Capital Management System subsection	pp. 9-25	Project Narrative

inform key human capital decisions, such as decisions on recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion;	Recruitment and Hiring	pp. 9-11	Project Narrative
	Placement	pp. 11-13	Project Narrative
	Professional Development	pp. 13-14	Project Narrative
	Promotion	pp. 14-15	Project Narrative
	Support/Dismissal	pp. 15-17	Project Narrative
	Increasing Effective Educators in High-Need Schools through Human Capital Decisions based on Educator Effectiveness as measured through Evaluation	pp. 17-18	Project Narrative
	PBCS	pp. 20-25	Project Narrative
(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	Recruitment and Hiring	pp. 9-11	Project Narrative
	Placement	pp. 11-13	Project Narrative
	PBCS	pp. 20-25	Project Narrative
	Increasing Effective Educators in High-Need Schools through Human Capital Decisions based on Educator Effectiveness as measured through Evaluation	pp. 17-18	Project Narrative

<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>	A Coherent and Comprehensive Human Capital Management System	pp. 2-25	Project Narrative
	Gantt Chart (Timeline)		Gantt Chart

<b>Absolute Priority 2</b>			
<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<p><b>Absolute Priority 2: Educator Evaluation Systems</b></p> <p>To meet this priority, an applicant must include, as part of its application, a plan describing how</p>	Rigorous, Valid, and Reliable Educator Evaluation Systems Section	pp. 25-39	Project Narrative

it will develop and implement its proposed LEA-wide educator evaluation systems. The plan must describe-			
(1) The frequency of evaluations, which must be at least annually;	BrIDGES Teacher Evaluation for Classroom and Non-Classroom Teachers	p. 28	Project Narrative
	Broward Assessment for School Administrators	pp. 35	Project Narrative
(2) The evaluation rubric for educators that includes at least three performance levels and the following--	Evaluative Tools	pp. 26-27	Project Narrative
	BCPS Student Growth Measure	pp. 29-31	Project Narrative
(i) Two or more observations during each evaluation period;	Instructional Practice Measure for Classroom Teachers	pp. 31-34	Project Narrative
	Instructional Practice Measure for Non-Classroom Teachers	p. 34	Project Narrative
	Broward Assessment for School Administrators	pp. 34-39	Project Narrative
	BrIDGES Learning Map and Observation Rubric		BrIDGES Learning Map and Observation Rubric
	BASA Data Collection Form		BASA Data Collection Form
(ii) Student growth, which for the evaluation of teachers with regular	BrIDGES Teacher Evaluation for Classroom	pp. 28-29	Project Narrative

instructional responsibilities must be growth at the classroom level; and	and Non-Classroom Teachers		
	BCPS Student Growth Measure	pp. 29-31	Project Narrative
	Broward Assessment for School Administrators	pp. 34-39	Project Narrative
(iii) Additional factors determined by the LEA;	Instructional Practice Measure for Classroom Teachers (Deliberate Practice)	pp. 31-33	Project Narrative
	Broward Assessment for School Administrators (Deliberate Practice)	pp. 35-36	Project Narrative
(3) How the evaluation systems will generate an overall evaluation rating that is based, in significant part, on student growth; and	Evaluative Tools	pp. 26-27	Project Narrative
	BrIDGES Teacher Evaluation for Classroom and Non-Classroom Teachers	pp. 28-29	Project Narrative
	BCPS Student Growth Measure	pp. 29-31	Project Narrative
	Broward Assessment for School Administrators	pp. 34-39	Project Narrative
(4) The applicant's timeline for implementing its proposed LEA-wide educator evaluation systems.	Prior Experience	pp. 19-20	Project Narrative
	Gantt Chart (Timeline)		Gantt Chart

**Absolute Priority 3**

<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<p><b>Absolute Priority 3:</b> STEM Plan (if applicable) To meet this priority, an applicant must include a plan in its application that describes the applicant’s strategies for improving instruction in STEM subjects through various components of each participating LEA’s HCMS, including its professional development, evaluation systems, and PBCS. At a minimum, the plan must describe—</p>	N/A	N/A	N/A
<p>(1) How each LEA will develop a corps of STEM master teachers who are skilled at modeling for peer teachers pedagogical methods for teaching STEM skills and content at the appropriate grade level by providing additional compensation to teachers who—</p> <ul style="list-style-type: none"> <li>(i) Receive an overall evaluation rating of effective or higher under the evaluation system described in the application;</li> <li>(ii) Are selected based on criteria that are predictive of the ability to lead other teachers;</li> <li>(iii) Demonstrate effectiveness in one or more STEM subjects; and</li> <li>(iv) Accept STEM-focused career ladder positions;</li> </ul>	N/A	N/A	N/A
<p>(2) How each LEA will identify and develop the unique competencies that, based on</p>	N/A	N/A	N/A

evaluation information or other evidence, characterize effective STEM teachers;			
(3) How each LEA will identify hard-to-staff STEM subjects, and use the HCMS to attract effective teachers to positions providing instruction in those subjects;	N/A	N/A	N/A
(4) How each LEA will leverage community support, resources, and expertise to inform the implementation of its plan;	N/A	N/A	N/A
(5) How each LEA will ensure that financial and nonfinancial incentives, including performance-based compensation, offered to reward or promote effective STEM teachers are adequate to attract and retain persons with strong STEM skills in high-need schools; and	N/A	N/A	N/A
(6) How each LEA will ensure that students have access to and participate in rigorous and engaging STEM coursework.	N/A	N/A	N/A

**Competitive Preference Priority 4**

<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<p><b>Competitive Preference Priority 4:</b> New and Rural Applicants (if applicable) To meet this priority, an applicant must provide at least one of the two following assurances, which the Department accepts:</p>			
(a) An assurance that each LEA to be served by the project has not previously participated in a TIF-supported project.	A Coherent and Comprehensive Human Capital Management System Section (Assurance Required by CPP 4)	p. 25	Project Narrative
(b) An assurance that each LEA to be served by the project is a rural local educational agency (as defined in the NIA).	N/A	N/A	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</p>	Gantt Chart (Timeline)		Gantt Chart

period a salary structure based on effectiveness for 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;	Performance-Based Compensation System	pp. 20-25	Project Narrative
(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	Performance-Based Compensation System	pp. 20-25	Project Narrative
(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	Policy Climate	pp. 18-19	Project Narrative
	Performance-Based Compensation System	pp. 20-25	Project Narrative
	Regular Ongoing Involvement at the District Level	pp. 61-63	Project Narrative
	Evidence of Educator Support	pp. 63-64	Project Narrative
	Evidence Demonstrating Educator Support		Evidence Demonstrating Educator Support

<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	Performance-Based Compensation System	p. 21	Project Narrative

<p>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.</p>			
<ul style="list-style-type: none"> <li>• Design Model 1 or 2</li> </ul>	Performance-Based Compensation System	p. 21; pp. 20-25	Project Narrative
<ul style="list-style-type: none"> <li>• PBCS Optional Features</li> </ul>	Performance-Based Compensation System	p. 22; pp. 20-25	Project Narrative

<b>Requirement 2</b>			
<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<p><b>Requirement 2:</b> Involvement and Support of Teachers and Principals In its application, the applicant must include--</p> <p>(a) Evidence that educators in each participating LEA have been involved, and will continue to be involved, in the development and implementation of the PBCS and evaluation systems described in the application;</p>	Teacher and Principal Involvement in Design of PBCS and Educator Evaluation Systems	pp. 57-63	Project Narrative
	Evidence of Educator Support	pp. 63-64	Project Narrative
	Evidence Demonstrating Educator Support		Evidence Demonstrating Educator Support
<p>(c) A statement indicating whether a union is the exclusive representative of either teachers or principals in each participating LEA.</p>	Evidence of Educator Support	pp. 63-64	Project Narrative

<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>	Identified High-Need Schools	pp. 7-9	Project Narrative
	High-Need Schools Documentation		High-Need Schools Documentation
(a) A list of high-need schools in which the proposed TIF-supported PBCS would be implemented;	High-Need Schools Documentation		High-Need Schools Documentation
(b) For each high-poverty school listed, the most current data on the percentage of students who are eligible for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act or are considered students from low-income families based on another poverty measure that the LEA uses (see section 1113(a)(5) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6313(a)(5))). <i>[Data provided to demonstrate eligibility as a high-poverty school must be school-level data; the Department will not accept LEA- or State-level data for purposes</i>	High-Need Schools Documentation		High-Need Schools Documentation

<i>of documenting whether a school is a high-poverty school; and</i>			
(c) For any priority schools listed, documentation verifying that the State has received approval of a request for ESEA flexibility, and that the schools have been identified by the State as priority schools.	N/A	N/A	N/A

### High-Need Schools Documentation

Level	Tier	School	Fiscal Year 2011-12						Fiscal Year 2010-2011			
			# of Inst. Staff	# of School Admin.	Free and Reduced Lunch	School Grade	Reading Learning Gains	Math Learning Gains	Free and Reduced Lunch	School Grade	Reading Learning Gains	Math Learning Gains
Elementary	I	Sunland Park Elementary	27	2	99.4	F	45	60	99.3	D	45	54
Elementary	I	Dillard Elementary	49	2	98.2	C	51	59	95.8	B	65	70
Elementary	I	King, Martin Luther Elementary	30	2	98.1	D	62	76	95.4	C	46	70
Elementary	I	Larkdale Elementary	36	2	98.0	C	59	62	99.1	B	64	73
Elementary	I	North Fork Elementary	31	2	97.9	C	67	81	98.4	C	57	67
Elementary	I	Walker Elementary	44	2	97.1	C	60	64	95.2	C	54	63
Elementary		Royal Palm Elementary	53	2	96.7	D	58	69	97.6	D	47	53
Elementary	I	North Lauderdale Elementary	39	2	96.6	C	71	81	96.5	C	59	66
Elementary		Rock Island Elementary	35	2	96.5	D	58	62	96.4	C	53	50
Elementary		Tedder Elementary	45	2	96.1	D	58	64	96.7	C	63	61
Elementary		Westwood Heights Elementary	41	2	95.6	D	61	70	94.2	C	61	48
Elementary		Deerfield Park Elementary	43	2	95.2	D	57	60	95.6	D	59	57
Middle		Ashe, Arthur R. Jr. Middle	43	4	95.1	F	58	72	95.9	D	55	62
Elementary		Morrow Elementary	34	2	94.7	D	54	46	92.0	C	65	48
Elementary		Broward Estates Elementary	37	2	94.7	D	64	64	94.8	D	51	45
Elementary		Park Lakes Elementary	79	2	94.5	D	58	72	93.9	C	57	59
Middle		Lauderhill Middle	39	4	93.4	F	56	59	93.3	D	58	59
Middle		McNicol Middle	53	4	91.9	C	59	61	91.1	C	59	63
Elementary		Pompano Beach Elementary	34	2	91.2	D	69	70	91.9	C	62	40
Elementary		Cypress Elementary	46	2	90.5	D	52	63	89.6	C	54	71
Middle		Silver Lakes Middle	43	3	90.4	D	57	57	92.3	C	68	71
Middle		Parkway Middle	76	4	87.4	C	61	65	85.6	C	56	69
Middle		Apollo Middle	64	4	84.1	A	69	70	85.5	A	65	74
High		Anderson, Boyd H. High	104	5	83.4	Pending	52	61	80.8	D	36	63
High	I	Coconut Creek High	83	7	77.4	Pending	Pending	Pending	73.2	C	40	66
Middle		Margate Middle	69	4	77.0	B	65	67	78.0	B	65	69
<b>Total</b>			1277	73								
Learning Gains represents the percent of students in the school who are making learning gains according to the VAM.												
Tier I schools are among the state's persistently lowest-achieving schools.												



July 17, 2012

Dear Superintendent Runcie:

The Broward Principals and Assistant Principals Association (BPAA) is writing to express our support for Broward County Public Schools' (BCPS) Teacher Incentive Fund (TIF) application. The district's proposal provides an opportunity to receive much needed funding to initiate the Federal and State mandated changes to our Teacher and Principal Evaluation systems.

As a result of these mandates, school leaders from BCPS have committed to institutionalizing a district-wide human capital management system and evaluation system and implementing a performance-based compensation system in BCPS' high-need schools. The various positions on the career ladder and incentive awards will assist in piloting the programs in preparation for the required State changes to the compensation system in 2014-2015.

We also understand that this grant anticipates only focusing on high needs schools during the initial phase. It is our position that all schools are struggling to meet the diverse needs of students. Each community has its own unique needs and Principals and Assistant Principals have unfortunately not received any increase in compensation for a number of years and have in fact lost salary due to cost shifting of retirement and benefits. Therefore we are intent that this new system create opportunities for all school based administrators as well as teachers to recognize salary gains and while we fully endorse the BCPS TIF application, the ultimate design of such systems will require fairness and equity in order to have our ultimate support.

We are committed to supporting this project by working with the Broward Teachers Union, district and school administrative staff to provide consistent feedback and assistance to ensure an equitable, objective, and sustainable implementation.

We are fully prepared to work with the District and all the employee groups so that The Broward School District has an evaluation and performance model that we all can support.

Sincerely,

Jack Vesey, Principal, Westglades Middle School  
B.P.A.A. President, 2011-12

PR/Award # S374B120004

# **BTU** *Broward Teachers Union*

A Union of Education, Technical Support, Charter School and Education Support Professionals

July 24, 2012

Robert Runcie, Superintendent  
The School Board of Broward County, FL  
600 SE Third Avenue, 10<sup>th</sup> Floor  
Fort Lauderdale, FL 33301

Dear Superintendent Runcie:

As the exclusive bargaining agent for Broward County Public Schools' (BCPS) instructional personnel, the Broward Teachers Union (BTU) is pleased to express our support for the BCPS Teacher Incentive Fund (TIF) application. The TIF grant presents a unique opportunity to leverage U.S. Department of Education grant funds to pilot this initiative prior to full district-wide implementation that is required by the Student Success Act in 2014-2015.

The Broward Teachers Union and BCPS share a common vision of a coordinated system that ties professional development and monetary rewards to teacher evaluations which incorporate both appropriate instructional practices and measures of student achievement. The grant will fund bold steps to help us move closer to this goal. In addition, it will provide an opportunity for teachers to advance along new career paths and place emphasis on high-need schools where additional resources are sorely needed. While BCPS has seen gains in student achievement, students still have much room for improvement.

The five year TIF grant is appropriately designed so that the first year is a planning year, and years two through five are intended for the piloting and implementation of the grant. If BCPS were to receive a grant, the BTU wishes to be clear that there would be a number of issues related to evaluation and compensation that are mandatory subjects of bargaining under Florida statutes. We welcome the opportunity to meaningfully bargain in good faith and in full compliance with Florida statutes those items pertinent to implementation of the TIF grant. So there will be no doubt, BTU's willingness to bargain over the terms of the evaluation and compensation system, including the implementation plan, which is the subject of the TIF grant is not an agreement to reopen or to otherwise modify the Collective Bargaining Agreement.

We note that we are writing this letter of support based on receipt of the TIF grant proposal this past Monday afternoon and that the timeline for submission does not allow for the full consideration it requires. Accordingly, we condition our support on BCPS' commitment to work in close partnership with the BTU to design and implement a performance-based compensation system that meets the needs of students, teachers, administrators, and the greater Broward County community.

At a time when starving our public schools appears to be a strategy for failure, this opportunity to fund a systemic change of this magnitude is encouraging. As the Administrator in charge of the reorganization efforts of the Broward Teachers Union, I support the BCPS TIF application. The support of TIF funding will allow the BTU and BCPS to work together to achieve our common vision.

Sincerely,



John Tarka  
Administrator

# FLORIDA DEPARTMENT OF EDUCATION



## STATE BOARD OF EDUCATION

---

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Commissioner of Education



March 2, 2012

Mr. I. Benjamin Leong  
Broward County School District  
600 SE 3<sup>rd</sup> Ave., 10<sup>th</sup> Floor  
Ft. Lauderdale, Florida 33301-3125

Your indirect cost proposal for fiscal year 2012-2013 has been reviewed and the restricted rate of 3.79% and unrestricted rate of 17.70% is approved with an effective date of July 1, 2012 through June 30, 2013.

If you have any questions please call Don Crumbliss at (850) 245-9214.

Sincerely,

A handwritten signature in black ink that reads "Norman Holley".

Norman Holley

NORMAN V. HOLLEY  
ASSISTANT DEPUTY COMMISSIONER, BUREAU OF THE COMPTROLLER

DISTRICT SCHOOL BOARD OF BROWARD COUNTY  
**CERTIFICATION AND REQUEST FOR AUTHORIZED INDIRECT COST RATE  
 PLAN B**

I certify that the information contained herein has been prepared in accordance with the instructions issued by the State of Florida Department of Education, conforms with the criteria in OMB Circular A-87, EDGAR, and CFR, Title 34, and is correct to the best of my knowledge and belief. No costs other than those incurred by this agency have been included in the indirect cost rate application. The same costs that have been treated as indirect costs have not been and will not be claimed as direct costs, and similar types of costs have been accorded consistent treatment. All expenditures detailed on the application form have been made, and records supporting them have been maintained and are available for audit.

We hereby apply for the following indirect cost rate:

**Federal Programs - Restricted with Carry Forward** 3.03%

**Federal Programs - Unrestricted with Carry Forward** 17.70%

I further certify that all data on this form are referenced to the District Superintendent's Annual Financial Report to the Florida Commissioner of Education, ESE 145, and other pertinent financial records, for Fiscal Year 2010-2011, in conformance with the manual, Financial and Program Cost Accounting and Reporting for Florida Schools, and that all General Fund and Special Revenue Funds expenditures have been used.

Signature of District Superintendent  Date Signed <u>2/14/2012</u>	Signature of Finance Officer  Date Signed <u>Feb 14, 2012</u>
---	--

Your proposal has been accepted and the following rate approved:

**Federal Programs - Restricted with Carry Forward** 3.79%

**Federal Programs - Unrestricted with Carry Forward** 17.70%

These rates become effective **July 1, 2012, and remain in effect until June 30, 2013**, and will apply to all eligible federally assisted programs as

Signature of Comptroller, Florida Department of Education 	Date Signed <u>3/14/12</u>
--	----------------------------

Chief Human Resources Officer,  
Project Director and  
Human Capital Management System Lead

**Gracie M. Diaz**  
Office: (754) 321-1840 • Cell: (954) 632-4324  
[GDiaz@browardschools.com](mailto:GDiaz@browardschools.com)

**EDUCATION:**

**Florida Atlantic University**  
Doctor of Philosophy in Educational Leadership Coursework

**Nova Southeastern University**  
Master's in Educational Leadership  
July 2002

**Florida State University**  
Bachelor's of Science in Elementary Education  
December 1986

**LICENSES AND CERTIFICATION:**

Valid Florida Certification in Educational Leadership, Elementary Education, and ESOL endorsement

**PROFESSIONAL EXPERIENCE:**

**July 1, 2012- present**                      **Chief Human Resources Officer**  
Broward County Public Schools

- Title change as a result of organizational chart changes. Maintained all of the same responsibilities and added oversight of the Risk Management Department

**October 2010-June 2012**                      **Associate Superintendent**  
**Human Resources**  
Broward County Public Schools

- Lead the Human Resources Departments: Benefits, Employee Relations, Equal Employment Opportunities, Certification & Incentives, Compensation, Instructional Staffing, Non-Instructional Staffing, Personnel Records, Professional Standards & Special Investigative Unit
- Plan, organize and coordinate policies, programs and procedures for employees:
  - Supervise negotiations of seven bargaining unit agreements and three meet and confer groups

- Supervise adherence to federal, state, labor relations laws and regulations and local collective bargaining unit agreements as it relates to: compensation; advertising, interviewing, selection, and orientation of employees; evaluations, revisions and development of job descriptions; performance documentation and employee discipline; grievances and arbitrations; reappointment processes, and surplus and layoff processes
- Coordinate with local universities on initiatives to attract, recruit and retain teachers and school-based administrators
- Negotiate employee recognition programs: Effective Teacher Program (ETP) for Nationally Board Certified teachers to earn a stipend for mentoring and teaching in a Title I school
- Lead the development of pay for performance and differentiated pay plans, and employee performance appraisals
- Oversee the process for the Request for Proposal for Health care providers and selection of a insurance company
- Coordinate the development and implementation of the evaluation systems and processes for administrators and instructional personnel
- Serve on labor/management committees to implement
- Provide guidance to the School Board and Superintendent on personnel and contract negotiation matters
- Represent the Super
- Coordinate the Superintendent's Organizational Chart process
- Coordinate the Superintendent's evaluation process
- Develop, and revise School Board Human Resources policies and procedures

**February 2010-October 2010      Acting Associate Superintendent  
Human Resources  
Broward County Public Schools**

- Served as Acting Associate Superintendent, leading the Human Resources Departments: Benefits, Employee Relations, Equal Employment Opportunities, Certification & Incentives, Human Resources Information Systems, Instructional Staffing, Non-Instructional Staffing, Personnel Records, Professional Standards & Special Investigative Unit
- Continued leadership and supervision of the Human Resource Development Division (HRD)

**September 2007-Feb. 2010      Assistant Superintendent  
Human Resource Development (HRD)  
Broward County Public Schools**

- Supervised the Human Resource Development Division, comprised of the following departments: Effective Schools Program, Leadership & Non-Instructional Development, Professional Development Support, Teacher Development, the Teaching, and Leadership Center, Broward Virtual University, and Urban Academies. Additional departments I have supervised within the HRD were the Grants and Parents, Business and Community Partnerships Departments.
- Directed the development, implementation, monitoring and continuous improvement of professional development, coaching and mentoring, and preparation programs within the system
- Coordinated with district departments to direct and implement a comprehensive professional development plan for the school system
- Oversaw the professional development support for the schools under the State's Differentiated Accountability Plan
- Served on and chair various district committees with internal and external stakeholders to develop and/or enhance professional development programs for aspiring and existing teachers and leaders
- Collaborated with school administrators, district division/department administrators, college and university representatives on alignment of programs and the development of new programs and enhancements to current programs;
- Managed the HRD's' general fund and grant budgets
- Coordinated with other departments to maximize professional development funding from grant and foundation monies to include: Title I, Title II, Transition to Teaching, WorkForce One, Title V, Smaller Learning Communities, Broward Education Foundation
- Oversaw training events and academies for administrators and instructional personnel
- Coordinated the School Board members training
- Coordinated the Superintendent's Evaluation process
- Develop School Board policies and procedures for various training activities
- Co-chaired the District's 2008-2011 Strategic Plan development task force
- Served as a member of the Superintendent's Executive Leadership Team

**July 2006- September 2007 Director (Joint Appointment)**  
**Teaching and Leadership Center**  
 Broward County Public Schools  
 and  
 Florida Atlantic University, Davie Campus

**August 2004- July 2006**

**Associate Director (Joint Appointment)  
Teaching and Leadership Center**

- Supervised the Teaching and Leadership Center staff comprised of School Board and Florida Atlantic University personnel
- Managed annually \$800,000 federal, state and local grant monies, and maintain expenditures that align with the objectives of the grants
- Assisted in the design, development and implementation of joint initiatives such as the Broward Educational Consortium, Urban Teacher Academy Program, District Alternative Certification Program, Educator Preparation Institute, Leadership Development Programs
- Served as co-chair of the Broward Education Steering Committee attended by Broward County Public Schools' Superintendent of Schools, Florida Atlantic University's Provost, Vice President of Broward Campuses and the Dean of the College of Education
- Served as liaison to the School District's Human Resources Division and Florida Atlantic University's College of Education
- Conducted ongoing research and analysis of alternative route programs and a selection tool to identify quality alternative candidates
- Directed operations for the Streamlined One Stop (SOS) Center for alternative certification candidates in Broward County
- Coordinated initiatives with various colleges and universities to develop a pool of prospective alternative certification teacher candidates
- Worked collaboratively with the School District Human Resources Division to implement recruitment, induction, and retention programs
- Served on district and university committees
- Produced detailed semi-annual and annual reports on federal, state, and local grant results for formal evaluations
- Conducted presentations to the School Board, senior staff, and principals on the TLC initiatives
- Served on writing teams for several grants: Workforce One, Title I-Broward Teacher Corps, and USDE Transition to Teaching that successfully secured funding to support non-education degreed teachers
- Served on the School District's Management Team for contract negotiations with the Technical, Supervisory and Professional bargaining unit

**July 1998 – August 2004**

**Director  
Instructional Staffing Department  
Human Resources  
Broward County Public Schools**

- Supervised the Instructional Staffing, Certification, Employment Center, Security Clearance, and Sub Central Departments
- Led the department in the development, implementation and refinement of the department's mission, values, primary functions and strategic plan
- Managed a \$2 million dollar annual district general fund budget
- Served on the School District negotiating team to negotiate with the Broward Teachers' Union and reach agreement on the labor/management bargaining contract
- Oversaw all local recruitment events
- Served on district, university, and labor-management committees addressing recruitment and employment issues such as: critical shortage areas, local and state bonuses, teacher pay-for-performance, teacher performance evaluations, technology, and streamlining employment practices
- Assisted school and district administrators with employment concerns related to the interpretation and application of contracts, policies and procedures, documentation and termination of instructional personnel, and psychological/physical medical referrals for fitness of duty
- Provided extensive training for staff to enhance workplace performance on all levels of staffing
- Managed the interview, selection process, and employment of newly hired instructional personnel
- Oversaw renewal and re-certification process for all instructional personnel
- Managed the initial security clearance process for all instructional personnel (teachers and substitutes), mentors, student observers/student teachers, vendors, tutors, and administrators to determine employability of candidates based on security background history
- Coordinated the analysis of the district recruitment and hiring practices that resulted in the development of streamlined procedures: on-line employment application, on-line advertising, selection, and hiring practices
- Coordinated and oversaw all aspects of recruitment: budget, advertising, screening, promotional materials, and recruitment events locally and nationally
- Initiated and supervised the new teacher hire employment orientations
- Assisted in the development and implementation of joint initiatives between Broward County Public Schools, university partners, and various district departments to attract and retain teachers
- Assisted in developing a marketing plan with university partners, district departments, community members, and the Teaching and Leadership Center to attract educators to Broward County and to a career in education

- Served on grant writing teams for the 2001 and 2004 USDE Transition to Teaching grants that resulted in awards of \$500,000 and \$1.9 million respectively
- Served as a liaison between Instructional Staffing and the Broward Educational Consortium, Teaching and Leadership Center, and Area Offices
- Worked collaboratively with ERP team on mapping business processes, designing a new recruitment module, and implementing the SAP system
- Developed and conducted professional development for school-based administrators on School Board policies and procedures as they relate to instructional personnel issues
- Chaired various district and labor-management committees
- Conducted presentations to the School Board on marketing, teacher recruitment, and substitute teachers

**July 1996 - June 1998**

**Personnel Administrator V  
Instructional Staffing Department  
Broward County Public Schools**

- Coordinated teacher recruitment program
- Coordinated continuous improvement efforts to refine practices and procedures
- Worked with district staff and principals to identify staffing needs
- Oriented new teachers and applicants on employment procedures
- Oversaw and handled the cases of applicants who were determined ineligible for employment due to negative work-related references
- Coordinated placement of surplus (involuntary transfer) teachers
- Managed the correspondence, approvals and monitoring of instructional staff leaves of absence
- Coordinated annual contract reappointments and summer school hiring
- Provided professional development in resume writing, interviewing and employment procedures to local university interns
- Provided professional development to school-based administrators on employment procedures
- Chaired the Critical Shortage Area Task Force comprised of principals, university staff, district staff, and representatives from the Broward Teachers' Union

**July 1992 - June 1996**

**Personnel Administrator III  
Instructional Staffing Department  
Broward County Public Schools**

- Interviewed and rated applicants for employment
- Assisted school-based and district administrators in selecting qualified candidates
- Assisted applicants and other personnel in procedures that pertain to their employment status
- Counseled applicants on certification and employment concerns
- Participated in area principals' meetings to inform the area superintendents, area directors and principals on personnel procedures
- Recruited at in-state and out-of-state colleges and universities

**March 1991 - June 1992      Leave of absence due to husband's transfer out-of-state**

**March 1989 – Feb. 1991      Personnel Administrator I & II  
Instructional Staffing Department  
Broward County Public Schools**

**January 1987- March 1989    Middle School Teacher  
Nova Middle School  
Broward County Public Schools**

**STATE AND NATIONAL PRESENTATIONS:**

- November 2006, Transition to Teaching Project Director's Conference, Washington, D.C.
- February 2006- Transition to Teaching Project Director's Conference, Washington, D.C.
- February 2006- National Center for Alternative Certification Conference- San Diego, California
- October 2004- The Council of Great City Schools' National Conference- Las Vegas, Nevada
- Various presentations at Florida Association of School Personnel Administrator conferences (1998-2004)

**COMMITTEES/TASK FORCES:**

- Broward Consortium Policy Council Committee (2006-Present)
- Superintendent's Insurance Advisory Committee (2010-Present)
- Chair, School Improvement Grant Pay for Performance Committee (2010-2011)
- Serve on committees that address major initiatives in the District: Differentiated Accountability, Struggling Readers, Project Management, Strategic Planning, (2007-2011)
- Chair Professional Development Planning Team District Committee (2007-2010)
- Co-Chair the Broward Education Steering Committee (2005-2010)

- Florida Atlantic University Strategic Planning Committee (2005-2007)
- District Management Contract Negotiation Team (2006- 2007)
- District MAP (Merit Award Program) teacher and administrator pay-for-performance Committee (2006-2007)
- Management representative on the School Board and Broward Teachers Union Collective Bargaining Agreement Negotiating Team (1998-2004)
- Chair, Research and Data Collection Committee (2003-2004)
- Urban Minority Teacher Education Program (2003-2004)
- District and University Marketing Task Force (2002-2004)
- ERP/SAP Planning Committee (2000-2004)
- Professional Standards Committee (1998-2004)
- Chair of the Security Clearance Committee (1996-2004)
- Chair of the Critical Shortage Task Force (1996-2000)

#### **PROFESSIONAL DEVELOPMENT AND TRAINING:**

- Marzano Causal Model of Evaluation
- University of Virginia-Darden/Curry School Executive Leadership Academy
- Interest-based Labor Negotiations at Harvard University
- Sterling Continuous Improvement (Baldrige)
- Total Quality Management
- Florida Department of Education's Certification Bureau- Partnership Training
- Gallup Urban Teacher Perceiver
- Targeted Selection
- Florida Professional Development Protocol Standards

#### **PROFESSIONAL AFFILIATIONS:**

- Florida Educational Negotiators (2010-present)
- North American Association of Educational Negotiators (2010-present)
- National Staff Development Council (2007-2010)
- Association for Supervision and Curriculum Development (2007-2010)
- Florida Association for Staff Development (2007-2010)
- American Association of Employment in Education (1987-2004)
- Florida Association of School Personnel Administrators (1987-2004)

#### **RECOGNITIONS:**

- 2009- University Council for Educational Administration Excellence in Educational Leadership Award
- 2007- Requested by State legislator to testify before the Florida Senate K-12 Education Committee about innovative recruitment and preparation of teachers

- 2006- The Teaching and Leadership Center's Sterling Project was awarded the District Exemplary Level Superintendent's Sterling Award
- 2005-2006 Florida Atlantic University's Broward Achievement Award Finalist
- 2005- First Place for Superintendent's Sterling Award Storyboard Competition
- 2004- Exemplary Level Superintendent's Sterling Award and selected to attend Sterling/Baldrige Conference as District representative for the continuous improvement work of the department

**LANGUAGES:** English  
Spanish

**COMPUTER SKILLS:** Microsoft Word, Excel, Power Point, Filemaker Pro, SAP

**REFERENCES:** Available upon request

Chief Talent Development Officer,  
Professional Development Lead

**Elisa Calabrese, Ed.D.**

**2572 Eagle Run Lane**

**Weston, Florida 33327**

Email: [calabres@fau.edu](mailto:calabres@fau.edu)

[elisa.calabrese@browardschools.com](mailto:elisa.calabrese@browardschools.com)

Phone: 954-389-6931

Cell: 954-895-1918

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**Serving as an educator in the State of Florida since 1987**

*Creating Professional Learning Experiences and Programs for Students, Teachers, and Administrators  
Supporting Students, Parents, and the Community to Advance Educational Goals  
Focusing on Continuously Improving Education for All Students  
Building Partnerships to Create and Sustain Innovative Programs*

**Qualifications**

Education

June 1995

Ed.D. Nova Southeastern University

*Specialization Areas: Curriculum Development, Instructional Leadership, Educational Policy, Child and Youth Studies*

August 1994

Educational Leadership Certification (post-graduate hours) NSU,  
Specialization Areas: Policy, Administration, Supervision, and School Law

August 1986

M.A. Youngstown State University

*Specialization Areas: History, European Studies, Judaic Studies, Middle Eastern Studies*

June 1984

B.A. Youngstown State University

*Specialization Areas: History, Political Science*

Florida Education Certification Areas

Educational Leadership (All levels), History (Grades 6-12), Political Science (Grades 6-12), Social Science (Grades 6-12).

**Professional Employment Experience**

**July 1, 2012**

**Chief Talent Development Officer** (Title change from Assistant Superintendent based on restructuring of School District)

**2010-2012**

**Assistant Superintendent, Human Resource Development Division, Broward County Public Schools**

*Lead and direct operations of the Human Resource Development Division of Broward County Public Schools and work collaboratively with District Divisions, Area Superintendents and Directors, School Principals and their Leadership Teams, and Institutions of Higher Education to create and provide professional learning experiences for developing and retaining high-performing teachers and school leaders for the District.*

*Serve as a principal developer and one of the writers of the grant proposal PROPEL (Principal Rapid Orientation and Preparation in Educational Leadership Program). PROPEL is a partnership program with Florida Atlantic University's Department of Educational Leadership and Research Methodology (ELRM). This program develops a pipeline of highly effective principals from selected high performing teachers who demonstrate potential for becoming effective school-based administrators. Proposal received funding from the Florida Department of Education from 2011-14 (\$3.5 million).*

*Serve as one of the developers of the Ninth Grade Academies Enhancement Grant with MDRC and Johns Hopkins University, which received funding 2011-2014 (\$1.1 million). The focus of this awarded proposal is on developing and studying implementation of a group of strategic enhancements designed to strengthen the structural elements of Ninth Grade Academies (NGA) now in place in Broward County high schools.*

**2007-2010**

**Director  
Teaching and Leadership Center/Human Resource Development Division,  
Broward County Public Schools**

*Lead and direct operations of the Teaching and Leadership Center (TLC), a collaborative initiative of Broward County Public Schools and local Institutions of Higher Education, and of the Urban Academies, in the development, implementation, and refinement of innovative programs for developing and retaining high-performing teachers and school leaders for the District.*

*Serve as principal developer and one of two principal writers for the USDE Transition to Teaching Grant: The TEACHER Project, which received funding 2009-2014 (\$1.9 million) and the Florida Department of Education Teacher Quality Grant: Broward's Next Generation Mathematics and Science Program, which received funding 2009-2011 (\$850,000).*

*Supervise, guide, and evaluate Teaching and Leadership Center staff performance comprising the School Board and Florida Atlantic University personnel.*

*Lead staff in the development, implementation, and refinement of the department's mission, values, primary functions and strategic plan.*

*Oversee the design, development, and implementation of alternative certification options for Broward County Public Schools.*

*Work collaboratively with the School District Human Resources Division and departments within the Human Resource Development Division to implement recruitment, induction, and retention programs for teachers and administrators.*

*Research and develop programs, and secure funding to implement programs through federal, state, and local grants for training and preparation of administrators.*

*Manage annually over \$1,000,000 federal, state and local grant monies, and maintain expenditures that align with the objectives of the grants.*

*Assist in the design, development and implementation of joint initiatives including the Broward Educational Consortium, Urban Teacher Academy Program, Urban Academies, District Alternative Certification Programs, Educator Preparation Institute, and Leadership Development Programs for school-based administrators and teacher leaders.*

*Create and coordinate initiatives with Broward's Educational Consortium of colleges and universities to develop a pool of prospective alternative certification teacher candidates, traditionally prepared teacher candidates, and prospective school-based administrators.*

*Serve as co-chair of the Broward Education Steering Committee attended by Broward's Superintendent of Schools, Florida Atlantic University's Provost, Vice President of Broward Campuses, and the Dean of the College of Education, to establish, direct, and monitor joint School District and FAU initiatives.*

*Oversee and improve streamlining of administrative processes and procedures for Florida Atlantic University's partnership with the School District as it relates to the Digital Education Teacher Academy (DETA) and other professional learning college credit partnership programs.*

*Serve as liaison to the School District's Human Resource Development Division and Florida Atlantic University's College of Education.*

*Conduct ongoing scholarly research and analysis of alternative certification programs, including use of a selection tool to identify quality alternative teacher candidates.*

*Prepare documentation for School Board agenda items on various department agreements and initiatives.*

*Develop, prepare, and submit agreements between funding sources for initiatives to the School District, University, and Community Agencies such as Broward Education Foundation and WorkForce One.*

**2002–2007**

**Grant Development Specialist**  
**Teaching and Leadership Center at Florida Atlantic University**  
**Human Resources Division, Broward County Public Schools**  
(2002-2004 Consultant position as Grant Specialist)  
(2004-2007 School Board position as Grant Development Specialist)

*Served as one of the two principal writers for the USDE Transition to Teaching Grant: Project PROMISE: Partners Responding with Options furthering the Mission to Increase Success for Educators, which received funding 2007-2012 (\$2.4 million).*

*Served as a lead writer for the USDE Transition to Teaching Grant: Leave No Teacher Behind, which received funding 2004-2010 (\$1.9 million).*

*Served on the team for the design and a principal writing of the USDE School Leadership Grant: Broward's School Leadership Development Program, which received funding 2005-2008 (\$1.5 million).*

*Wrote and received funding for several state and local grants: Teach for Broward, WorkForce One, and Title I Broward Teacher Corps (combined over \$700,000).*

*Assisted in the design, implementation and coordination of major educational and grant initiatives as part of a partnership between Broward County Schools and Florida Atlantic University.*

*Served on district and university committees.*

**2000–2002**

**Producer Human Resource Development/Leadership Development**  
(Part-time position—worked while on a childcare leave of absence)  
*Designed and codified District leadership development practices for written and oral presentations.*

*Assisted in the development, design and production of various school leadership training programs, including the writing of various training manuals and accreditation material for the Broward County Public School District.*

**1996–2000**

**Assistant Principal, Flanagan High School, Broward County**  
*Assisted the Principal in all functions related to planning and implementing an effective school-learning environment, with specific responsibilities for designing curricula and working with parent and community groups.*

*Wrote and maintained comprehensive Southern Association of Schools and Colleges (SACS) criteria reports for initial and ongoing SACS accreditation.*

*Communicated effectively (both written and oral) and interacted cooperatively to promote positive working relationships among students, parent organizations, community members and school staff.*

*Worked effectively with governmental agencies in projects affecting students and the school environment.*

**1987–1996**

**Teacher and Dean of Students/Administrative Assistant, American High School (Miami-Dade Public Schools) and Cooper City High School (Broward County Public Schools)**

*Facilitated student learning through the development of secondary level competency-based curriculum, while maintaining a learning environment conducive for student success.*

**Coordinate and direct the development and implementation of a Comprehensive Human Resource Development Plan for the district**

- Design, write, and present the District's documentation for school leadership programs and Level II Principal Certification in response to the State of Florida's SBE Rule 6A-5.081 that received full approval in May 2008. (This also entails the complete design and development of a comprehensive website presentation of Broward's leadership programs.)
- Design and write the comprehensive Human Resource Management and Development (HRMD) Plan for Broward County School District for 2003–2006, which includes procedures relating to Screening, Selection and Appointment Systems for Principals and Assistant Principals; Programs for Leadership Development, including the Leadership Institute, Preparing New Principals; and Performance Appraisal Systems.
- Collaborate in the design, development, and implementation of collaborative initiatives of the School District and University partners including Alternative Preparation and Certification Programs, Urban Academies, Broward County Educational Consortium, Leadership Development, and University Level I Educational Leadership Preparation and Internship Programs.

**Establish, direct and monitor programs for performance improvement and professional growth for managerial, instructional and non-instructional personnel.**

- Direct the development, implementation, monitoring and continuous improvement of professional learning, coaching and mentoring, and teacher and administrator preparation programs within the department that include transition to teaching programs, alternative preparation and certification programs, subject area exam preparation courses, and Level I educational leadership.
- Work closely with HRD/Leadership Development in the design and development of benchmark assessments aligned to Broward County School's leadership continuum for current and prospective school-based administrators.
- Lead staff in the development, implementation, and refinement of the department's mission, goals, primary functions, and strategic plan as aligned to District objectives.
- Design with high performing principals and Florida Atlantic University's Educational Leadership faculty a FLDOE approved 450-hour Educational Leadership Internship Program for aspiring assistant principals working toward Level I certification that aligns to the District's Leadership Experiences and Administrator Development (LEAD) program.

**Participate as a member of advisory bodies and submit annual update of activities to advisory councils**

- Serve on the Steering Committee of Broward County's Educational Consortium Policy Council (2007-present).
- Serve on the Southern Association of Colleges and Schools (SACS) Review Team (2004-present).
- Serve as co-chair of the Broward Education Steering Committee attended by Broward's Superintendent of Schools, Florida Atlantic University's Provost, Vice President of Broward

Campuses, and the Dean of the College of Education to establish, direct, and monitor joint School District and FAU initiatives (2007–present).

- Serve as a state of Florida reviewer for K-12 and higher education school leadership programs (2007–2008).
- Serve on the Florida Department of Education’s Survey Advisory Committee for Educational Program Graduates (2007–2008).
- Serve on the Florida Department of Education selection committee for Teacher of the Year (2009–2011).
- Serve on the District’s Grant Review Council (2010–2011).
- Serve on the United Way’s Task Force on Empowering Effective Teachers (2010).
- Prepare presentations to the School Board, Executive Leadership Team, District and University Advisory Councils and principals on the TLC and HRD initiatives (2004–present).

### **Serve as liaison between District Advisory Council and Site Advisory Council**

- Serve as liaison between District, University, State Advisory Councils, and convene regularly with appropriate district and higher education personnel, and state personnel to assess progress of current educational programs and to design innovative programs.
- Serve on the Florida Department of Education’s Teacher Preparation Advisory committee to review and improve higher education teacher preparation programs.
- Serve on the Policy Steering Committee of the Broward County Educational Consortium of Universities and work to prepare quarterly agenda items and implement key events and programs of the Consortium.
- Meet regularly with Dean of the College of Education and department chairs at Florida Atlantic University to assess progress of participants in TLC programs who are working toward professional certification at the university receiving graduate and undergraduate credit.
- Serve as member of the Dean’s Task Force at Florida Atlantic University to develop alternative certification curriculum and teacher endorsement criteria to meet state guidelines.
- Present to local, state, and national educational organizations on key results developed through innovative programs and grant initiatives (U.S. Department of Education, FL Department of Education, National Center for Alternative Certification, The School Board of Broward County, Work Force One, NSU Education Curriculum Council).
- Elected to the executive board of the *Broward Assistant Principal Association* (BAPA) as South Area High School Director, and worked closely with the team to provide and maintain meaningful professional development for assistant principals.
- Serve on various district, state, and university committees with internal and external stakeholders to develop and/or enhance professional development programs for aspiring and existing teachers and leaders.

### **Monitor activities of administrative support personnel and instructional leaders**

- Monitor mentor support to transition to teaching and other TLC program participants at twenty-three elementary, middle, and high schools.
- Monitor delivery of mentoring activities and provide support to schools that incorporates quantitative and qualitative approaches to refine delivery of mentoring and coaching services.
- Lead and monitor the Teaching and Leadership Center operations and staff comprising the following components: alternative certification programs, Urban Academies, Urban Teacher Academy Program, and university partnerships.
- Provide leadership as a University Supervisor for Intern teachers, which entails monitoring the growth of developing teachers to enhance their skills in the successful demonstration of Florida’s Educator Accomplished Practices. This involves direct classroom observation, conferences with all stakeholders, and evaluation of student work products.

- Provide clinical supervision in the areas of curriculum development, strategies for student learning and oral communication skills for student teachers, and beginning teachers.
- Design curriculum and multiple delivery methods of professional development coursework and activities appropriate for the needs of alternative certification candidates on the elementary and secondary levels.
- Serve as online mentor for the State of Florida's Alternative Certification Program involving the review and monitoring of current developments and literature relating to *No Child Left Behind* legislation and alternative certification.
- Collaborate with the appropriate district staff and university staff to prepare and monitor individual education growth plans for program participants, both current and prospective teachers; this includes arranging appropriate field experiences for candidates and maintaining a comprehensive database on progress.

**Collaborate with principals and appropriate departments to design a seamless K-12 educational program focused on improved student achievement and accountability**

- Collaborate with Principals and the district departments of Instructional Technology, Curriculum, Instructional Staffing, Certification, university partners of Florida Atlantic University, Nova Southeastern University, and Broward College on the design and development of traditional and online curriculum programs and instructional strategies to prepare aspiring and current teachers in the areas of effective teaching strategies and classroom management skills.
- Collaborate with the district department of Grants Administration and Government Programs to design, develop, and write grant proposals that are focused on the following initiatives: Teacher preparation and development, leadership preparation and development, college readiness for high school students, Next Generation Sunshine State Standards, and NCLB components.
- Collaborate with Florida Atlantic University and Nova Southeastern University faculties on writing data set reports used in scholarly research, grant funding opportunities, and district presentations.
- Collaborate with Instructional Technology Department and FAU faculty on the DETA Curriculum Committee to improve design and delivery of DETA I, and DETA II.
- Collaborate with HRD/Teacher Development, Core Curriculum, Accountability personnel, and FAU Education Leadership Chair and faculty to create and implement a District Teacher Leadership Program (TLP). TLP, which is an investment in the development of high quality K-12 teachers, provides reflective mentoring, professional learning communities, seminars, instructional leadership experiences, and a summer leadership succession institute to prepare teachers for serving in leadership roles such as instructional and content area coaches.

**Collaborate with Principals, Partnerships and Community Affairs and other departments to provide for the development, coordination and technical assistance related to the infusion of community and business resources**

- Collaborate with WorkForce One Employee Training to deliver an alternative certification program to teachers in their final year of their temporary certificate to earn professional teaching certification and retain employment.
- Collaborate closely with Broward Education Foundation, Partnerships and Community Affairs to raise funds to purchase 2+2 college scholarships for eligible Urban Teacher Academy Program graduates.
- Coordinator of Partners in Education at the school site as school-based administrator, and responsible for increasing partnership opportunities; one such partnership with Airbus Industrie was recognized by the *State of Florida* and received the *School to Career Business Partnership Silver Zone Award*. This honor recognizes businesses and educators throughout the state of Florida for innovation, creativity, and work that measurably increases performance in the School-To-Work education initiative.

- Design, implement, and coordinate professional learning activities for high school teachers that included field experiences for teachers in an exchange program. Teachers would go to various businesses/corporations and learn current practices in their content area while individuals from the business world would serve as substitute teachers in the teachers' classrooms.

**Communicate with county level personnel, teachers, and school-based professionals in the development of an appropriate research design for evaluating the impact of studies they are undertaking in the sponsorship of educational research and development program.**

- Communicate with the Research and Evaluation department to develop appropriate evaluation methods for effectiveness of TLC programs and initiatives.
- Communicate and collaborate with the Grants Administration and Government Programs department on funding opportunities and writing proposals.
- Correspond with district and school administrators, and with teachers regarding professional development opportunities and requirements, in-service information and university partnership activities.
- Conduct ongoing research and analysis with the Research and Evaluation department on teacher alternative preparation and certification programs, including use of a selection tool to identify quality alternative candidates.
- Communicate with Instructional Staffing, Certification, Core Curriculum, HRD/Teacher Development to redesign preparation courses for the General Knowledge Test and a variety of Subject Area Exams.
- Engage in Case Study Training with the Florida Department of Education and Harvard University.
- Communicate and work closely with district staff including Instructional Staffing to recruit qualified candidates through the Urban Academies and alternative preparation programs to teach in Broward County Public schools.
- Remain actively involved in committee for the development of Professional Pathways initiative and Standards of Practice for professional development and training programs for teachers and administrators for the Broward County School District since 1995.

**Provide all required evaluations for ongoing federal projects as per contracted agreement and monitor all projects or initiatives.**

- Produce detailed quarterly, semi-annual, and annual results oriented reports on federal, state, and local grant funded projects and programs for formative and summative evaluations.
- Collaborate with independent evaluators of grant funded projects and programs to produce annual progress reports, interim and final evaluations.
- Work with Research and Evaluation department to identify the best evaluation methods to assess the effectiveness of alternative certification programs and processes.

**Collaborate to maintain analysis on estimated revenue, appropriations, and fund balances for the general fund, grants, and special revenue funds; oversee approval of budget; prepare budget amendments and monitor actual expenditures vs. budget allocations**

- Monitor the Teaching and Leadership Center and Urban Academies general fund and federal, state, and local grant budgets.
- Prepare grant budgets and monitor expenditures for local, state, and federal competitive grants.
- Monitor actual expenditures versus budget allocations for federal, state, and local competitive grants.
- Collaborate with Grants Administration and Government Programs to prepare monthly budget reports of grant funded programs.

## **Presentations**

United States Department of Education's Transition to Teaching Project Directors' Conference, March 2010 *"Creating and Streamlining Data Structures to Improve the Delivery of Professional Learning and Services"*

Florida Department of Education's Transition to Teaching Directors' Conference, February 2008  
*"Using the Profile XT in Selecting, Supporting, and Mentoring Alternative Certification Candidates"*

Florida Department of Education's Coaching Leadership Academy, August 2007  
*"Tools for Selecting and Supporting Alternative Certification Candidates"*

The School Board of Broward County, Florida, Retreat, January 2007  
*"Selection of Quality Alternative Certification Candidates"*

Florida Department of Education's Alternative Certification Conference, Ocala, Florida August 2006  
*"Breaking Through Barriers by Building and Promoting Partnerships"*

National Center for Alternative Certification Conference, San Diego, California, February 2006  
*"Selection and Training of Alternative Certification Candidates: Broward's Solutions to Providing Quality Teachers in Every Classroom"*

Southern Association of Colleges and Schools (SACS) Conference, Orlando, Florida, July 2004  
*"Recruiting and Retaining Alternative Certification Candidates"*

## **Committees and Affiliations**

- Chair of the Florida Department of Education's Teacher and Leader Preparation Implementation Committee for Race to the Top
- Florida Department of Education's School Leadership Program Review Committee
- Florida Department of Education's Survey Committee for Educational Program Graduates
- Florida Department of Education Selection Committee for Teacher of the Year
- Southern Association of Colleges and Schools (SACS) Review Team
- Broward County's Educational Consortium Policy Council's Steering Committee
- Broward College Teacher Education Program Advisory Committee
- Teacher Preparation Advisory Committee, Nova Southeastern University
- Broward Education Steering Committee
- District Grant Review Council
- The United Way Task Force on Empowering Effective Teachers
- Professional Development Advisory Committee
- Past Vice President of Programming and Board Member, Temple Beth Emet

**References:** Available upon request

Director, Employee Evaluations,  
Evaluation Lead

# **Heather A. Parente**

754-322-8250 Office

954-806-8903 Work Cellular

## **Degrees:**

### **Masters in Science, Graduated 1999**

Nova Southeastern University

Davie, Florida

### **Bachelor's in Education, Graduated 1992**

Florida Atlantic University

Boca Raton, Florida

### **Associate in Arts in Education, Graduated 1990**

Broward Community College

Davie, Florida

## **Current Position:**

### **Evaluation Coordinator (March, 2007 – present)**

Human Resources Department

Ms. Gracie Diaz, Chief Human Resources Officer

## **Experience:**

### **Intern Principal (July, 2005 - present)**

Coconut Creek Elementary

Mr. William Roach, Principal

### **Assistant Principal (July, 2003 - present)**

Coconut Creek Elementary

Mr. Robert Collins, Principal (2003-2004)

Mr. William Roach, Principal (2004-present)

### **Assistant Principal (July, 2000 - July, 2003)**

James S. Hunt Elementary

Ms. Debra Braly, Principal

### **Alliance Coach (August, 1997 - July, 2000)**

Mr. Stuart Greenberg, Supervisor

Schools Included: Cypress Elementary, Dania Elementary,

Larkdale Elementary, Meadowbrook Elementary,

North Fork Elementary, Rock Island Elementary

### **Teacher (October, 1992 - August, 1997)**

Oriole Elementary

Ms. Estella Canty, Principal

## **Evidence of Experience:**

### **Experiences working with evaluation systems**

- Served on Work Group for Instructional Practice Committee.
- Served on Work Group for Student Growth Committee.
- Facilitated Focus Groups pertaining to the Teacher Evaluation System.
- Prepared the Administrator Evaluation System for 2012-2013, approved by the state (date).
- Participated in Oversight Committee Meetings pertaining to district's evaluation systems.
- Presented updates regarding the evaluation system at monthly principal meetings.
- Prepared monthly Brainshark presentations regarding evaluation updates to be shared at all schools throughout the district.
- Worked with administrators to place teachers with performance deficiencies in documentation.
- Worked with supervisors to place administrators with performance deficiencies into documentation.
- Worked with Broward Teachers' Union Field Representatives in developing the teacher evaluation system and placing teachers into documentation.
- Worked with Learning Sciences Institute to bring teacher evaluations into compliance, adjusting approximately 1,300 Instructional Practice Scores.
- Attended a DOAH hearing as the agency representative for a teacher performance case.
- Attended monthly Race to the Top Meetings for Project 8.
- Facilitated monthly Race to the Top Meetings for administrators and Charter School representatives regarding Project 8.
- Attended training on Empowering Effective Teaching, May 2012.
- Attended training on Focus on Learning Goals, Resources, Networking, and DOE Updates, March 2012.

### **Experiences with providing feedback on teacher coaching**

- Completed FPMS training and completed annual IPAS evaluations on staff members.
- Completed FPMS evaluations on beginning teachers.
- Currently documenting a teacher in preparation for a PDP.
- Conduct regular conferences with teachers regarding classroom observations.
- Provide ongoing modeling and/or support in order to enhance curriculum presentation and/or classroom management.
- Provided staff development in reading and writing for Principals and teachers as an Alliance Coach.
- Provided district training in reading and writing, serving on the Writing Cadre.

- Facilitated the Balanced Literacy Summer Institute at Oriole Elementary with Reading/Writing Department.
- Earned and maintained “A” status for three years while at Hunt Elementary, earning the highest scores of all the Title I Schools in 2002-2003.
- Created and monitored daily staff schedules including the specials schedules in order to provide an uninterrupted reading block of instruction.
- Ordered instructional materials as needed in order to raise student achievement.
- Planned and facilitated monthly faculty meetings, highlighting best practices.
- Developed and presented quarterly Sterling Process meetings.
- Monitored and conducted staff development on all Early Release Days.
- Hired new teachers as needed.
- Developed and monitored all teacher’s PGP goals which are aligned to the SIP goals based on individual student achievement.
- Provided staff development for the FCAT Specifications for reading and math.
- Modeled “5 day writing plan” and provided support and feedback at Northfork Elementary School resulting in 86% of the students scoring a 3.0 or higher on FCAT Writes.
- Developed and monitored departmentalized writing groups, scoring 99% of students earning a 3.0 or higher and 85% scoring a 3.5 or higher on FCAT Writes 2003 at Hunt Elementary.

### **Understanding the instructional implications from FCAT**

- Implemented accelerated and remedial academic camps based on individual student’s needs. 45% of reading camp students scored a Level 3 or higher, 59% of math camp students scored a Level 3 or higher, and 100% of writing camp students scored a 3.0 or higher on the FCAT assessments at Hunt Elementary.
- Developed School Improvement Plan to be aligned with the DOE’s grading scale.
- Developed administrative goals to be aligned with School Improvement Plan.
- Planned PGP goals with staff based on the students in each classroom and the goal needed for reading and math at each grade level; 3rd/4th/5th - % to earn Level 3 or higher, 1st/2nd - % to score at 60th%tile or higher on reading and math assessment.
- Developed an accountability chart for Kindergarten to mirror the FCAT levels using the school and district Kindergarten assessments.
- Developed a site specific database using Filemaker Pro consisting of test scores, curriculum data points, referrals, emergency contacts, and daily attendance.
- Monitor all students’ test scores through the database, ensuring 80% or higher on all assessments.
- Wrote Sunshine State Standards for various grade levels with Reading Department.

- Ordered and monitored all textbooks in grades K-5 based on individual student needs.
- Implemented and monitored all reading and math support pullout programs; Great Leaps, Direct Instruction, and math remediation.
- Composed a Sterling Award Presentation highlighting how to increase student achievement using individual student data.
- Created and presented six MPower slide presentations for K-5 Curriculum Nights to introduce Sunshine State Standards for each grade level.
- Provided support and feedback to parents regarding their concerns about the FCAT Assessment during monthly School Advisory Forum meetings.
- Prepared and presented FCAT scores, curriculum materials, datapoints, and FCAT predictions at the monthly SAC meetings.

### **Understanding Computer assisted instruction**

- Provided all new students with a computerized assessment test to determine appropriate reading and math placements.
- Trained and monitored the faculty on the use of CCC Software, ensuring that the bottom quartile students working on CCC 20 minutes per day scoring 80% or higher.
- Trained and monitored the faculty on the use of Software. Scholastic Reading Counts, detailing that each student read at least 1 book every 2 weeks within his/her reading range and scored 80% or higher on the computerized comprehension test.
- Monitored computer assisted reading curriculum and pacing, scoring 71% of 3rd, 4th, and 5th grade students scoring a Level 3 or higher on FCAT - Reading SSS at Hunt Elementary.
- Provided staff development and monitored computer assisted math curriculum, scoring 75% of 3rd, 4th, and 5th grade students scoring a Level 3 or higher on FCAT - Math SSS at Hunt Elementary.
- Trained and monitored the use of FCAT Explorer in grades 3, 4, and 5.
- Implemented and monitored classroom computer support for ESOL students and students reading below grade level, 51% of our LEP students made gains on the 2003 FCAT Assessment.
- Wrote the material for the “Just in Time” Training CD ROM for the Writing Department.

### **Understanding the FCAT test item specifications**

- Trained and monitored staff members on their grade level Reading and Math item analysis benchmarks.
- Reorganized the Test Items and Performance Task Specification booklets for math and reading in order to be more specific for each grade level.
- Developed grade level practice tests for reading, including aligning the number of words per passage and the appropriate question stems.

- Developed grade level practice tests for math, including aligning the appropriate number of questions for each strand.
- Created math remediation groups based on math benchmark assessments.
- Created Reading Benchmark questions for the Trophies Reading Series based on the question types.
- **Experiences working with improving achievement in low income schools**
- Earned 449 points on DOE's grading scale at James S. Hunt Elementary (Title I School, 63% on free/reduced lunch); the highest FCAT scores of all the Title I schools in the district, scoring 71 points in reading, 75 points in math, and 92 points in writing.
- Placed students in reading groups based on their individual reading levels.
- Assigned and monitored support staff to pull out specific children using assigned curriculum in order to provide a double-dose of reading daily.
- Created and monitored a fluency program using ELO dollars.
- Created class lists for each school year at Dania Elementary and Hunt Elementary based on individual students' reading/math needs and teachers' strengths.
- Provided staff development including coaching and providing feedback as "The A Team" at Northfork Elementary, 86% of students scored 3.0 or higher on FCAT Writes.
- Worked as an Alliance Coach training and mentoring teachers at Dania, Larkdale, Cypress, Northfork, Meadowbrook, and Rock Island Elementary.
- Served as the district's Reading Representative to evaluate principals' schools during their first year in a school (Pompano Beach Elementary and Sunset School).
- Served as a member of the Leadership Team during the SACS Accreditation Team visit while at Oriole Elementary and Hunt Elementary.
- Taught 1st grade at Oriole Elementary School providing staff development in reading for new Alliance Coaches.

Director of Leadership Development,  
Principal Leadership Continuum Lead

## **Sharon R. Moffitt Ph.D.**

1601 SW 117 Ave.  
Davie, Florida 33325  
Home Phone (954) 579-2494

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### **QUALIFICATIONS**

- 33 years as an educator and educational leader in Broward County Schools
- National School Reform Faculty member
- National Facilitator for the Coalition of Essential Schools.
- National Facilitator for the Annenberg Institute
- Curriculum leader for eight years in three Broward County Schools
- Instructional leader of three schools who demonstrated high levels of learning gains under my leadership.
- Adjunct for Instructional Leadership, LEAD 1, and Intern Program course for Florida Atlantic University from 1999-to present
- Coordinator for the PROPEL (Principal Rapid Orientation and Preparation in Educational Leadership)

### **EDUCATION**

2006- Ph. D. –Educational Leadership, Florida Atlantic University  
2000 Educational Specialist, Educational Leadership, Florida Atlantic University  
1995 Master of Education, Educational Leadership Florida Atlantic University  
1978 Bachelor of Arts, Education, Florida Atlantic University

### **EMPLOYMENT**

2012 to Present- Director of Leadership and Non Instructional Development for Broward County Schools  
2006 2012- Principal, Atlantic West Elementary  
2005-2006- Intern Principal Park Ridge Elementary  
2002- 2005- Intern Principal, Liberty Elementary  
2000 – 2002 Assistant Principal, Margate Elementary  
1994-2000 Reading Resource Teacher, Coral Springs Elementary and Orange Brook Elementary  
1978-1994 Classroom Teacher – Grades K-5; Davie Elementary, Silver Ridge Elementary and Orange Brook Elementary

### **REFERENCES**

Dr. John Pisapia, Florida Atlantic University [jpisapia@fau.edu](mailto:jpisapia@fau.edu)  
Dr. Pat Maslin-Ostrowski, Florida Atlantic University, [pmaslin@fau.edu](mailto:pmaslin@fau.edu)  
Dr. John Morris, Florida Atlantic University. [jdmorris@fau.edu](mailto:jdmorris@fau.edu)  
Dr. Jennifer Freeland. Visiting Professor, Florida Atlantic University  
Dr. Daniel Reyes-Guerra- Assistant Professor, Florida Atlantic University,

[dreyes@fau.edu](mailto:dreyes@fau.edu)

Dr. Elisa Calabrese, Assistant Superintendent, Human Resource  
Development Division, Broward County Schools.

[Elisa.calabrese@browardschools.com](mailto:Elisa.calabrese@browardschools.com)

Director of Teacher Development,  
Teacher Leadership Continuum Lead

## LINDA SLAIGHT WHITEHEAD

5507 McKinley Street, Hollywood, Florida 33021

Home: (954) 966-2779, Office: (754) 321-5005

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**PROFESSIONAL OBJECTIVE:** A challenging and responsible position which will fully utilize my acquired skills, education and experience in teaching, professional development and leadership.

**EDUCATION:** Florida Atlantic University, Boca Raton, Florida.

**M.Ed. Educational Leadership**, April, 1989.

Barry University, Miami Shores, Florida.

**B.S. Early Childhood/Elementary Education**, Magna Cum Laude, May, 1986.

**PROFESSIONAL DEVELOPMENT:** September 2004-Present: **The School Board of Broward County, Florida.**

**DIRECTOR/TEACHER DEVELOPMENT:** Talent Development, 3531 Davie Road, Davie, Florida 33314.

Position Goals:

- To provide a continuum of instructional professional development services from pre-service through National Board certification.
- To provide a continuing series of high quality professional development programs which support District initiatives.
- To provide instructional professional development programs to empower teachers to be change agents and active participants in the development of school culture.

July 2001-September 2004: **The School Board of Broward County, Florida.**

**TEACHER/HELPING RESOURCE:** Human Resource Development, 3531 Davie Road, Davie, Florida 33314.

Performed Responsibilities as assigned by Director, Instructional Development:

- **Professional Educators Network:** Currently collaborate with coordinator of PDN in the design of yearlong activities. Served as an active member of PDN from Oct. 97 – Dec. 99 representing the South Area Curriculum Council.
- **Teacher Induction Program:** Work extensively with New Educator Support System Program Facilitators on all designs for professional staff development events offered to NESS School Liaisons and/or Instructional Coaches. Current emphasis on developing Site Based Induction Programs.
- **National Board Certification Preparation Program:** Collaborate with Program Coordinator on means to improve support and mentoring to candidates, plan celebrations for those achieving success and developing comprehensive options for National Board teachers to mentor other educators.
- **Teacher Substitute Training Program:** Recommended effective trainers who are currently delivering training as potential candidates for Substitute Training Program.
- **Field Experience Program:** Consulted with Field Experience Coordinator on the design of the training for Field Experience contacts on the use of the Request for Field Placement website.
- **New Teacher Orientation Program:** Currently serve as the districts coordinator in partnership with the Broward Teachers Union to conduct the event annually. Plans include schedules, setting agendas, selection of content for concurrent sessions, contracting exhibitors, and notifying all participants.

- **Broward Guild of Teachers:** Collaborate with Program Coordinator with the efforts of this group. Assisted in the semi-annual functions highlighting individual performance successes.
- **Coalition of Essential Schools Program:** Facilitated monthly Study Groups in six schools to guide the administration, faculty and staff in deepening their understanding of a highly effective school. Actively participated in all events that the CES office provided to develop and support facilitators. Program is no longer supported by the district.
- **New Educator Support System Teacher Coaches:** Design and deliver monthly staff development sessions based on the results of a needs assessment that identified gaps in performance and skill sets. This group is comprised of retired administrators and teachers who mentor new educators pursuing alternative certification.
- **Instructional Staff Support and Activities:** As a Zone Coach created and designed three different Showcase of Success events. Included were recruiting keynote speakers, organizing best practices sessions for all grade/subject level teachers, support staff and administration and creating exhibits highlighting zone initiatives. Consulted with schools to ensure that staff development plans as part of a school improvement plan are aligned with the district's strategic plan and school level needs.
- **Innovation Zones:** In the last year of the Zone Coach position (02-03), designed and delivered monthly staff development sessions to support their role as a staff developer when working with assigned zone schools. Held the position of McArthur Zone Coach for three years at which time assisted schools in identifying and supporting appropriate staff development events for faculty and staff.
- **Instructional Based Committees:** Opportunity to lead a design team for HRD in creating a resource manual for school-based facilitators in Upward Bound Learning Communities, followed by a multi-day training in appropriate facilitation and coaching skills. Designed and delivered a Reading Critical Content two-day training to various department members responsible for staff development in their respective positions. Chaired the New Teacher Academy Design Team Committee representing a cross-section of district departments. Synthesized all content submitted into a seamless event that has been attended by thousands of new teachers. Attract, train and maintain a trainers' cadre of current classroom teachers in continuing efforts to support and retain new educators.

August 1998-June 2001: **School Board of Broward County, FL.**

INNOVATION ZONE STAFF DEVELOPMENT COACH: McArthur High School, 6501 Hollywood Blvd., Hollywood, Florida 33024.

Responsibilities include providing, designing and delivering staff development and support for the McArthur Innovation Zone and South Area Office which focuses on critical curriculum, data analysis, and utilization and integration of technology.

**TEACHING  
EXPERIENCE:**

August 1993-June 1998: **School Board of Broward County, FL**

TEACHER: Orange Brook Elementary, 715 S 46th Avenue, Hollywood, Florida 33021. Grades: First and Second

August 1986-December 1991: **School Board of Broward County, FL**  
**TEACHER:** Edgewood Elementary, 1300 SW 32nd Court, Fort  
 Lauderdale, Florida 33315. Grades: First and Fourth, 1986-1990.  
INTERMEDIATE SPECIALIST/CURRICULUM ASSISTANT, 1990-1991.

June, July, August of 1979-1988: **Delphi Academy**, 2829 Madison Street  
 Hollywood, Florida 33020.

**COUNSELOR:** Responsible for children ages 2-12 as a pre-school  
 teacher and summer camp counselor.

## PROFESSIONAL HIGHLIGHTS:

**National Board for Professional Teaching Standards:** As Director, earned recognition in 2007 – 2009 with Broward County Public Schools leading the nation with the most National Board Certified Teachers for three consecutive years. Currently, Broward is still #1 in Florida and #2 in the nation.

**Clinical Educator Trainer:** Successfully completed requirements to serve as a trainer to teachers interested in accepting the responsibility as a NESS Instructional Coach or University/College Student Cooperating Teacher.

**School Improvement Team Chairperson:** Elected as chairperson for the 1996-97 and 1997-98 school years. Responsible for writing and maintaining the successful implementation of the School Improvement Plan with the School Improvement Team through regular meetings and recommended inservices.

**School Improvement Team Member:** Participated in regular SIT meetings for the purpose of writing and overseeing the implementation of the School Improvement Plan. Recorded and prepared minutes from all meetings, 1994-1996.

**School Improvement Plan Review Panel:** Invited and trained to participate as a county panel member for the purpose of reviewing school improvement plans, spring 1997-1999.

**Coalition of Essential Schools Facilitator:** Completed training and facilitated with the responsibility of planning and conducting monthly study group session.

**Innovation Zone:** Attended meetings and participated in activities for the McArthur Innovation Zone. 1995-1997.

**Curriculum Council Chairperson:** Elected as South Area Elementary Curriculum Council Chairperson. Responsible for planning and conducting monthly meetings, attending monthly contact meetings with Director of Elementary Education, and participate in all Professional Educator (PEN)/Professional Development Network (PDN) activities, October 1998-December 1999.

**Curriculum Council Vice-Chairperson:** Elected as South Area Elementary Curriculum Council Vice-Chairperson. Responsible for recording and preparing monthly minutes, attending monthly contact meetings with all three elementary areas and participating in all Professional Educator Network (PEN) activities, October 1997-October 1998.

**Curriculum Council Representative:** Attended South Area and Central Area Curriculum Council meetings and reported all information to the school faculty and staff, 1988-1991, 1997.

**Principal Designee:** Assumed responsibilities of the principal at his/her request in his/her absence, 1988-91/1996-98.

**New Educator Support System Liaison:** Selected to be liaison to support others in professional growth, August 1998.

**Peer Teacher/OPE:** Completed training and have served in both roles for new teachers in the Professional Orientation Program, 1989-1998.

**Textbook Chairperson:** Maintained all school records related to instructional materials. Included are coordinating new orders, distributing materials as necessary, organizing current materials, returning used books, and conducting an annual inventory, 1993-1998.

**Department Chairperson:** Elected as Chairperson by respective grade groups for four of the six years at Edgewood. Elected as grade chairperson for the 1995-96/1996-97 school years at Orange Brook.

**Broward County Reading Pre-Adoption Committee:** Selected to serve on committee to choose the three basal reading series that were to be presented to all teachers for voting, summer, 1989.

**Broward County Language Arts Fair Committee:** Invited to serve as a member as part of the Broward County Curriculum Fair, spring, 1991.

**SACS Steering Committee Chairperson:** Completed all tasks related to position's responsibility including preparing my school for visitation as well as serving on a visitation team.

**Faculty Council:** Elected to serve as a faculty member representative in school related matters that required addressing in times of importance or need with school administration, 1995-1996.

**Multicultural Contact:** Responsible for maintaining communication between school bilingual staff and administration and county office. Completed all necessary paperwork for audit purposes on students for staff, 1990-1992.

**Gesell Developmental Examiner:** Qualified to administer the Gesell, tested Kindergarten students at Saturday Screenings for Team III and Team V, 1991-1997.

**MEMBERSHIPS:** **Broward County Reading Council** - 1989-2004.  
President 1991-1992/1996-1997.  
Reading Day at the Mall Co-Chair, 1987-1994.

**Florida Reading Association** - 1986-2000.  
District XIV Director - 1996-1998. Responsible for maintaining communication between the state organization and the Dade, Broward and Monroe Councils.  
Local Arrangement Co-Chairperson, Annual Conference, October 14-17, 1999, Kissimmee, Florida and October 14-17, 1992, Miami, Florida.

**International Reading Association** - 1986-2000.

**Kappa Delta Pi: An International Honor Society in Education**  
1985- 1996. President 1988-1994.  
Regional Conference hosted and planned by our chapter, April 3, 1993.

**CERTIFICATION:** Department of Education Number: 592296  
Areas of Certification: Early Childhood Education, Elementary Education,  
Reading K-12, Educational Leadership  
ESOL Endorsement

**REFERENCES:** Available upon request.

## REFERENCES

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- Barber, M., & Mourshed, M. (2007). *How the world's best-performing school systems come out on top*. New York: McKinsey & Company.
- Darling-Hammond, L., Wei, R.C., Andree, A., Richardson, N., & Orphanos, S. (2009). Professional learning in the learning profession: A status report on teacher development in the United States and abroad. Stanford, CA: National Staff Development Council.
- Goldhaber, D. (2010). *Teacher pay reforms: The political implications of recent research*. Seattle, WA: Center for Education Data & Research.
- Jordan, H. R., Mendro, R., & Weerasinghe, D. (1997). *Teacher effects on longitudinal student achievement: A preliminary report on research on teacher effectiveness*. Paper presented at the National Evaluation Institute, Indianapolis, IN.
- Marzano, R., Toth, M., & Schooling, P. (n.d.). Examining the role of teacher evaluation and student achievement: Contemporary research base for the Marzano Causal Teacher Evaluation Model. Palm Beach Gardens, FL: Learning Sciences Marzano Center for Teacher and Leadership Evaluation.
- Massell, D. (2001). The theory and practice of using data to build capacity: State and local strategies and their effects. In S.H. Fuhrman (Ed.), *From the Capitol to the Classroom: Standards-Based Reform in the States* (pp. 148-169). Chicago, IL: University of Chicago Press.
- Newman, F., & Wehlage, G. (1997). *Successful school restructuring: A report to the public and educators by the Center on Organization and Restructuring of Schools*. Madison, WI: Wisconsin Center for Education Research.
- Strahan, D. (2003). Promoting a collaborative professional culture in three elementary schools that have beaten the odds. *The Elementary School Journal*, 104(2), 127-133.
- US Department of Education National Center for Education Statistics. (1999). *Teacher quality: A report on the preparation and qualifications of public school teachers* (NCES Publication No. 1999-080). Washington, D.C: Author.

Wright, S. P., Horn, S. P., & Sanders, W.L. (1997). Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*, 11(1), 57–67.

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# BASA Data Collection and Feedback Protocol Forms

## Domain 1 - Student Achievement

Narrative: Student achievement results in the student growth measures (SGM) segment of evaluation represent student results on specific statewide or district assessments or end-of-course exams. The leadership practice segment of the evaluation, through the proficiency areas and indicators in this domain, focuses on leadership behaviors that influence the desired student results.

### **Proficiency Area 1. Student Learning Results: Effective school leaders achieve results on the school’s student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula.**

Narrative: This proficiency area focuses on the leader’s knowledge and actions regarding academic standards, use of performance data, planning and goal setting related to targeted student results, and capacities to understand what results are being obtained. This proficiency area is aligned with Florida Principal Leadership Standard #1.

#### **Indicator 1.1 - Academic Standards: The leader demonstrates understanding of student requirements and academic standards (Common Core Standards and Next Generation Sunshine State Standards).**

Narrative: Standards-based instruction is an essential element in the state’s plan of action for preparing Florida’s students for success in a 21st century global economy. This indicator is focused on the leader’s understanding of what students are to know and be able to do. School leaders need to know the academic standards teachers are to teach and students are to master.

Note: Every credit course has specific academic standards assigned to it. Common Core Standards and Next Generation Sunshine State Standards (NGSSS) assigned to each course are found at [www.floridastandards.org](http://www.floridastandards.org).

### Rating Rubric

<b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Every faculty meeting and staff development forum is focused on student achievement on the Common Core Standards and NGSSS, including periodic reviews of student work.</p> <p>The leader can articulate which Common Core Standards are designated for implementation in multiple courses.</p>	<p>The link between standards and student performance is in evidence from the alignment in lesson plans of learning goals, activities and assignments to course standards.</p> <p>The leader is able to recognize whether or not learning goals and student activities are related to standards in the course descriptions.</p>	<p>Common Core Standards and NGSSS are accessible to faculty and students. Required training on standards-based instruction has been conducted, but the link between standards and student performance is not readily evident to many faculty or students.</p> <p>Assignments and activities in most, but not all courses relate to the standards in the course descriptions.</p>	<p>Classroom learning goals and curriculum are not monitored for alignment to standards or are considered a matter of individual discretion regardless of course description requirements.</p> <p>The leader is hesitant to intrude or is indifferent to decisions in the classroom that are at variance from the requirements of academic standards in the course descriptions.</p> <p>Training for the faculty on standards-based instruction does not occur and the leader does not demonstrate knowledge of how to access standards.</p>

<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>
<ul style="list-style-type: none"> <li>• School leader extracts data on standards associated with courses in the master schedule from the course descriptions and monitor for actual implementation.</li> <li>• Lesson plans are monitored for alignment with correct standards.</li> <li>• Agendas, memoranda, etc. reflect leader's communications to faculty on the role of state standards in curriculum, lesson planning, and tracking student progress.</li> <li>• Common Core Standards shared by multiple courses are identified and teachers with shared Common Core Standards are organized by the leader into collegial teams to coordinate instruction on those shared standards.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans identify connections of activities to standards.</li> <li>• Teacher leaders' meeting records verify recurring review of progress on state standards.</li> <li>• Students can articulate what they are expected to learn in a course and their perceptions align with standards in the course description.</li> <li>• Teachers routinely access course descriptions to maintain alignment of instruction with standards.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:  <input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>	

### Reflection Questions for Indicator 1.1

<b>Highly Effective:</b>	<b>Effective:</b>	<b>Needs Improvement:</b>	<b>Unsatisfactory:</b>
Do you routinely share examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement on the Common Core Standards or NGSSS?	How do you support teachers' conversations about how they recognize student growth toward mastery of the standards assigned to their courses?	How do you monitor what happens in classrooms to insure that instruction and curriculum are aligned to academic standards?	Where do you find the standards that are required for the courses in your master schedule?

### Indicator 1.2 – Performance Data: The leader demonstrates the use of student and adult performance data to make instructional leadership decisions.

Narrative: This indicator addresses the leader's proficiency in use of student and adult performance data to make instructional leadership decisions. What does test data and other sources of student performance data related to targeted academic goals say about what is needed? What does data about teacher proficiency or professional learning needs indicate needs to be done? The focus is what the leader does with data about student and adult performance to make instructional decisions that impact student achievement.

### Rating Rubric

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader can specifically document examples of decisions in teaching,	The leader uses multiple data sources, including state, district, school, and	The leader is aware of state and district results and has discussed those results with	The leader is unaware of or indifferent to the data about student and adult

assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.  The leader has coached school administrators in other schools to improve their data analysis skills and to inform instructional decision making.	classroom assessments, and systematically examines data at the subscale level to find strengths and challenges.  The leader empowers teaching and administrative staff to determine priorities using data on student and adult performance. Data insights are regularly the subject of faculty meetings and professional development sessions.	staff, but has not linked specific decisions to the data.  Data about adult performance (e.g. evaluation feedback data, professional learning needs assessments) are seldom used to inform instructional leadership decisions.	performance, or fails to use such data as a basis for making decisions.
<b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		<b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"> <li>• Data files and analyses on a wide range of student performance assessments are in routine use by the leader.</li> <li>• Analyses of trends and patterns in student performance over time are reflected in presentations to faculty on instructional improvement needs.</li> <li>• Analyses of trends and patterns in evaluation feedback on faculty proficiencies and professional learning needs are reflected in presentations to faculty on instructional improvement needs.</li> <li>• Leader's agendas, memoranda, etc. reflect recurring attention to performance data and data analyses.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>• Teachers use performance data to make instructional decisions.</li> <li>• Department and team meetings reflect recurring attention to student performance data.</li> <li>• Teacher leaders identify changes in practice within their teams or departments based on performance data analyses.</li> <li>• Teacher leaders make presentations to colleagues on uses of performance data to modify instructional practices.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>			
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			

### Reflection Questions for Indicator 1.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you aggregate data about teacher proficiencies on instructional practices to stimulate dialogue about what changes in instruction are needed in order to improve student performance?	How do you verify that all faculty have sufficient grasp of the significance of student performance data to formulate rational improvement plans?	By what methods do you enable faculty to participate in useful discussions about the relationship between student performance data and the instructional actions under the teachers' control?	How much of the discussions with district staff about student performance data are confusing to you and how do you correct that?

**Indicator 1.3 – Planning and Goal Setting: The leader demonstrates planning and goal setting to improve student achievement.**

Narrative: Knowing the standards and making use of performance data is expected to play a significant role in planning and goal setting. This indicator is focused on the leader's alignment of planning and goal setting with improvement of student achievement.

**Rating Rubric**

<p><b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>The leader routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement.</p> <p>Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful new initiatives supported by quality planning and goal setting.</p>	<p>Goals and strategies reflect a clear relationship between the actions of teachers and leaders and the impact on student achievement. Results show steady improvements based on these leadership initiatives.</p> <p>Priorities for student growth are established, understood by staff and students, and plans to achieve those priorities are aligned with the actual actions of the staff and students.</p>	<p>Specific and measurable goals related to student achievement are established, but these efforts have yet to result in improved student achievement or planning for methods of monitoring improvements.</p> <p>Priorities for student growth are established in some areas, understood by some staff and students, and plans to achieve those priorities are aligned with the actual actions of some of the staff.</p>	<p>Planning for improvement in student achievement is not evident and goals are neither measurable nor specific.</p> <p>The leader focuses more on student characteristics as an explanation for student results than on the actions of the teachers and leaders in the system.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• Clearly stated goals are accessible to faculty and students.</li> <li>• Agendas, memoranda, and other documents reflect a comprehensive planning process that resulted in formulation of the adopted goals.</li> <li>• Leader's presentations to faculty provide recurring updates on the status of plan implementation and progress toward goals.</li> <li>• Leader's presentations to parents focus on the school goals for student achievement.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>• Faculty members are able to describe their participation in planning and goal setting processes.</li> <li>• Goals relevant to students and teachers' actions are evident and accessible.</li> <li>• Students are able to articulate the goals for their achievement which emerged from faculty and school leader planning.</li> <li>• Teachers and students track their progress toward accomplishment of the stated goals.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	
<p><b>Scale Levels:</b> <i>(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</i></p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>			
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			

**Reflection Questions for Indicator 1.3**

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
What methods of sharing successful planning processes with other school leaders are most likely to generate district-wide improvements?	How will you monitor progress toward the goals so that adjustments needed are evident in time to make "course corrections?"	How do you engage more faculty in the planning process so that there is a uniform faculty understanding of the goals set?	How are other school leaders implementing planning and goal setting?

**Indicator 1.4 - Student Achievement Results: The leader demonstrates evidence of student improvement through student achievement results.**

Narrative: Engagement with the standards, using data, making plans and setting goals are important. This indicator shifts focus to the leader's use of evidence of actual improvement to build support for continued effort and further improvement.

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>A consistent record of improved student achievement exists on multiple indicators of student success.</p> <p>Student success occurs not only on the overall averages, but in each group of historically disadvantaged students.</p> <p>Explicit use of previous data indicates that the leader has focused on improving performance. In areas of previous success, the leader aggressively identifies new challenges, moving proficient performance to the exemplary level. Where new challenges emerge, the leader highlights the need, creates effective interventions, and reports improved results.</p>	<p>The leader reaches the required numbers, meeting performance goals for student achievement.</p> <p>Results on accomplished goals are used to maintain gains and stimulate future goal setting.</p> <p>The average of the student population improves, as does the achievement of each group of students who have previously been identified as needing improvement.</p>	<p>Accumulation and exhibition of student improvement results are inconsistent or untimely.</p> <p>Some evidence of improvement exists, but there is insufficient evidence of using such improvements to initiate changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.</p> <p>The leader has taken some decisive actions to make some changes in time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement, but additional actions are needed to generate improvements for all students.</p>	<p>Evidence of student improvement is not routinely gathered and used to promote further growth.</p> <p>Indifferent to the data about learning needs, the leader blames students, families, and external characteristics for insufficient progress.</p> <p>The leader does not believe that student achievement can improve.</p> <p>The leader has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• The leader generates data that describes what improvements have occurred.</li> <li>• Agendas, memoranda, and other documents for faculty and students communicate the progress made and relate that progress to teacher and student capacity to make further gains.</li> <li>• Evidence on student improvement is routinely shared with parents.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>• Teachers routinely inform students and parents on student progress on instructional goals.</li> <li>• Posters and other informational signage informing of student improvements are distributed in the school and community.</li> <li>• Team and department meetings' minutes reflect attention to evidence of student improvements.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p>			
<p><input type="checkbox"/> <b>Highly Effective</b>                      <input type="checkbox"/> <b>Effective</b>                      <input type="checkbox"/> <b>Needs Improvement</b>                      <input type="checkbox"/> <b>Unsatisfactory</b></p>			
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			

**Reflection Questions for Indicator 1.4**

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
How do you share with other school leaders how to use student improvement results to raise expectations and improve future results?	How do you engage students in sharing examples of their growth with other students?	How do you engage faculty in routinely sharing examples of student improvement?	What processes should you employ to gather data on student improvements?

**Proficiency Area 2. Student Learning as a Priority: Effective school leaders demonstrate that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success.**

Narrative: This proficiency area is aligned with Florida Principal Leadership Standard #2. A learning organization has essential elements regarding the behavior of people in the organization. When all elements are present and interacting, productive systemic change is possible. This proficiency area is focused on the degree to which learning organization elements exist in the school and reflect the following priorities on student learning:

- Supports for personal mastery of each person’s job focus on job aspects related to student learning
- Team learning among faculty is focused on student learning
- Processes for exploring and challenging mental models that hamper understanding and progress on student learning are in use
- A shared vision has student learning as a priority
- Systems thinking is employed to align various aspects of school life in ways that promote learning

**Indicator 2.1 – Learning Organization: The leader enables faculty and staff to work as a system focused on student learning and engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.**

Narrative: Are the elements of a learning organization present among the adults in the school? Are the learning organization elements focused on student learning? Is the system in operation at the school engaging faculty in improving results for under-achieving subgroups? This indicator addresses the systemic processes that make gap reduction possible. Is the leader proficient in building capacity for change?

Note: Indicator 5.4 from Florida Principal Leadership Standard #5 addresses actual success in reducing achievement gaps.

**Rating Rubric**

<b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The essential elements of a learning organization (i.e. personal mastery of competencies, team learning, examination of mental models, shared vision, and systemic thinking) are focused on improving student learning results. Positive trends are evident in closing learning performance gaps among all student subgroups within the school.</p> <p>There is evidence that the interaction among the elements of the learning organization deepen the impact on student learning. The leader routinely shares with colleagues throughout the district the effective</p>	<p>The leader’s actions and supported processes enable the instructional and administrative workforce of the school to function as a learning organization with all faculty having recurring opportunities to participate in deepening personal mastery of competencies, team learning, examination of mental models, a shared vision, and systemic thinking. These fully operational capacities are focused on improving all students’ learning and closing learning performance gaps among student subgroups within the school.</p>	<p>The leader’s actions reflect attention to building an organization where the essential elements of a learning organization (i.e. personal mastery of competencies, team learning, examination of mental models, shared vision, and systemic thinking) are emerging, but processes that support each of the essential elements are not fully implemented, or are not yet consistently focused on student learning as the priority, or are not focused on closing learning performance gaps among student subgroups within the school.</p>	<p>There is no or minimal evidence of proactive leadership that supports emergence of a learning organization focused on student learning as the priority function of the organization.</p> <p>Any works in progress on personal mastery of instructional competencies, team learning processes, examinations of mental models, a shared vision of outcomes sought, or systemic thinking about instructional practices are not aligned or are not organized in ways that impact student achievement gaps.</p>



the "big picture" (i.e. the systemic connections between practices and processes)?		their priority function, what gaps do you need to fill in your supporting processes and what leadership actions will enable all faculty and staff to get involved?	
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**Indicator 2.2 – School Climate: The leader maintains a school climate that supports student engagement in learning.**

Narrative: “Climate” at a school is determined by how people treat one another and what is respected and what is not. School leaders who promote a school climate where learning is respected, effort is valued, improvement is recognized, and it is safe to acknowledge learning needs have provided students support for sustained engagement in learning.

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader ensures that the school's identity and climate (e.g., vision, mission, values, beliefs, and goals) actually drives decisions and informs the climate of the school.</p> <p>Respect for students' cultural, linguistic and family background is evident in the leader's conduct and expectations for the faculty.</p> <p>The leader is proactive in guiding faculty in adapting the learning environment to accommodate the differing needs and diversity of students.</p> <p>School-wide values, beliefs, and goals are supported by individual and class behaviors through a well-planned management system.</p>	<p>The leader systematically (e.g., has a plan, with goals, measurable strategies, and recurring monitoring) establishes and maintains a school climate of collaboration, distributed leadership, and continuous improvement, which guides the disciplined thoughts and actions of all staff and students.</p> <p>Policies and the implementation of those policies result in a climate of respect for student learning needs and cultural, linguistic and family background.</p> <p>Classroom practices on adapting the learning environment to accommodate the differing needs and diversity of students are consistently applied throughout the school.</p>	<p>Some practices promote respect for student learning needs and cultural, linguistic and family background, but there are discernable subgroups who do not perceive the school climate as supportive of their needs.</p> <p>The school climate does not generate a level of school-wide student engagement that leads to improvement trends in all student subgroups.</p> <p>The leader provides school rules and class management practices that promote student engagement and are fairly implemented across all subgroups. Classroom practices on adapting the learning environment to accommodate the differing needs and diversity of students are inconsistently applied.</p>	<p>Student and/or faculty apathy in regard to student achievement and the importance of learning is easily discernable across the school population and there are no or minimal leadership actions to change school climate.</p> <p>Student subgroups are evident that do not perceive the school as focused on or respectful of their learning needs or cultural, linguistic and family background or there is no to minimal support for managing individual and class behaviors through a well-planned management system.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• The leader organizes, allocates, and manages the resources of time, space, and attention so that the needs of all student subgroups are recognized and addressed.</li> <li>• There are recurring examples of the leader's presentations, documents, and actions that reflect respect for students' cultural, linguistic and family background.</li> <li>• The leader maintains a climate of openness and inquiry and supports student and faculty access to leadership.</li> <li>• The school's vision, mission, values, beliefs, and goals reflect an expectation that student learning needs and cultural, linguistic and family backgrounds are respected and school rules consistent with those beliefs are</li> </ul>		<ul style="list-style-type: none"> <li>• Classroom rules and posted procedures stress positive expectations and not just “do not’s.”</li> <li>• All student subgroups participate in school events and activities.</li> <li>• A multi-tiered system of supports that accommodates the differing needs and diversity of students is evident across all classes.</li> <li>• Students in all subgroups express a belief that the school responds to their needs and is a positive influence on their future well-being.</li> <li>• Walkthroughs provide recurring trends of high student engagement in lessons.</li> </ul>	

<p>routinely implemented.</p> <ul style="list-style-type: none"> <li>Professional learning is provided to sustain faculty understanding of student needs.</li> <li>Procedures are in place and monitored to ensure students have effective means to express concerns over any aspect of school climate.</li> <li>Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>Student services staff/counselors' anecdotal evidence shows trends in student attitudes toward the school and engagement in learning.</li> <li>Teacher/student/parent survey or questionnaire results reflect a school climate that supports student engagement in learning.</li> <li>The availability of and student participation in academic supports outside the classroom that assist student engagement in learning.</li> <li>Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>          	

**Reflection Questions for Indicator 2.2**

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<p>In what ways might you further extend your reach within the district to help others benefit from your knowledge and skill in establishing and maintaining a school climate that supports student engagement in learning?</p>	<p>What strategies have you considered that would ensure that the school's identity and climate (e.g., vision, mission, values, beliefs, and goals) actually drives decisions and informs the climate of the school?</p> <p>How could you share with your colleagues across the district the successes (or failures) of your efforts?</p>	<p>How might you structure a plan that establishes and maintains a school climate of collaboration, distributed leadership, and continuous improvement, which guides the disciplined thought and action of all staff and students?</p>	<p>What might be the importance of developing a shared vision, mission, values, beliefs, and goals to establish and maintain a school climate that supports student engagement in learning?</p>

**Indicator 2.3 – High Expectations: The leader generates high expectations for learning growth by all students.**

Narrative: The leader who expects little from students and faculty will get less than they are capable of accomplishing. “Every child can learn” takes on new meaning when supported by faculty and school leader expectations that students can and will learn a lot...not just a minimum to get by. Expecting quality is a measure of respect.

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader incorporates community members and other stakeholder groups into the establishment and support of high academic expectations.</p> <p>The leader benchmarks expectations to the performance of the state's, nation's, and world's highest performing schools.</p> <p>The leader creates systems and approaches to monitor the level of academic expectations.</p> <p>The leader encourages a culture in which students are able to clearly articulate their diverse personal academic goals.</p>	<p>The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent monitoring schedule) creates and supports high academic expectations by empowering teachers and staff to set high and demanding academic expectations for every student.</p> <p>The leader ensures that students are consistently learning, respectful, and on task.</p> <p>The leader sets clear expectations for student academics and establishing consistent practices across classrooms.</p> <p>The leader ensures the use of instructional practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.</p>	<p>The leader creates and supports high academic expectations by setting clear expectations for student academics, but is inconsistent or occasionally fails to hold all students to these expectations.</p> <p>The leader sets expectations, but fails to empower teachers to set high expectations for student academic performance.</p>	<p>The leader does not create or support high academic expectations by accepting poor academic performance.</p> <p>The leader fails to set high expectations or sets unrealistic or unattainable goals.</p> <p>Perceptions among students, faculty, or community that academic shortcomings of student subgroups are explained by inadequacy of parent involvement, community conditions, or student apathy are not challenged by the school leader.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• School Improvement Plan targets meaningful growth beyond what normal variation might provide.</li> <li>• Test specification documents and state standards are used to identify levels of student performance and performance at the higher levels of implementation is stressed.</li> <li>• Samples of written feedback provided to teachers regarding student goal setting practices are focused on high expectations.</li> <li>• Agendas/Minutes from collaborative work systems (e.g., Data Teams, Professional Learning Communities) address processes for “raising the bar.”</li> </ul>		<ul style="list-style-type: none"> <li>• Rewards and recognitions are aligned with efforts for the more difficult rather than easier outcomes.</li> <li>• Learning goals routinely identify performance levels above the targeted implementation level.</li> <li>• Teachers can attest to the leader's support for setting high academic expectations.</li> <li>• Students can attest to the teacher's high academic expectations.</li> <li>• Parents can attest to the teacher's high academic expectations.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	

<ul style="list-style-type: none"> <li>Other leadership evidence of proficiency on this indicator.</li> </ul>	
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>          	

**Reflection Questions for Indicator 2.3**

<b>Reflection Questions</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
What strategies have you considered using that would increase the professional knowledge opportunities for colleagues across the school district in the area of setting high academic expectations for students?	How might you incorporate community members and other stakeholder groups into the establishment and support of high academic expectations?	What are 2-3 key strategies you have thought about using that would increase your consistency in creating and supporting high academic expectations for every student?	What might be some strategies you could use to create or support high academic expectations of students?

**Indicator 2.4 – Student Performance Focus: The leader demonstrates understanding of present levels of student performance based on routine assessment processes that reflect the current reality of student proficiency on academic standards.**

Narrative: Lots of talk about high expectations, goal setting, working hard, rigor, and getting results is important, but leaders need to know where students' actual performance levels are to be able to track real progress. Knowing annual test results is useful, but it is not enough. What does the leader do to know whether progress is being made or not and whether "mid-course" corrections are required?

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Assessment data generated at the school level provides an on-going perspective of the current reality of student proficiency on academic standards.</p> <p>There is evidence of decisive changes in teacher assignments and curriculum based on student and adult performance data.</p> <p>Case studies of effective decisions based on performance data are shared widely with other leaders and throughout the district.</p>	<p>Each academic standard has been analyzed and translated into student-accessible language and processes for tracking student progress are in operation.</p> <p>Power (high priority) standards are widely shared by faculty members and are visible throughout the building. Assessments on student progress on them are a routine event.</p> <p>The link between standards and student performance is in evidence from the posting of proficient student work throughout the building.</p>	<p>Standards have been analyzed, but are not translated into student-accessible language.</p> <p>School level assessments are inconsistent in their alignment with the course standards.</p> <p>Power (high priority) standards are developed, but not widely known or used by faculty, and/or are not aligned with assessment data on student progress.</p> <p>Student work is posted, but does not reflect proficient work throughout the building.</p>	<p>There is no or minimal coordination of assessment practices to provide on-going data about student progress toward academic standards.</p> <p>School level assessments are not monitored for alignment with the implementation level of the standards.</p> <p>No processes in use to analyze standards and identify assessment priorities.</p> <p>No high priority standards are identified and aligned with assessment practices.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• Documents, charts, graphs, tables, and other forms of graphic displays reflecting students' current levels of performance are routinely used by the leader to communicate "current realities."</li> <li>• Documents, charts, graphs, tables, and other forms of graphic displays reflect trend lines over time on student growth on learning priorities.</li> <li>• Teacher schedule changes are based on student data.</li> <li>• Curriculum materials changes are based on student data.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>• Faculty track student progress practices.</li> <li>• Students track their own progress on learning goals.</li> <li>• Current examples of student work are posted with teacher comments reflecting how the work aligns with priority goals.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p>			
<p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>			
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			

**Reflection Questions for Indicator 2.4**

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
What data other than end of year state assessments would be helpful in understanding student progress at least every 3-4 weeks?	What data other than end of year state assessments would be helpful in understanding student progress on at least a quarterly basis?	What data other than end of year state assessments would be helpful in understanding student progress on at least a semi-annual basis?	What data other than end of year state assessments would be helpful in understanding student progress?

## Domain 2 - Instructional Leadership

Narrative: School leaders do many things. Domain 2 of the FSLA addresses a core of leader behaviors that impact the quality of essential elements for student learning growth. The skill sets and knowledge bases employed for this domain generate 40% of the FSLA Score. The success of the school leader in providing a quality instructional framework,

**Proficiency Area 3. Instructional Plan Implementation: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.**

appropriately focused faculty development, and a student oriented learning environment are essential to student achievement.

Narrative: Proficiency Area 3 is focused on Florida Principal Leadership Standard #3 (FPLS). Aligning the key issues identified in the indicators into an efficient system is the leader's responsibility. This area stresses the leader's proficiency at understanding the current reality of what faculty and students know and can do regarding priority practices and goals.

**Indicator 3.1 – FEAPs: The leader aligns the school's instructional programs and practices with the Florida Educator Accomplished Practices (Rule 6A-5.065, F.A.C.) and models use of the Florida common language of instruction to guide faculty and staff implementation of the foundational principles and practices.**

Narrative: Indicator 3.1 is focused on the school leader's understanding of the Florida Educator Accomplished Practices (FEAPs) and ability to use Florida's common language of instruction. To be effective participants in school, district and statewide communities of practice working collegially for high quality implementation of the FEAPs, educators at the school level must be able to communicate and organize their efforts using the terms and concepts in the FEAPs and the Florida common language of instruction. This indicator is about the school leader's proficiency in making that happen by using a core set of expectations (the FEAPs) and terminology (the common language) to guide and focus teacher discussions on instructional improvements. Florida's common language of instruction is used so that educators in Florida use the core terms in the same way and with a common understanding.

Note: The FEAPs, a FEAPs brochure, and Florida's common language may be explored at <http://www.floridaschoolleaders.org>.

### Rating Rubric

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The instructional program and practices are fully aligned with the FEAPs. Faculty and staff implementation of the FEAPs is consistently proficient and professional conversations among school leadership and faculty about instruction use the Florida common language of instruction and the terminology of the FEAPs.  The leader's use of FEAPs and common language resources results in all	The leader's use of FEAPs content and terms from the common language is a routine event and most instructional activities align with the FEAPs.  Coordinated processes are underway that link progress on student learning growth with proficient FEAPs implementation.  The leader's use of FEAPs and common language	The leader demonstrates some use of the FEAPs and common language to focus faculty on instructional improvement, but is inconsistent in addressing the FEAPs.  The leader's use of FEAPs and common language resources results in some faculty at the school site having access to and making use of the FEAPs and	There is no or minimal evidence that the principles and practices of the FEAPs are presented to the faculty as priority expectations.  The leader does not give evidence of being conversant with the FEAPs or the common language.  The leader's use of FEAPs and common language resources results in few faculty at the school site having

<p>educators at the school site having access to and making use of the FEAPs and common language.</p> <p>Teacher-leaders at the school use the FEAPs and common language.</p>	<p>resources results in most faculty at the school site having access to and making use of the FEAPs and common language.</p> <p>The leader uses the common language to enable faculty to recognize connections between the FEAPs, the district's evaluation indicators, and contemporary research on effective instructional practice.</p>	<p>common language.</p> <p>There are gaps in alignment of ongoing instructional practices at the school site with the FEAPs. There is some correct use of terms in the common language but errors or omissions are evident.</p>	<p>access to and making use of the FEAPs and common language.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students, and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• The leader's documents, agendas, memorandum, etc. make reference to the content of the FEAPs and make correct use of the common language.</li> <li>• School improvement documents reflect concepts from the FEAPs and common language.</li> <li>• The leader can articulate the instructional practices set forth in the FEAPs.</li> <li>• Faculty meetings focus on issues related to the FEAPs.</li> <li>• The leader's monitoring practices result in written feedback to faculty on quality of alignment of instructional practice with the FEAPs.</li> <li>• The leader's communications to parents and other stakeholders reflect use of FEAPs and common language references.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>• Teachers are conversant with the content of the FEAPs.</li> <li>• Teachers can describe their primary instructional practices using the terms and concepts in the FEAPs.</li> <li>• Teachers use the common language and attribute their use to the leader providing access to the online resources.</li> <li>• School level support programs for new hires include training on the FEAPs.</li> <li>• FEAPs brochures and excerpts from the common language are readily accessible to faculty.</li> <li>• Faculty members are able to connect indicators in the district's instructional evaluation system with the FEAPs.</li> <li>• Sub-ordinate leaders (e.g. teacher leaders, assistant principals) use FEAPs and common language terms accurately in their communications.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>			
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p><b>Enter data here:</b></p>			

**Reflection Questions for Indicator 3.1**

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
How are you able to provide specific feedback to teachers on improving	How do you recognize practices reflected in the FEAPs and/or common	Do you review the FEAPs and/or common language resources frequently enough to	Do you know where to find the text of the FEAPs and common

proficiency in the FEAPs and/or common language?	language as you conduct teacher observations?	be able to recall the main practices and principles contained in them?	language?
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**Indicator 3.2 – Standards-Based Instruction: The leader delivers an instructional program that implements the state’s adopted academic standards (Common Core and NGSSS) in a manner that is rigorous and culturally relevant to the students by:**

- **aligning academic standards, effective instruction and leadership, and student performance practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, and**
- **communicating to faculty the cause and effect relationship between effective instruction on academic standards and student performance.**

Narrative: Florida’s plan of action for educating our children for the 21<sup>st</sup> century is based on standards-based instruction. Course descriptions specify the standards that are to be learned in each course. All of the course content in courses for which students receive credit toward promotion/graduation is expected to be focused on the standards in the course description. This indicator addresses the leader’s proficiency at making sure all students receive rigorous, culturally relevant standards-based instruction by aligning key practices with the state’s academic standards (Common Core, NGSSS, Access Points). The leader does what is necessary to make sure faculty recognize and act on the cause and effect relationship between good instruction (i.e., research-based strategies, rigorous, culturally relevant,) on the “right stuff” (the state standards adapted based on data about student needs).

Note: Course descriptions and the standards for each course may be explored at [www.floridastandards.org](http://www.floridastandards.org).

### Rating Rubric

<b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Processes exist for all courses to ensure that what students are learning is aligned with state standards for the course.</p> <p>The leader has institutionalized quality control monitoring to ensure that instruction is aligned with the standards and is consistently delivered in a rigorous and culturally relevant manner for all students.</p> <p>Teacher teams coordinate work on student mastery of the standards to promote integration of the standards into useful skills.</p> <p>The leader provides quality assistance to other school leaders in effective ways to communicate the cause and effect relationship between effective standards-based instruction and student growth.</p>	<p>Processes exist for most courses to ensure that what students are learning is aligned with state standards for the course.</p> <p>Instruction aligned with the standards is, in most courses, delivered in a rigorous and culturally relevant manner for all students.</p> <p>The leader routinely monitors instruction to ensure quality is maintained and intervenes as necessary to improve alignment, rigor, and/or cultural relevance for most courses.</p> <p>Collegial faculty teamwork is evident in coordinating instruction on Common Core standards that are addressed in more than one course.</p>	<p>Processes exist for some courses to ensure that what students are learning is aligned with state standards for the course.</p> <p>Instruction is aligned with the standards in some courses.</p> <p>Instruction is delivered in a rigorous manner in some courses.</p> <p>Instruction is culturally relevant for some students.</p> <p>The leader has implemented processes to monitor progress in some courses, but does not intervene to make improvements in a timely manner.</p>	<p>There is limited or no evidence that the leader monitors the alignment of instruction with state standards, or the rigor and cultural relevance of instruction across the grades and subjects.</p> <p>The leader limits opportunities for all students to meet high expectations by allowing or ignoring practices in curriculum and instruction that are culturally, racially, or ethnically insensitive and/or inappropriate.</p> <p>The leader does not know and/or chooses not to interact with staff about teaching using research-based instructional strategies to obtain high levels of achievement for all students.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. Illustrative examples of such evidence may include, but</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence</p>	



proficiency in use of research-based instruction focused on the standards?		What are ways you can ensure that staff members are aligning their instructional practices with state standards?	instruction? In what ways are you monitoring teacher instruction in the state's academic standards?
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**Indicator 3.3 – Learning Goals Alignments: The leader implements recurring monitoring and feedback processes to insure that priority learning goals established for students are based on the state’s adopted student academic standards as defined in state course descriptions, presented in student accessible forms, and accompanied by scales or rubric to guide tracking progress toward student mastery.**

Narrative: “Learning goals” is a high-effect size strategy that uses scales or progressive levels to monitor student growth on the way to mastery of a state academic standard. Learning goals typically take 2-9 weeks of student time to master so are more comprehensive than daily objectives. The essential issue is that the teacher creates “scales” or levels of progress toward mastery of the learning goal. Teacher and students use those scales to track progress toward mastery of the goal(s). This indicator addresses the leader’s proficiency at monitoring and providing feedback on teacher and student use of priority learning goals with scales. The leader is expected to go beyond low levels of monitoring that address whether the teacher provides such goals and attends to the levels of student understanding and engagement with the learning goals. Do the students pursue those goals? Do they track their own progress? Is celebrations of success on learning goals focused on how success was achieved more than that is was obtained?

Note: Beginning in the 2012-13 school year, professional learning about learning goals and sample learning goals may be explored at [www.floridastandards.org](http://www.floridastandards.org), [www.floridaschoolleaders.org](http://www.floridaschoolleaders.org), and [www.startwithsuccess.org](http://www.startwithsuccess.org).

**Rating Rubric**

<b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Recurring leadership involvement in the improvement in quality of daily classroom practice is evident and is focused on student progress on priority learning goals.</p> <p>Routine and recurring practices are evident that support celebration of student success in accomplishing priority learning goals and such celebrations focus on how the success was obtained.</p> <p>The leader routinely shares examples of effective learning goals that are associated with improved student achievement.</p> <p>Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful use of leaning goals in standards-based instruction.</p>	<p>Clearly stated learning goals accompanied by a scale or rubric that describes measurable levels of performance, aligned to the state’s adopted student academic standards, is an instructional strategy in routine use in courses school wide.</p> <p>Standards-based instruction is an evident priority in the school and student results on incremental measures of success, like progress on learning goals, are routinely monitored and acknowledged.</p> <p>The formats or templates used to express learning goals and scales are adapted to support the complexity of the expectations and the learning needs of the students.</p> <p>Clearly stated learning goals aligned to state or district initiatives in support of student reading skills are in use school wide.</p>	<p>Specific and measurable learning goals with progress scales, aligned to the state’s adopted student academic standards in the course description, are in use in some but not most of the courses.</p> <p>Learning goals are posted/provided in some classes are not current, do not relate to the students current assignments and/or activities, or are not recognized by the students as priorities for their own effort.</p> <p>Learning goals tend to be expressed at levels of text complexity not accessible by the targeted students and/or at levels of complexity too simplified to promote mastery of the associated standards.</p> <p>Processes that enable students and teachers to track progress toward mastery of priority learning goals are not widely implemented throughout the school.</p>	<p>Clearly stated priority learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal are <u>not</u> systematically provided across the curriculum to guide student learning, <u>or</u> learning goals, where provided, are <u>not</u> aligned to state standards in the course description.</p> <p>The leader engages in minimal to non-existent monitoring and feedback practices on the quality and timeliness of information provided to students on what they are expected to know and be able to do (i.e. no alignment of learning goals with state standards for the course).</p> <p>There are minimal or no leadership practices to monitor faculty practices on tracking student progress on priority learning goals.</p>
<b>Leadership Evidence</b> of proficiency on this indicator		<b>Impact Evidence</b> of leadership proficiency may be seen	

<p>may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• Agendas, meeting minutes, and memoranda to the faculty make evident a focus on importance of learning goals with scales to engage students in focusing on what they are to understand and be able to do.</li> <li>• The leader's practices on teacher observation and feedback routinely address learning goals and tracking student progress.</li> <li>• The leader provides coaching or other assistance to teachers struggling with use of the learning goals strategy.</li> <li>• Procedures are in place to monitor and promote faculty collegial discussion on the implementation levels of learning goals to promote alignment with the implementation level of the associated state standards.</li> <li>• Leader's communications to students provide evidence of support of students making progress on learning goals.</li> <li>• Progress monitoring of adult and student performance on targeted priority learning goals is documented, charted, and posted in high traffic areas of the school.</li> <li>• Evidence of the leader's intervention(s) with teachers who do not provide learning goals that increase students' opportunities for success.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<p>in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• Clearly stated learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal are posted or easily assessable to students.</li> <li>• Teams or departments meet regularly to discuss the quality of learning goals with scales being employed and adapt them based on student success rates.</li> <li>• Teacher lesson plans provide evidence of the connection of planned activities and assignments to learning goals.</li> <li>• Teacher documents prepared for parent information make clear the targeted learning goals for the students.</li> <li>• Students are able to express their learning goals during walkthroughs or classroom observations.</li> <li>• Students are able to explain the relationship between current activities and assignments and priority learning goals.</li> <li>• Lesson study groups and other collegial learning teams routinely discuss learning goals and scales for progression</li> <li>• Methods of both teachers and students tracking student progress toward learning goals are evident.</li> <li>• Celebrations of student success include reflections by teachers and students on the reasons for the success</li> <li>• Teachers can identify the learning goals that result in the high levels of student learning.</li> <li>• Other impact evidence of proficiency on this indicator</li> </ul>
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p><b>Enter data here:</b></p>	

### Reflection Questions for Indicator 3.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What specific strategies have you employed to measure improvements in teaching and innovations in use of learning goals and how can you use such measures as predictors of improved student achievement?	What system supports are in place to ensure that the best ideas and thinking on learning goals are shared with colleagues and are a priority of collegial professional learning?	To what extent do learning goals presented to the students reflect a clear relationship between the course standards and the assignments and activities students are given?	What have I done to deepen my understanding of the connection between the instructional strategies of learning goals and tracking student progress?



**Indicator 3.4 – Curriculum Alignments: Systemic processes are implemented to ensure alignment of curriculum resources with state standards for the courses taught.**

Narrative: Academic standards are determined at the state level and the curriculum used to enable students to master those standards is determined at the district and school level. Curriculum must be aligned with the standards if it is to support standards-based instruction. Curriculum resources may or may not be fully aligned with the standards assigned to a specific course. The learning needs of students in specific classes may require additional or adapted curriculum materials to address issues of rigor, cultural relevance, or support for needed learning goals. School leaders maintain processes to monitor the appropriateness and alignment of curriculum to standards and intervene to make adjustments as needed to enable students to access curriculum that supports the standards.

Note: Where gaps or misalignments are noted by the processes addressed in this indicator, the leader’s actions relevant to Indicator 8.2 (Strategic Instructional Resourcing) should be addressed.

**Rating Rubric**

<p><b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>The leader routinely engages faculty in processes to improve the quality of curriculum resources in regard to their alignment with standards and impact on student achievement and supports replacing resources as more effective ones are available.</p> <p>The leader is proactive in engaging other school leaders in sharing feedback on identification and effective use of curriculum resources that are associated with improved student achievement.</p> <p>Parents and community members credit this leader with sharing ideas or curriculum supports that enable home and community to support student mastery of priority standards.</p>	<p>Specific and recurring procedures are in place to monitor the quality of alignment between curriculum resources and standards.</p> <p>Procedures under the control of the leader for acquiring new curriculum resources include assessment of alignment with standards.</p> <p>Curriculum resources aligned to state standards by resource publishers/developers are used school wide to focus instruction on state standards, and state, district, or school supplementary materials are routinely used that identify and fill gaps, and align instruction with the implementation level of the standards.</p>	<p>Processes to monitor alignment of curriculum resources with standards in the course descriptions are untimely or not comprehensive across the curriculum.</p> <p>Efforts to align curriculum with standards are emerging but have not yet resulted in improved student achievement.</p> <p>Curriculum resources aligned to state standards by text publishers/developers are used school wide to focus instruction on state standards, but there is no to minimal use of state, district, or school supplementary materials that identify and fill gaps, and align instruction with the implementation level of the standards.</p>	<p>There are no or minimal processes managed by the leader to verify that curriculum resources are aligned with the standards in the course descriptions.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>Curriculum is presented to faculty and students as the content reflected in course descriptions rather than the content in a textbook.</li> <li>School procedures for acquisition of instructional materials include assessment of their usefulness in helping students’ master state standards and include processes to address gaps or misalignments.</li> <li>Course descriptions play a larger role in focusing course</li> </ul>		<ul style="list-style-type: none"> <li>Teachers can describe the strengths and weaknesses of primary texts in regard to alignment with standards in the state course description.</li> <li>Students are able to characterize text books and other school provided resources tools as aids in student mastery of course standards.</li> <li>Pacing guides focus assignments and activities planned for students on learning goals and state standards rather than</li> </ul>	

<p>content than do test item specification documents.</p> <ul style="list-style-type: none"> <li>• Agendas, meeting minutes, and memoranda to the faculty make evident a focus on importance of curriculum being a vehicle for enabling students to master standards in the course description.</li> <li>• Media center acquisitions reflect a systematic effort to build curriculum supports that support student mastery of content standards at various levels of implementation.</li> <li>• NGSSS and Common Core standards are routinely used to frame discussions on the quality and sufficiency of curriculum support materials.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<p>coverage of chapters in a text.</p> <ul style="list-style-type: none"> <li>• Documents can be presented that inform of the alignment between curriculum resources and standards for the course.</li> <li>• Teachers can identify supplementary material used to deepen student mastery of standards.</li> <li>• Parent feedback/questionnaire results indicate recognition that the school is focused on standards-based instruction rather than covering topics or chapters.</li> <li>• Student feedback/questionnaire results indicate recognition that the curriculum is focused on what students are to understand and be able to do.</li> <li>• Results on student growth measures show steady improvements in student learning.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> <i>(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</i></p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p><b>Enter data here:</b></p>	

**Reflection Questions for Indicator 3.4**

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<p>What system is in place to ensure that your best ideas and thinking on using curriculum to enable students to master standards are shared with colleagues, particularly when there is evidence at your school of improved student achievement?</p>	<p>What specific school improvement strategies have you employed to measure improvements in teaching and innovations in curriculum that serve as predictors of improved student achievement?</p>	<p>How can you monitor whether the activities and assignments student get that involve use of curriculum resources are aligned with learning goals and standards?</p>	<p>Do you know which standards are addressed in your curriculum?</p>

**Indicator 3.5 – Quality Assessments: The leader ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.**

Narrative: How do we know what our students already know, what they need to know, and how they are doing as we move forward with instruction? The school leader needs “assessment literacy” to address these questions. Where indicator 1.2 addresses the leader’s proficiency in use of student performance data, this indicator focuses on actions taken at the school site to generate interim assessment data and make sure faculty use formative assessment practices to monitor and adjust instruction. Assessment of student progress toward academic standards is an important aspect of tracking student progress. Leaders need to make use of data on interim and formative assessments to guide goal setting and progress monitoring. They need to provide teachers access to quality assessments and promote teacher use of formative assessments as a routine strategy. The leader needs on-going assessment data to inform a variety of decisions regarding such issues as resource allocations, student and teacher schedules, professional learning impacts, and adjustments in plans.

**Rating Rubric**

<p><b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>The leader uses a variety of creative ways to provide professional learning for individual and collegial groups within the district focused on applying the knowledge and skills of assessment literacy, data analysis, and the use of state, district, school, and classroom assessment data to improve student achievement.</p> <p>Formative assessments are part of the school culture and interim assessment data is routinely used to review and adapt plans and priorities.</p>	<p>The leader systematically seeks, synthesizes, and applies knowledge and skills of assessment literacy and data analysis.</p> <p>The leader routinely shares knowledge with staff to increase students’ achievement.</p> <p>Formative assessment practices are employed routinely as part of the instructional program.</p> <p>The leader uses state, district, school, and classroom assessment data to make specific and observable changes in teaching, curriculum, and leadership decisions. These specific and observable changes result in increased achievement for students.</p>	<p>The leader haphazardly applies rudimentary knowledge and skills of assessment literacy and is unsure of how to build knowledge and develop skills of assessment literacy and data analysis.</p> <p>The leader inconsistently shares knowledge with staff to increase student achievement.</p> <p>There is inconsistency in how assessment data are used to change schedules, instruction, curriculum, or leadership.</p> <p>There is rudimentary use of assessment data from state, district, school, and classroom.</p>	<p>The leader has little knowledge and/or skills of assessment literacy and data analysis.</p> <p>There is little or no evidence of interaction with staff concerning assessments.</p> <p>The leader is indifferent to data and does not use data to change schedules, instruction, curriculum or leadership.</p> <p>Student achievement remains unchanged or declines.</p> <p>The leader does not use assessment data from state, district, school, and classroom.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• Documents for faculty use that set clear expectations for the use of formative assessments to monitor student progress on mastering course standards</li> <li>• Samples of written feedback provided to teachers regarding effective assessment practices.</li> <li>• Collaborative work systems’ (e.g., data teams, professional learning communities) agendas and minutes</li> </ul>		<ul style="list-style-type: none"> <li>• Teachers can describe interactions with the leader where effective assessment practices are promoted.</li> <li>• Teachers’ assessments are focused on student progress on the standards of the course.</li> <li>• Teachers attest to the leader’s efforts to apply knowledge and skills of effective assessment practices.</li> <li>• Teachers can provide assessments that are directly aligned</li> </ul>	



**Indicator 3.6 – Faculty Effectiveness: The leader monitors the effectiveness of classroom teachers and uses contemporary research and the district’s instructional evaluation system criteria and procedures to improve student achievement and faculty proficiency on the FEAPs.**

Narrative: School leaders are responsible for monitoring the effectiveness of classroom teachers. This indicator addresses the proficiency and focus of the leader’s monitoring processes to maintain awareness of faculty effectiveness and the use of monitoring data to improve student and faculty performance. The focus here is on monitoring teacher use of strategies supported by contemporary research, teacher proficiency on issues contained in the district’s teacher evaluation system, what teachers do to improve student achievement, and faculty proficiency on the FEAPs.

Note: Indicator 3.1 is focused on the leader’s grasp of the FEAPs whereas this indicator focuses on monitoring the faculties’ grasp of the FEAPs. Indicator 4.2 is focused on the leader’s use of monitoring data to provide timely feedback.

**Rubric**

<b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader’s monitoring process generates a shared vision with the faculty of high expectations for faculty proficiency in the FEAPs, research-based instructional strategies, and the indicators in the teacher evaluation system.</p> <p>The leader shares productive monitoring methods with other school leaders to support district wide improvements.</p>	<p>The leader’s effectiveness monitoring process provides the leader and leadership team with a realistic overview of the current reality of faculty effectiveness on the FEAPs, the indicators in the teacher evaluation system, and research-based instructional strategies.</p> <p>The leader’s monitoring practices are consistently implemented in a supportive and constructive manner.</p>	<p>The district teacher evaluation system is being implemented but the process is focused on procedural compliance rather than improving faculty proficiency on instructional strategies that impact student achievement.</p> <p>The manner in which monitoring is conducted is not generally perceived by faculty as supportive of their professional improvement.</p>	<p>Monitoring does not comply with the minimum requirements of the district teacher evaluation system.</p> <p>Monitoring is not focused on teacher proficiency in research-based strategies and the FEAPs.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• Schedules for classroom observation document monitoring of faculty.</li> <li>• Records or notes indicate the frequency of formal and informal observations.</li> <li>• Data from classroom walkthroughs is focused on high-effect size strategies and other FEAPs implementation.</li> <li>• Notes and memorandum from follow-up conferences regarding feedback on formal or informal observations reflect attention to FEAPs issues and research-based practices.</li> <li>• Agendas for meetings address faculty proficiency issues arising from the monitoring process.</li> <li>• The leader meets with teachers to provide feedback on their growth in proficiency on instructional</li> </ul>		<ul style="list-style-type: none"> <li>• The teachers document that the leader initiated professional development focused on issues arising from faculty effectiveness monitoring.</li> <li>• Teacher-leader meeting agendas or memoranda reflect follow-up actions based on feedback from leadership monitoring on FEAPs, teacher evaluation indicators, or research-based strategies.</li> <li>• Lesson study, PLC, or teacher team work is initiated to address issues arising from monitoring process.</li> <li>• Teachers can describe the high-effect size instructional strategies employed across the grades and curriculum and how they are adapted in the teacher’s classroom to meet student needs.</li> </ul>	



**Proficiency Area 4: Faculty Development: Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.**

Narrative: This proficiency area is aligned with FPLS standard 4. It moves the focus from “what is the current reality” of faculty proficiency to continuous progress toward what the faculty can achieve with effort and focus.

**Indicator 4.1 – Recruitment and Retention: The leader employs a faculty with the instructional proficiencies needed for the school population served.**

Narrative: The focus of this indicator is on the leader’s actions to staff the school with the best faculty possible for the needs of the school population. It addresses actions taken to anticipate staffing needs, seek out quality applicants, and efforts to retain quality staff once on the faculty.

**Rating Rubric**

<p><b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>The leader tracks the success of her or his recruitment and hiring strategies, learns from past experience, and revisits the process annually to continually improve the process.</p> <p>The leader engages in a variety of traditional and non-traditional recruitment strategies and then prioritizes based on where they find their most effective teachers.</p> <p>Effective recruiting and hiring practices are frequently shared with other administrators and colleagues throughout the system.</p>	<p>The leader works collaboratively with the staff in the human resources office to define the ideal teacher based upon the school population served.</p> <p>The leader is sensitive to the various legal guidelines about the kind of data that can be sought in interviews.</p> <p>A hiring selection tool that helps interviewers focus on key instructional proficiencies that are aligned with the teacher evaluation criteria is developed and effectively utilized.</p> <p>A hiring process is clearly communicated including how staff is involved.</p>	<p>The leader relies on the district office to post notices of vacancies and identify potential applicants.</p> <p>Efforts to identify replacements tend to be slow and come after other schools have made selections.</p> <p>Interview processes are disorganized, not focused on the schools needs, and do not improve from year to year.</p>	<p>The leader approaches the recruitment and hiring process from a reactive rather than a proactive standpoint. Consequently, the process may not be well thought out, is disjointed, and not aligned with key success criteria embedded within the teacher evaluation documents essential to organizational success.</p> <p>No coherent plan or process is employed to encourage quality staff to remain on the faculty.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>The leader maintains an updated assessment of the instructional capacities needed to improve faculty effectiveness and uses that assessment in filling vacancies.</li> <li>Samples of hiring documents (e.g., posting notices, interview questions with look/listen fors) that identify highly desirable instructional proficiencies needed in</li> </ul>		<ul style="list-style-type: none"> <li>Teachers can describe a hiring process that incorporates a specific focus on essential instructional proficiencies needed for the school population served.</li> <li>Teachers confirm that a critical part of the hiring process includes an evaluation of the effectiveness of the process.</li> <li>Teacher leaders are involved in monitoring staffing needs and providing input to the leader.</li> </ul>	



**Indicator 4.2 – Feedback Practices: The leader monitors, evaluates proficiency, and provides timely and actionable feedback to faculty on the effectiveness of instruction on priority instructional goals and the cause and effect relationships between professional practice and student achievement on those goals.**

Narrative: Where indicator 3.6 focuses on monitoring to maintain awareness of faculty effectiveness, this indicator focuses on the use of the monitoring process to provide quality and timely feedback to teachers. The feedback processes need to deepen teacher understanding of the impact of their practices on student learning.

**Rating Rubric**

<p><b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>The leader uses a variety of creative ways to provide positive and corrective feedback. The entire organization reflects the leader's focus on accurate, timely, and specific recognition of proficiency and improvement in proficiency.</p> <p>The focus and specificity of feedback creates a clear vision of what the priority instructional goals are for the school and the cause and effective relationship between practice and student achievement on those priority goals.</p> <p>The leader balances individual recognition with team and organization-wide recognition.</p>	<p>The leader provides formal feedback consistent with the district personnel policies, and provides informal feedback to reinforce proficient performance and highlight the strengths of colleagues and staff.</p> <p>The leader has effectively implemented a system for collecting feedback from teachers as to what they know, what they understand, where they make errors, and when they have misconceptions about use of instructional practices.</p> <p>Corrective and positive feedback is linked to organizational goals and both the leader and employees can cite examples of where feedback is used to improve individual and organizational performance.</p>	<p>The leader adheres to the personnel policies in providing formal feedback, although the feedback is just beginning to provide details that improve teaching or organizational performance, or there are faculty to whom feedback is not timely or not focused on priority improvement needs.</p> <p>The leader tends to view feedback as a linear process; something they provide teachers rather than a collegial exchange of perspectives on proficiency.</p>	<p>There is no or only minimal monitoring that results in feedback on proficiency.</p> <p>Formal feedback, when provided, is nonspecific.</p> <p>Informal feedback is rare, nonspecific, and not constructive.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• Rubrics that distinguish among proficiency levels on evaluation indicators are used by the leader to focus feedback needed improvements in instructional practice.</li> <li>• Samples of written feedback provided teachers regarding prioritized instructional practices.</li> <li>• Documentation of an instructional monitoring schedule that supports frequent instructional monitoring by the school's administrative staff.</li> <li>• The leader implements a schedule that results in frequent walkthroughs and observation of teaching and learning</li> <li>• School improvement plan reflects monitoring data</li> </ul>		<ul style="list-style-type: none"> <li>• Teachers can attest to regularly scheduled formal and informal observations.</li> <li>• Teachers report recognition as team members and as individuals.</li> <li>• Teachers describe feedback from the leader in terms of recognizing instructional strengths and suggestions to take their teaching to a new level.</li> <li>• Teachers report that leader uses a combination of classroom observation and teacher-self assessment data as part of the feedback.</li> <li>• Feedback to teachers, over the course of the year, is based</li> </ul>	

<p>analyses.</p> <ul style="list-style-type: none"> <li>• Evidence the leader has a system for securing feedback from teachers specific to prioritized instructional practices.</li> <li>• The leader's use of time results in at least 2 work days a week spent on monitoring instructional issues (i.e. "watching the game") and providing specific and actionable feedback on instructional practices.</li> <li>• The leader provides feedback that describes ways to enhance performance and reach the next level of proficiency.</li> <li>• Feedback reflects judgment on proficiency, not just a "yes-no" checklist approach.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<p>on multiple sources of information (e.g. observations, walkthroughs, videos, self-reflections, lesson studies, PLCs, assessment data,) and from more than one person.</p> <ul style="list-style-type: none"> <li>• Teacher leaders have opportunities to observe colleagues teaching practices and provide feedback.</li> <li>• Feedback and evaluation data is used by teachers to formulate growth plans.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p><b>Enter data here:</b></p>	

**Reflection Questions for Indicator 4.2**

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<p>How frequently do teachers recognize that your feedback is directly linked to improving both their personal performance and that of the school? What might you do to ensure that they see this important connection?</p>	<p>What are some examples of focused, constructive, and meaningful feedback that you provide to your staff? How does this support their learning?</p>	<p>In what ways do you currently recognize faculty in providing feedback and affirmation to them?  To what extent do you acknowledge the efforts of teams, as well as that of individuals?</p>	<p>How can frequent, focused, and constructive feedback support teachers in improving their instructional practice?</p>

**Indicator 4.3 – High effect size strategies: Instructional personnel receive recurring feedback on their proficiency on high effect size strategies.**

Narrative: Teaching is a complex process. The “right thing to do” varies with conditions in the classroom. However, teachers need proficiency on a core repertoire of high importance strategies. These are strategies all teachers are expected to be able to use effectively. This indicator is focused on the leader’s proficiency in focusing faculty attention on improvement of those “high effect size” strategies – those with higher probabilities of causing student growth when done correctly and in appropriate circumstances.

Note: Department lists of high-effect size strategies are posted at [www.fldoe.org](http://www.fldoe.org) and [www.floridaschoolleaders.org](http://www.floridaschoolleaders.org)

**Rating Rubric**

<b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader uses a variety of creative ways to provide positive and corrective feedback on the implementation of high effect size strategies. As a result, the correct and appropriate implementation of high effect size instructional strategies across the curriculum and grades is a routine part of the learning environment for all students.</p> <p>The entire organization reflects the leader’s focus on accurate, timely, and specific recognition of correct and appropriate implementation of high effect size strategies.</p> <p>The leader balances individual recognition on high effect size strategies with team and organization-wide recognition.</p>	<p>In addition to the formal feedback consistent with the district evaluation system indicators, the leader provides recurring informal feedback on high effect size strategies to reinforce proficient performance and highlight the strengths of colleagues and staff.</p> <p>The leader has effectively implemented a system for collecting feedback from teachers as to what they know, what they understand, where they make errors, and when they have misconceptions about use of high effect size strategies.</p> <p>Corrective and positive feedback on high effect size strategies is linked to organizational goals.</p> <p>Both the leader and employees can cite examples of where feedback on high effect size strategies is used to improve individual and organizational performance.</p>	<p>The leader adheres to the district evaluation system requirements for providing formal feedback on high effect size strategies, but the feedback is general rather than providing details that improve teaching or organizational performance related to high effect size strategies.</p> <p>The leader tends to view feedback as a linear process; something they provide teachers rather than two way communications where the leader also learns from the teachers’ expertise.</p>	<p>The leader is not aware of the high effect size strategies expected to be used in district schools or fails to communicate them to faculty.</p> <p>Feedback on high effect size strategies is rare, nonspecific, and not constructive.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• Professional learning supports on the high effective size strategies are readily available to faculty.</li> <li>• Samples of written feedback provided teachers high effect size instructional strategies.</li> <li>• Walkthrough and observation practices are designed to</li> </ul>		<ul style="list-style-type: none"> <li>• Teachers can attest to regularly scheduled formal and informal observations with feedback on high effect strategies.</li> <li>• Teachers report recognition as team members and as individuals for quality work on high effect strategies.</li> </ul>	



**Indicator 4.4 - Instructional Initiatives:** District supported state initiatives focused on student growth are supported by the leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives. Initiatives include:

- **Monitoring Text Complexity:** The school leader monitors teacher implementation of instructional processes involving complex text with embedding of close reading and rereading of complex text as a routine event incorporating these two processes:
  - writing in response to text
  - text-based discussions with students
- **Interventions:** The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student sub-groups. (MTSS)
- **Instructional Adaptations:** The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications. (MTSS)
- **ESOL Strategies:** The school leader monitors the school and classrooms for comprehensible instruction delivered to ESOL students and the utilization of ESOL teaching strategies appropriate to the students in the class. (ESOL)]

- **Other District Supported Initiatives:** The school leader monitors the school and classrooms for comprehensive implementation of all other instructional initiatives supported by the district as relevant to this school.

Narrative: The Department of Education and/or district-supported initiatives focused on improving student performance require school leader support to be successful at the school site. This indicator addresses the leader's proficiency in supporting such initiatives. Indicator 4.4 also focuses on professional learning needed to implement priority initiatives. Note: District and FLDOE websites provide support and information about priority initiatives.

### Rating Rubric

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>All initiatives are implemented across the grades and subjects as appropriate with full fidelity to the components of each initiative.</p> <p>The leader monitors teachers' implementation of the initiative, tracks the impact of the initiative on student growth, and shares effective practices and impacts with other school leaders.</p>	<p>Most of the district and state initiatives are implemented across the grades and subjects as appropriate with full fidelity to the components of each initiative.</p> <p>Reading Complexity and MTSS are routine instructional processes in all classes and at all levels of instruction. ESOL strategies are routinely employed with all ELL students.</p> <p>The leader is conversant with the impact the initiative is expected to have and monitors teacher and student implementation of the elements of the initiative.</p>	<p>Some initiatives are implemented across the some of the grades and subjects as appropriate with work in progress to implement the components of each initiative.</p> <p>The leader relies on teachers to implement the initiatives and is seldom involved in monitoring or providing feedback on the impact of the initiative's implementation on student growth.</p>	<p>District and state supported initiatives are not supported by the leader with any specific plans, actions, feedback or monitoring.</p> <p>The leader is unaware of what state and district initiatives are expected to be implemented at the school.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• The initiatives being pursued are explicitly identified and access to supporting resources is provided.</li> <li>• Leader's agendas, memoranda, etc. reflect presentations to faculty on the targeted initiatives.</li> <li>• A Multi-tiered System of Supports (MTSS) and Response to Intervention (Rti) is fully implemented and the leader monitors regularly to sustain implementation.</li> <li>• The leader monitors practices in areas where subject specific strategies are expected and provides feedback on the effective use of such strategies (e.g. ESOL strategies)</li> <li>• Reading Strategies from Just Read, Florida! are implemented.</li> <li>• The leader can identify all of the initiatives in use and describe how progress is monitored for each.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>• Classroom teachers describe how they implement the various initiatives.</li> <li>• Video exemplars that support implementing the initiatives are routinely used by faculty.</li> <li>• Online resources and technology supports that deepened understanding of the initiatives are used by faculty.</li> <li>• State or district web-based resources aligned with the initiatives are regularly accessed by faculty,</li> <li>• Teachers have participated in professional development associated with the initiative and implemented the strategies learned.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	

**Scale Levels:** (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

**Highly Effective**       **Effective**       **Needs Improvement**       **Unsatisfactory**

**Evidence Log** (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

**Enter data here:**

**Reflection Questions for Indicator 4.4**

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
How do you engage your faculty in communities of practice where practices related to the initiatives are shared with faculty in other schools or districts?	How do you use monitoring of these initiatives to identify faculty professional development needs that, if addressed, would improve the quality of implementation?	How do you communicate with district and state resources to learn more about what these initiatives can contribute to my school?	How do you find out what initiatives should be implemented?

**Indicator 4.5 – Facilitating and Leading Professional Learning: The leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.**

Narrative: Indicator 4.5 is focused on what the leader does to engage faculty in meaningful professional learning (which includes being involved in what the faculty is learning). Professional learning on-the-job is an essential aspect of effective schools. School leaders who manage the school in ways that support both individual and collegial professional learning get better outcomes than those who do not. The leader’s personal participation in professional learning plays a major role in making professional learning efforts pay off. This indicator addresses the leader’s role as a leader in professional development.

**Rating Rubric**

<b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader uses a variety of creative ways to provide professional learning for individual and collegial groups focused on deepening subject matter knowledge and proficiency at high effect size strategies.</p> <p>The leader is personally involved in the learning activities of the faculty in ways that both show support and deepen understanding of what to monitor.</p> <p>The entire organization reflects the leader’s focus on accurate, timely, and specific professional learning that targets improved instruction and student learning on the standards in the course descriptions.</p> <p>Leadership monitoring of professional learning is focused on the impact of instructional proficiency on student learning.</p>	<p>The leader provides recurring opportunities for professional learning for individual and collegial groups focused on issues directly related to faculty proficiency at high effect size strategies and student learning needs.</p> <p>The leader removes barriers to time for professional learning and provides needed resources as a priority.</p> <p>Participation in specific professional learning that target improved instruction and student learning is recognized by the faculty as a school priority.</p> <p>Leadership monitoring of professional learning is focused on the impact of instructional proficiency on student learning.</p>	<p>Less than a majority of the faculty can verify participation in professional learning focused on student needs or faculty proficiency at high effect size strategies.</p> <p>Time for professional learning is provided but is not a consistent priority.</p> <p>Minimal effort expended to assess the impact of professional learning on instructional proficiency.</p> <p>Leadership monitoring of professional learning is focused primarily participation with minimal attention given to the impact of instructional proficiency on student learning.</p>	<p>Focused professional development on priority learning needs is not operational.</p> <p>Few faculty members have opportunities to engage in collegial professional development processes on the campus.</p> <p>Individual professional learning is not monitored and is not connected to the school improvement plan or student learning needs.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>Documents generated by or at the direction of the leader establish a clear pattern of attention to individual professional development.</li> </ul>		<ul style="list-style-type: none"> <li>Faculty members describe an organizational climate supportive of professional learning and can provide examples of personal involvement.</li> </ul>	



**Indicator 4.6 – Faculty Development Alignments: The leader implements professional learning processes that enable faculty to deliver culturally relevant and differentiated instruction by:**

- **generating a focus on student and professional learning in the school that is clearly linked to the system-wide objectives and the school improvement plan,**
- **identifying faculty instructional proficiency needs (including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement),**
- **aligning faculty development practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals,**
- **and using instructional technology as a learning tool for students and faculty.**

Narrative: Faculty development has many aspects. This indicator addresses the leader's proficiency at developing faculty capacity to implement culturally relevant differentiated instruction by aligning the various faculty developments processes and practices with certain key issues (Standards-based content, research-based methods, data for planning, etc. as specified in the text of the standard.)

### Rating Rubric

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader has demonstrated a record of differentiated professional learning for faculty based on student needs.</p> <p>The leader has developed a system of job-embedded professional learning that differentiates training and implementation of instructional priorities based on teacher needs, which help retain proficient and highly exemplary staff.</p> <p>The leader routinely shares professional learning opportunities with other schools, departments, districts, and organizations.</p>	<p>Professional learning includes a plan for the implementation of the prioritized instructional needs (e.g., research-based instruction, data analysis, instructional technology, culturally relevant) aligned to school improvement plan and some effort has been made to differentiate (coaching, mentoring, collaborative teams, coaching) and embed professional development to meet the needs of all faculty members. The leader is able to use data from evaluation of instructional personnel to assess proficiencies and identify priority needs to support and retain proficient and exemplary faculty members.</p>	<p>The leader attempts to implement all of the priority instructional needs without a plan for doing so.</p> <p>The leader is aware of the differentiated needs of faculty and staff members, but professional development is only embedded in faculty meetings at this time, rather than incorporating the use of collaboration, study teams, etc. in order to meet the unique needs of staff.</p>	<p>Professional learning is typically "one size fits all," and there is little or no evidence of recognition of individual faculty needs or matching of faculty needs to student achievement needs. Consequently, retaining proficient and exemplary staff is problematic.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• Documentation that professional learning is determined on the basis of student achievement and teacher competency data.</li> <li>• Evidence that professional learning includes culturally</li> </ul>		<ul style="list-style-type: none"> <li>• Staff describes ways that professional learning is culturally relevant to the population served and differentiated to meet their unique instructional needs.</li> <li>• Lesson study groups and PLCs have explicitly stated goals</li> </ul>	

<ul style="list-style-type: none"> <li>relevant instructional practices.</li> <li>Faculty meetings focus on professional learning related to the schools instructional priorities.</li> <li>The leader examines data on teacher proficiencies and identifies needs that are subsequently addressed by professional learning.</li> <li>Technology resources are provided to maximize faculty access to online learning and sharing video exemplars for quality instructional practices.</li> <li>Individualized professional development plans approved by the principal are clearly aligned with school improvement priorities.</li> <li>Meeting agendas and memorandum to faculty provide evidence of on-going monitoring of the implementation of critical initiatives (e.g., data analysis, text complexity), standards-based instructional program, multi-tiered system of supports, and differentiated instruction.</li> <li>The leader's documents and agendas provide evidence of guiding faculty toward deeper understanding of the cultures of students in the school and how instruction is adapted to improve student engagement in learning.</li> <li>Other leadership evidence of proficiency on this indicator.</li> </ul>	<p>and a focus for their collegial learning.</p> <ul style="list-style-type: none"> <li>Teachers can articulate a process that helps them develop individualized learning plans.</li> <li>Faculty requests for professional learning are filtered to ensure that they relate to identified needs within the school improvement plan.</li> <li>Teachers can identify their learning needs as they relate to student learning needs.</li> <li>Faculty can demonstrate their use of course descriptions as the source of learning goals and objectives.</li> <li>Faculty can provide evidence of culturally relevant and differentiated instruction.</li> <li>Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective      <input type="checkbox"/> Effective      <input type="checkbox"/> Needs Improvement      <input type="checkbox"/> Unsatisfactory</p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p><b>Enter data here:</b></p>	

**Reflection Questions for Indicator 4.6**

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
What procedures have you established to increase professional knowledge opportunities for colleagues across the school system?	What system do you use to prioritize learning needs and empower faculty to create individual learning plans?	What strategies have you employed to meet the learning needs of your faculty, from novice to veteran to expert?	In what ways are professional learning opportunities linked to individual faculty needs?

**Indicator 4.7 – Actual Improvement: The leader improves the percentage of effective and highly effective teachers on the faculty.**

Narrative: An indicator required by 1012.34 F.S., the focus is on whether the accumulated impact of the leader's actions result in positive trend lines on teacher effectiveness. Evidence gathered from proficiency area #3 provide a base line that, along with teacher rating in the district's teacher evaluation system and student growth measures, enable assessment of whether actual improvement in teacher's proficiency is occurring.

**Rating Rubric**

<p><b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>The percentage of teachers rated effective or highly effective increases while the percentage rated needs improvement for two consecutive years declines.</p> <p>Student growth measure and instructional practice ratings are in substantial agreement for at least 75 percent of the faculty.</p>	<p>The percentage of teachers rated effective or highly effective increases or remains stable within five percentage points of the prior year, but there is evidence of specific improvements in student growth measures or proficiency in high effect size strategies.</p>	<p>There is no evidence of improvement in student growth measures for the majority of the teachers rated as effective, needs improvement, or unsatisfactory.</p> <p>There is significant variation between teachers' student growth measures and principal's assessment of instructional practices.</p>	<p>The percentage of teachers rated effective or highly effective declines and cannot be explained by changes in staff membership.</p> <p>There is no evidence of improvement in student growth measures for the majority of the teachers rated as needs improvement or unsatisfactory.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• Documents generated by or at the direction of the leader establish that the leader tracks the progress of faculty members on student growth measures and identifies those making demonstrable progress.</li> <li>• Documents generated by or at the direction of the leader establish that the leader tracks the progress of faculty members on high effect size strategies and identifies those making demonstrable progress.</li> <li>• Documents generated by or at the direction of the leader establish that the leader tracks the progress of faculty members rated as needs improvement or unsatisfactory and can identify specific areas of improvement.</li> <li>• The leader tracks student growth data and teacher assessment data aligned to learning goals to track actual improvement in teacher performance and maintains records of the percentage of staff showing growth over time.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>• The percentage of teachers rated highly effective increases.</li> <li>• The percentage of teachers rated effective increases.</li> <li>• The percentage of teachers previously rated as needing improvement (developing) or unsatisfactory decreases.</li> <li>• The percentage of teachers ranking at or above the district average on student growth measures increases.</li> <li>• The percentage of teachers with highly effective rating on high effect size instructional strategies increases.</li> <li>• Lesson studies produce revised lessons with improved student outcomes.</li> <li>• Tracking of learning goals produces data and trend lines showing improvement in teacher effectiveness.</li> <li>• State and district tests show improved student performance.</li> <li>• VAM scores in teacher assessment show improvement and trend lines show improvement in percentage of results based on VAM scores.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p style="text-align: center;"> <input type="checkbox"/> <b>Highly Effective</b>                  <input type="checkbox"/> <b>Effective</b>                  <input type="checkbox"/> <b>Needs Improvement</b>                  <input type="checkbox"/> <b>Unsatisfactory</b> </p>			

**Evidence Log** (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

**Enter data here:**

**Reflection Questions for Indicator 4.7**

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<p>How well aligned are your assessments of instructional practice with the results of student growth measures?</p> <p>In what ways are you assisting the better performing teachers to improve as much as you are assisting the lower performers?</p>	<p>How would you describe your efforts to improve instruction?</p> <p>In what ways are you providing feedback on instructional practice that result in improved student learning for those teachers most in need of growth?</p>	<p>How would you describe your efforts to understand what instructional improvements are needed and then communicate that in useful ways?</p> <p>What information are you collecting to help you know what is or is not happening in the classrooms where teachers need improvement?</p>	<p>How are you making a difference in the quality of teaching in your school?</p> <p>What are some of the strategies you are employing that help you be aware of where the greatest problems are in terms of instructional proficiency?</p>

**Proficiency Area 5: Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population.**

Narrative: This proficiency area is aligned with FPLS standard 5. Much of what student’s experience in school is a result of decisions and actions by the adults in the school. Learning environments that are success oriented, student centered, treat diversity as an asset, and focus on eliminating achievement gaps support students preparation for fulfilling lives.

**Indicator 5.1 – Student Centered: The leader maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy by providing recurring monitoring and feedback on the quality of the learning environment and aligning learning environment practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals.**

Narrative: School leaders who monitor what students experience by being enrolled in the leader’s school have better insights on how to make the system work than those who do not monitor impact of policies and practices on students. It is the leader’s responsibility to know whether student life is equitable, respectful, and supportive of engagement in learning.

**Rating Rubric**

<b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader provides clear, convincing, and consistent evidence that they ensure the creation and maintenance of a learning environment conducive to successful teaching and learning for all and shares these practices with others throughout the district.</p> <p>Involves the school and community to collect data on curricular and extra-curricular student involvement to assure equal opportunity for student participation.</p>	<p>The leader provides clear evidence that they create and maintain a learning environment that is generally conducive to ensuring effective teaching practices and learning, although there may be some exceptions.</p> <p>Collects data on curricular and extra-curricular student involvement to assure equal opportunity for student participation.</p>	<p>The leader provides limited evidence that they create a safe school either in planning or actions.</p> <p>Collects data on curricular and extra-curricular student involvement.</p>	<p>The leader provides little to no evidence that s/he make plans for a safe and respectful environment to ensure successful teaching and learning or addresses safety concerns as they arise.</p> <p>Does not collect data on curricular and extra-curricular student involvement.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• Documents that establish safe, respectful, and inclusive school-wide common expectations for students and staff.</li> <li>• Agendas, meeting minutes, etc., show recurring attention to student needs.</li> <li>• The leader’s documents reveal a pattern of examining student opportunities for achieving success</li> <li>• Leader has procedures for students to express needs and concerns direct to the leader.</li> </ul>		<ul style="list-style-type: none"> <li>• Teachers can describe a specific policies, practices, and procedures that result in a safe, respectful, and inclusive student-centered learning environment.</li> <li>• Student questionnaire results reflect satisfaction with school attention to student needs and interests.</li> <li>• Counseling services and safe school programs (e.g. anti-bullying”) are implemented.</li> <li>• Tutorial processes are provided and easily accessible by</li> </ul>	



**Indicator 5.2 - Success Oriented: Initiates and supports continuous improvement processes and a multi-tiered system of supports focused on the students' opportunities for success and well-being.**

Narrative: The issues in 5.1 focus on monitoring how school policy and practice affect the quality of student lives. This indicator shifts focus from those broad issues to what happens at the school that creates opportunities for student success and students' perceptions that school life is organized to do something good for them. School should be rigorous and demanding but also implemented in ways that create recurring opportunities for success.

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Through all grades and subjects a multi-tiered system of supports is operational providing core universal supports (research-based, high-quality, general education instruction and support; screening and benchmark assessments for all students, and continuous data collection continues to inform instruction).</p> <p>Where student are not successful on core instruction, problem solving is employed to identify and implement targeted supplemental supports (data based interventions and progress monitoring).</p> <p>Where targeted supplemental supports are not successful, intensive individual supports are employed based on individual student needs.</p> <p>Skillful problem solving to ensure staff have adequate time and support, and effectively monitoring teacher's effective use of research-based instruction.</p>	<p>Problem solves skillfully (e.g., conceptualizing, applying, analyzing, synthesizing, and/or evaluating information) to provide adequate time, resources, and support to teachers to deliver the district's curriculum to all students.</p> <p>Celebrations of student success are common events and are focused on recognition of the methods and effort expended so students understand what behaviors led to the success.</p> <p>Most grades and subject track student learning growth on priority instructional targets.</p> <p>MTSS operational across the grades and subjects.</p>	<p>Problem solving efforts are unskillfully used to provide adequate time, resources, and support to teachers to deliver the district's curriculum and state's standards to students.</p> <p>Celebrations of student success are provided but are inconsistent in focusing on how/why students succeeded.</p> <p>MTSS operational in some classes.</p>	<p>No actions other than use of slogans and exhortations to succeed are taken by the leader to address practices and process that actually enable success.</p> <p>MTSS not operational.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• Agendas, memorandum, and other documents provide direction on implementation of MTSS.</li> <li>• Agendas, memorandum, and other documents reflect recurring discussion with faculty on continuous progress</li> </ul>		<ul style="list-style-type: none"> <li>• Teachers' records reveal data-based interventions and progress monitoring.</li> <li>• Teacher-directed celebrations of student success identify causes of success.</li> </ul>	

<ul style="list-style-type: none"> <li>monitoring practices.</li> <li>The leader recognizes the accomplishments of individual teachers, student, groups and the whole school via newsletters , announcements, websites, social media and face-to-face exchanges)</li> <li>Leader solicits student input on processes that support or hamper their success.</li> <li>Leader does surveys and other data collections that assess school conditions that impact student well-being.</li> <li>Data collection processes are employed to collect student, parent, and stakeholder perception data on the school supports for student success.</li> <li>Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>Supplemental supports are provided in classes.</li> <li>Faculty and student describe the leader as one who is genuinely committed to student success in school and life.</li> <li>Faculty teams, departments, grade levels or collegial learning teams who have worked together on student success are recognized.</li> <li>Teacher and student tracking of progress results in data on student success.</li> <li>Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p><b>Enter data here:</b></p>	

**Reflection Questions for Indicator 5.2**

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<p>What supports do you need to provide to deepen the faculty's capacity to provide intensive individual supports?</p> <p>How do you share effective continuous progress practices with oth4r school leaders?</p>	<p>How do you enable teachers proficient at MTSS to share the process with other teachers?</p> <p>What continuous progress practices should be shared with the entire faculty?</p>	<p>How do you monitor instructional practice to assess the quality of implementation of MTSS?</p> <p>How do you monitor the impact of targeted supplemental supports?</p> <p>What barriers to student success are not being addressed in your school?</p>	<p>How do you obtain training on what the MTSS model requires and how do you convey the expectations inherent in the model to your faculty?</p>

**Indicator 5.3 – Diversity: To align diversity practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, the leader recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning, and promotes school and classroom practices that validate and value similarities and differences among students.**

Narrative: "Diversity practices" refers to the capacity of teachers and school leaders to recognize the many variations in students that impact learning growth (e.g. learning processes, prior learning experiences, family and cultural backgrounds); implement practices that respect diversity in learning needs (e.g. multi-tiered system of supports) and make adjustments at the classroom level that make use of student strengths and promote growth needs.

**Rating Rubric**

<p><b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>The leader shares with others throughout the district strategies that help them put into action their belief that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff.</p> <p>The leader provides an instructional program where recurring adaptations in instructional to address variations in student learning needs, styles, and learning strengths are routine events in all classes.</p>	<p>The leader systematically acts on the belief that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff.</p> <p>Classroom practices consistently reflect appropriate adjustments based on cultural, racial, ethnic backgrounds of students.</p> <p>The leader's expectations that teachers adapt instructional strategies to meet individual student needs are an accepted part of the shared vision of the leader and faculty.</p>	<p>The leader inconsistently acts on the belief that all students can learn at high levels by sometimes leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff.</p> <p>The leader has taken some actions that set expectations for teachers adapting instructional strategies to meet individual student needs and such individualization is evident in some but not most classes.</p>	<p>The leader limits opportunities for all students to meet high expectations by allowing or ignoring practices in curriculum, instruction, and assessment that are culturally, racially, or ethnically insensitive and/or inappropriate.</p> <p>Takes no actions that set expectations for teachers adapting instructional strategies to meet individual student needs.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• Documents that support the use of diversity as an asset in the development and implementation of procedures and practices.</li> <li>• Agendas, memorandum, etc., reflecting recurring attention at faculty meetings to capacity to recognize diversity issues and adapt instruction accordingly.</li> <li>• Leader's actions in providing professional learning for faculty that deepens understanding of a range of diversity issues and evidence of monitoring for implementation in the classroom of appropriate diversity practices.</li> <li>• School policies, practices, procedures that validate and value similarities and differences among students.</li> </ul>		<ul style="list-style-type: none"> <li>• Teachers can describe a specific policies, practices, and procedures that validate and value similarities and differences among students.</li> <li>• Professional development opportunities are provided for new teachers regarding ways to adapt instruction to address diversity issues in the student body and community.</li> <li>• Student questionnaire results reflect belief that their individual characteristics are respected by school leader and faculty.</li> <li>• Parent questionnaire results reflect belief that their individual characteristics are respected by school leader</li> </ul>	

<ul style="list-style-type: none"> <li>• The school leader collects and reviews agenda and minutes from departmental or team meetings to monitor attention to diversity issues in pursuit of student learning growth.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<p>and faculty.</p> <ul style="list-style-type: none"> <li>• A multi-tiered system of supports (MTSS) is implemented in the classrooms in ways that respect and make adjustments for diversity factors.</li> <li>• The school provides an interactive website for students, parents, and the community designed to be “user friendly” and sensitive to diversity issues in the community, providing information of interest to various segments of the school community</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> <i>(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</i></p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p><b>Enter data here:</b></p>	

**Reflection Questions for Indicator 5.3**

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<p>What procedures might you establish to increase your ability to help your colleagues develop curriculum, instruction, and assessment that reflect and respect the diversity of students and staff?</p>	<p>What strategies might you employ so that you could share with others throughout the district practices that help them put into action your belief that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff?</p>	<p>How might you increase the consistency with which you act on the belief that all students can learn at high levels by sometimes leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff?</p>	<p>How might you expand the opportunities for all students to meet high expectations by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff?</p>

**Indicator 5.4 – Achievement Gaps: The leader engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps associated with student subgroups within the school.**

Narrative: Where indicator 5.3 is focused on the broad array of diversity factors that impact success of individual students and student sub-groups, indicator 5.4 focuses on academic growth of specific sub-groups whose academic performance lags behind what they are capable of achieving. The leader is expected to prepare the faculty to do what is needed to meet the academic improvement needs of the sub-group(s).

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader has created a self-regulating system based on data that guarantees regular and predictable success of all sub-groups, even if conditions change from one year to another.</p> <p>Achievements gaps have been eliminated or substantially minimized with trend lines consistently moving toward elimination of such gaps.</p>	<p>Processes to minimize achievement gaps within all impacted subs-groups are employed for all sub-groups with positive trend lines showing reduction of gaps for all subgroups.</p> <p>The leader consistently applies the process of inquiry and/or has enabled development of processes that generate greater understanding of the school's current systems and their impact on sub-group academic achievement.</p>	<p>Sub-groups within the school and associated with achievement gaps have been identified and some processes are underway to understand root causes.</p> <p>Some actions to minimize the gaps have been implemented but either do not reach all sub-group students or have inconsistent or minimal results.</p> <p>The leader inconsistently applies the process of inquiry and/or has enabled only limited efforts to develop of processes that generate greater understanding of the school's current systems and their impact on sub-group academic achievement.</p>	<p>The leader does not identify nor implement strategies to understand the causes of sub-group achievement gaps.</p> <p>No changes in practices or processes have been implemented under the leader's direction that is designed to address achievement gaps.</p> <p>The leader does not apply the process of inquiry and/or develop processes that generate greater understanding of the school's current systems and their impact on sub-group academic achievement.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• The leader uses statistical analyses identifying academic needs of sub-group members.</li> <li>• Written goals are developed and provided to faculty that focus on reducing or eliminating achievement gaps for students in under-performing sub-groups and for students with disabilities.</li> <li>• Documents reflecting the leader's work in deepening faculty understanding of cultural and development issues related to improvement of academic learning growth by sub-group students.</li> <li>• The leader develops school policies, practices, procedures that validate and value similarities and differences among students.</li> </ul>		<ul style="list-style-type: none"> <li>• Faculty and staff can describe the school-wide achievement goals focused on narrowing achievement gaps and relate how that implement those goals to impact individual students.</li> <li>• Under-achieving sub-group students are enrolled in advanced classes and presented with high expectations.</li> <li>• Teachers can describe specific policies, practices, and procedures that help them use culture and developmental issues to improve student learning.</li> <li>• Faculty and staff can explain how goals eliminate differences in achievement for students at different socioeconomic levels.</li> <li>• English language learners, and students with disabilities</li> </ul>	

<ul style="list-style-type: none"> <li>• Leader's actions in support of engaging sub-group students in self-help processes and goal setting related to academic achievement.</li> <li>• The leader personally engages students in under-performing sub-groups with support, encouragement, and high expectations.</li> <li>• Leader's take actions in aligning parent and community resources with efforts to reduce achievement gaps.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher records reflecting tracking sub-group student progress on targeted learning goals related to academic achievement.</li> <li>• Student questionnaire results (from sub-group students) reflecting recognition of school efforts to improve their academic performance.</li> <li>• Parent questionnaire results from sub-group parents reflecting recognition of school efforts to improve student achievement.</li> <li>• Lesson study groups focused on improving lessons to impact achievement gap.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p><b>Enter data here:</b></p>	

### Reflection Questions for Indicator 5.4

Reflection Questions			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
What strategies might you employ to increase your ability to help your colleagues understand how the elements of culture are impacted by the current systems (e.g., curriculum, instruction, assessment, etc.) in order to improve student achievement?	What are one or two critical steps you could take that would shift your examination of culture to a point that they become a self-regulating system based on data that guarantees regular and predictable success even if conditions change?	How might you systematically apply the process of inquiry to develop methods of generating greater understanding of the cultures of individuals within the building and how the elements of culture are impacted by the current systems (e.g., curriculum, instruction, assessment) to improve student achievement?	Why do sub-groups students like those in your school not perform as well as similar groups in other schools?  In what ways might you demonstrate greater understanding of cultures and their impact on the current systems in your school to improve student learning?

### Domain 3: Organizational Leadership

Narrative: This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct.

Narrative: This proficiency area is aligned to FPLS standard #6. How decisions are made can be as important as what decisions are made. The leader’s proficiency at balancing the various aspects of decision-making is the focus of this area.

**Indicator 6.1 – Prioritization Practices: The leader gives priority attention to decisions that impact the quality of student learning and teacher proficiency, gathering and analyzing facts and data, and assessing alignment of decisions with school vision, mission, and improvement priorities.**

Narrative: Leaders make many decisions. Those that impact student learning and teacher proficiency require priority attention. The focus is the leader’s ability to make sure that decisions on student learning and faculty proficiency are not lost among the lower priority issues or given inadequate attention because of all the other things leaders do.

#### Rating Rubric

<b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader produces clear, convincing, and consistent evidence that demonstrates an understanding of learning, teaching, and student development to inform all decisions and continuously uses this information to enhance teaching and learning.</p> <p>The leader produces clear, convincing, and consistent evidence that, on an ongoing basis, all decisions are made in a way that promotes the school’s vision and mission.</p> <p>Effective decision-making practices are frequently shared with other administrators and colleagues throughout the system.</p>	<p>The leader’s decisions consistently demonstrate an understanding of learning, teaching, and student development.</p> <p>The leader produces clear evidence of making most decisions in a way that supports the school’s vision and mission regarding student learning and faculty proficiency.</p>	<p>The leader provides limited evidence that demonstrates understanding of learning, teaching, and student development to inform decisions or is inconsistent in using this information to enhance decisions about teaching and learning.</p> <p>The leader produces limited evidence that the school’s vision and mission impacts decision making.</p>	<p>The leader provides little or no evidence that demonstrate awareness of learning, teaching, and student development to inform decisions.</p> <p>The leader produces little to no evidence of making decisions that are linked to the school’s vision and mission.</p> <p>Decisions adverse to student growth and/or faculty development are made.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>The school’s vision and mission statement developed under this leader is focused on student growth and improving faculty proficiency.</li> </ul>		<ul style="list-style-type: none"> <li>Teachers can describe a decision-making process that reflects an emphasis on vision, mission, student learning, and teacher proficiency requirements.</li> </ul>	

<ul style="list-style-type: none"> <li>• Staff evaluations and professional development documents emphasize student learning or faculty proficiency growth.</li> <li>• Documents showing the development and modification of teacher and student schedules are based on data about student needs.</li> <li>• Leader's meeting schedules reflect recurring attention to student learning and faculty proficiency issues.</li> <li>• Artifacts substantiating school improvement and curriculum review/revision are based on student learning needs or assessments of teacher proficiency.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers can recall decisions that were made resulting in changes to their teaching schedule to support student learning.</li> <li>• Team and department meeting minutes reflect student learning and faculty proficiency as priority issues.</li> <li>• Sub-ordinate leaders give priority attention to issues impacting student learning and teacher proficiency.</li> <li>• Principal's secretary prioritizes mail based on relation to student learning and faculty growth.</li> <li>• Office staff handles routine events to protect leader's time for instructional and faculty development issues.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
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**Scale Levels:** (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

**Highly Effective**       **Effective**       **Needs Improvement**       **Unsatisfactory**

**Evidence Log** (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

**Reflection Questions for Indicator 6.1**

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<p>What procedures have you established to increase professional knowledge opportunities for colleagues across the school system?</p> <p>How do you promote and foster continuous improvement with new staff? What changes might you make to your decision-making process for further improvement?</p>	<p>What system do you use to prioritize learning needs and empower faculty to create individual learning plans?</p> <p>How might you reinforce and establish your efforts so that direct reports and your entire school community understand the link between decisions and your priorities?</p>	<p>What strategies have you employed to meet the learning needs of your faculty, from novice to veteran to expert?</p> <p>Why is it necessary to explicitly reference your vision and mission, even though they are visibly posted in high traffic areas of your school?</p>	<p>How should your awareness of learning, teaching, and student development inform decisions?</p> <p>How might you better align your decisions with the vision and mission of your school?</p>

**Indicator 6.2 – Problem Solving: The leader uses critical thinking and data-based problem solving techniques to define problems and identify solutions.**

Narrative: Problem solving is an essential support to decision making. The leader’s skill in using thinking skills and data to define problems and identify solutions is the focus here.

**Rating Rubric**

<p><b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>The leader demonstrates the ability to construct a clear and insightful problem statement with evidence of relevant contextual factors.</p> <p>The leader identifies multiple approaches for solving a problem and proposes one or more solutions/hypotheses that indicate a deep comprehension of the problem. The solutions are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.</p> <p>The leader’s evaluation of solutions is comprehensive and includes all of the following: history of the problem, logic/reasoning, feasibility and impact of the solution.</p> <p>The solution is implemented in a manner that addresses each of the contextual factors of the problem. A thorough review of the results is conducted to determine need for further work.</p>	<p>The leader demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors and the problem statement is adequately detailed.</p> <p>The leader identifies multiple approaches for solving a problem.</p> <p>The leader’s solutions are sensitive to contextual factors as well as at least one of the following: ethical, logical, or cultural dimensions of the problem.</p> <p>Evaluation of solutions is adequate and includes: history of the problem, reviews logic and reasoning, examines feasibility of solution, and weighs impact.</p> <p>The solution is implemented and the results reviewed with some consideration for further work.</p>	<p>The leader is beginning to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but the problem statements are superficial or inconsistent in quality.</p> <p>Typically, a single “off the shelf” solution is identified rather than designing a solution to address the contextual factors.</p> <p>The solution is implemented in a manner that addresses the problem statement but ignores relevant factors. Results are reviewed with little, if any, consideration for further work.</p>	<p>The leader demonstrates a limited ability to identify a problem statement or related contextual factors.</p> <p>Solutions are vague or only indirectly address the problem statement.</p> <p>Solutions are implemented in a manner that does not directly address the problem statement and are reviewed superficially with no consideration for further work.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• Samples of problem statements, contextual factors, recommended approaches, proposed solutions, evaluation, and review with consideration for further work are presented.</li> <li>• A well-established problem-solving process can be described by the leader.</li> <li>• Data records reveal the range of problems addressed and after-implementation data collections.</li> </ul>		<ul style="list-style-type: none"> <li>• Teachers can personally attest to the problem-solving skills of the leader.</li> <li>• Teachers report a high degree of satisfaction with the problem-solving process established by the leader.</li> <li>• Teacher and/or students describe participating in problem solving led by the school leader.</li> <li>• Multi-tiered System of Supports (MTSS) is fully operational in classrooms.</li> </ul>	

<ul style="list-style-type: none"> <li>• Reports and newsletters to stakeholders inform of problems addressed and the impact of solutions implemented.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Sub-ordinate leaders are engaged in data-based problem solving.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> <i>(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</i></p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>          	

**Reflection Questions for Indicator 6.2**

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
What might be some of the things you learned about problem solving that will influence your leadership practice in the future?	What can you do to enable your sub-ordinate leaders to be more effective in problem solving?	What are some specific recollections (data) that come to mind that define your thinking about effective problem solving?	How would you describe your problem solving process?

**Indicator 6.3 – Quality Control: The leader maintains recurring processes for evaluating decisions for effectiveness, equity, intended and actual outcome(s); implements follow-up actions revealed as appropriate by feedback and monitoring; and revises decisions or implementing actions as needed.**

Narrative: Decisions are made....but there is a follow-up process. What was the impact of the decisions? The focus here is the leader’s follow-up on decisions and capacity to make revisions where needed.

**Rating Rubric**

<p><b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>The leader can provide clear and consistent evidence of decisions that have been changed based on new data.</p> <p>The leader has a regular pattern of decision reviews and “sunsetting” in which previous decisions are reevaluated in light of the most current data.</p> <p>There is a culture of open acknowledgement of undesired outcomes in which the leader and everyone in the organization can discuss what is not working without fear of embarrassment or reprisal.</p>	<p>The leader has a record of evaluating and revising decisions based on new data.</p> <p>Review of decision and follow-up actions are consistently timely.</p>	<p>The leader has some processes for acquiring new information on impact of decisions and appears to be willing to reconsider previous decisions, but does not have a clear or consistent record of making changes where needed or as soon as needed.</p>	<p>There is little or no evidence of reflection and reevaluation of previous decisions.</p> <p>Sub-ordinate leaders are not encouraged to evaluate prior decisions.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• Examples of documents related to previous decisions that indicate re-evaluation in light of emerging data or trends.</li> <li>• Evidence that re-evaluations in light of emerging data or trends resulted in changes or adjustments in actions.</li> <li>• A well-articulated problem-solving process can be produced.</li> <li>• Principal’s work schedule reflects time for monitoring the implementation of priority decisions.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>• Teachers can attest to having participated in a re-evaluation of a decision based on emerging trends and data.</li> <li>• Teachers report confidence in the decisions being made by the leader.</li> <li>• Sub-ordinate leaders’ records reveal time committed to gathering data and following up on impact and implementation of leader’s decisions.</li> <li>• Sub-ordinate leaders’ records reveal time committed to gathering data and following up on impact and implementation of the sub-ordinate leaders’ decisions.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p>			
<p><input type="checkbox"/> <b>Highly Effective</b>                      <input type="checkbox"/> <b>Effective</b>                      <input type="checkbox"/> <b>Needs Improvement</b>                      <input type="checkbox"/> <b>Unsatisfactory</b></p>			
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			

**Reflection Questions for Indicator 6.3**

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
How do you continue to clarify the decision-making process in a dynamic, changing environment?	Why is it necessary for you as a school leader to reevaluate prior decisions and programs in light of emerging research, personal experience, and changing situations?	What will you do from now on to ensure previous decisions and programs are revisited and evaluated on a routine basis?	When do you take time with your leadership team to reflect on decisions that have been made? In what ways do you evaluate decisions on the basis of student achievement?

**Indicator 6.4 – Distributive Leadership: The leader empowers others and distributes leadership when appropriate.**

Narrative: A school is too complex for one person to make all decisions. Some of the functions of leadership must be shared with others. Developing capacity for success in a workforce requires enabling other people to be responsible for meaningful decisions. The leader’s capacity to share the “right stuff” and distribute decision making among other appropriate staff is the focus here.

**Rating Rubric**

<b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Innovation and improvement in instructional processes, faculty development, or school operations have resulted from distributive leadership.</p> <p>The leader encourages staff members to accept leadership responsibilities outside of the school building.</p> <p>The leader incorporates teacher and support staff into leadership and decision-making roles in the school in ways that foster the career development of participating teachers.</p>	<p>The leader creates opportunities for staff to demonstrate leadership skills by allowing them to assume leadership and decision-making roles.</p> <p>The leader supports the decisions made as part of the collective decision-making process.</p> <p>Decision-making delegations are clear: Sub-ordinates know what decisions are made by the leader, which by the leader after input from others, and which are delegated to sub-ordinates to decide.</p>	<p>Some well-understood leadership roles other than the school principal are functioning and contributing to effective and timely decisions on some school priorities, but there are recurring delays in reaching decisions on other issues.</p> <p>Decisions are often rushed or made without appropriate input due to lack of planning and implementation of development activities by staff members.</p>	<p>There is no or only minimal evidence that anyone other than the principal has a meaningful role in making timely decisions.</p> <p>The leader rarely seeks input on significant issues from a variety of stakeholder groups (e.g. faculty leaders, teachers, student, parents, community, or business leaders).</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• Organizational charts or other documents reveal how leadership is distributed and informs who is involved in what.</li> <li>• School improvement plan process reflects involvement by a variety of parties.</li> <li>• Evidence of shared decision-making and distributed leadership is present in leader’s memorandums, e-mails, and other communications.</li> <li>• Leader’s communication to faculty and stakeholders recognizes the role of those to whom leadership functions were distributed.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>• Sub-ordinate leaders and teacher leaders report meaningful roles in decision making.</li> <li>• Minutes, agendas, and other records of meetings held by sub-ordinate leaders reflect their involvement in significant decision making.</li> <li>• Teachers are able to identify which colleagues have a leadership or decision making role in any given issue.</li> <li>• Teacher and or parent surveys reflect satisfaction with access to sub-ordinate and teacher leaders rather than requiring access only to the principal.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p style="text-align: center;"> <input type="checkbox"/> <b>Highly Effective</b>                              <input type="checkbox"/> <b>Effective</b>                              <input type="checkbox"/> <b>Needs Improvement</b>                              <input type="checkbox"/> <b>Unsatisfactory</b> </p>			

**Evidence Log** (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

**Reflection Questions for Indicator 6.4**

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
To what extent do you have a systematic process in place for delegating authority to subordinates?	<p>How might you increase the range and scope of tasks and responsibilities you delegate to key individuals or teams?</p> <p>In what areas do faculty and staff bring expertise that will improve the quality of decisions at your school?</p>	<p>Under what circumstances would you be willing to release increased decision-making authority to your staff and faculty?</p> <p>How might you use the function of delegation to empower staff and faculty at your school?</p>	What factors prevent you from releasing responsibilities to staff?

**Indicator 6.5 – Technology Integration: The leader employs effective technology integration to enhance decision making and efficiency throughout the school. The leader processes changes and captures opportunities available through social networking tools, accesses and processes information through a variety of online resources, incorporates data-driven decision making with effective technology integration to analyze school results, and develops strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.**

Narrative: Technology was a separate standard in the 2005 Florida Principal Leadership Standards (FPLS). By 2011 the state had made great strides toward accepting technology into the schools. In the 2011 FPLS, technology moved from a separate general “pro-technology” standard to focused applications of technology embedded in several standards. This indicator focuses on technology integration and the leader’s use of technology to improve decision-making processes in several priority areas.

**Rating Rubric**

<p><b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>The leader mentors other school leaders on effective means of acquiring technology and integrating it into the decision- making process.</p> <p>The leader provides direct mentoring and coaching supports so that new staff and new sub-ordinate leaders are quickly engaged in effective use of technology supports needed to enhance decision-making quality.</p>	<p>Technology support for decision- making processes is provided for all of the staff involved in decision making on school instructional and faculty improvement efforts.</p> <p>Technology integration supports all of the following processes: decision-making prioritization, problem solving, decision evaluation and distributed leadership.</p> <p>Engages sub-ordinate leaders in developing strategies for coaching staff on integration of technology.</p>	<p>Technology support for decision- making processes is provided for some, but not all of the staff involved in decision making on school instructional and faculty improvement efforts.</p> <p>Technology integration supports some, but not all of the following processes: decision-making prioritization, problem solving, decision evaluation and distributed leadership.</p>	<p>There is no or only minimal evidence that decision-making prioritization, problem solving, decision evaluation or distributed leadership processes are supported by technology integration.</p> <p>Decision making is not supported by a well-understood system of procedures to identify problems and generate solutions.</p> <p>Technology integration does not support data exchanges, project management, and feedback processes.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• School improvement plan reflects technology integration as a support in improvement plans.</li> <li>• Leader has a technology integration plan used to provide technology supports to the degree possible with available resources.</li> <li>• School website provides stakeholders with information about and access to the leader.</li> <li>• Technology tools are used to aid in data collection and analyses and distribution of data findings.</li> <li>• Evidence that shared decision -making and distributed leadership is supported by technology.</li> <li>• Technology used to enhance coaching and mentoring</li> </ul>		<ul style="list-style-type: none"> <li>• Sub-ordinate leaders integrate technology into their work functions and use technology to streamline the process.</li> <li>• Data from faculty that supports decision making and monitoring impact of decisions are shared via technology.</li> <li>• PowerPoint presentations, e-mails, and web pages of faculty members support involvement in decision making and dissemination of decisions made.</li> <li>• Faculty use social network methods to involve students and parents in data collection that supports decision making and to inform stakeholders of decisions made.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	

functions. • Other leadership evidence of proficiency on this indicator.	
<b>Scale Levels:</b> <i>(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</i> <input type="checkbox"/> <b>Highly Effective</b> <input type="checkbox"/> <b>Effective</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Unsatisfactory</b>	
<b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):  	

### Reflection Questions for Indicator 6.5

Highly Effective	Effective	Needs Improvement	Unsatisfactory
To what extent do you have a systematic process in place for integrating new technology so that faculty and students are keeping pace with the communications and thinking supports used in the emerging global economy?	How might you increase the range and scope of technology integration to support communications and information acquisition processes used by faculty and staff ?  How might the technology improve the quality of decisions at your school?	Under what circumstances would you be willing to support increased use of technology to support efficiency in communication and decision-making processes?  How might you use the function of delegation to empower staff and faculty at your school to make more proficient use of technology integration?	What factors prevent you from supporting technology integration??

**Proficiency Area 7. Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.**

Narrative: This proficiency area aligns to Standard 7. Leaders are developed by other leaders. This is a process critical to an organization's capacity to improve over time and sustain quality processes. This proficiency area focuses on what leaders do to develop leadership in others.

**Indicator 7.1 – Leadership Team: The leader identifies and cultivates potential and emerging leaders, promotes teacher-leadership functions focused on instructional proficiency and student learning, and aligns leadership development practices with system objectives, improvement planning, leadership proficiency needs, and appropriate instructional goals.**

Narrative: The FPLS are based on a presumption that the school leader works with and through a team of other people to insure coordination and focus of school operations and improvements. Leadership teams get things done!

**Rating Rubric**

<p><b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>The participants in the school's leadership team function independently with clear and efficient implementation of their role(s) and work in a collegial partnership with other leadership team participants to coordinate operations on student growth and faculty development.</p> <p>Leadership development processes employed by the school leader are shared with other school leaders as a model for developing quality leadership teams.</p> <p>The leader has specifically identified at least two emerging leaders in the past year, and has entered them into the ranks of leadership training or provided personal mentoring on site.</p> <p>Other school leaders cite this leader as a mentor in identifying and cultivating emergent leaders.</p>	<p>Those who are assigned or have accepted leadership functions have consistent support from the school leader in focusing their efforts on instructional improvement and faculty development.</p> <p>The leader has specifically identified and cultivated potential and emerging leaders for the major functions of the school.</p> <p>The leader has personally mentored at least one emerging leader to assume leadership responsibility in instructional leadership or at an administrative level, with positive results.</p>	<p>The leader has identified staff for leadership functions, follows district personnel guidelines for accepting applications for new leaders, but has not implemented any systemic process for identifying emergent leaders, or is inconsistent in application of such a process.</p> <p>The leader provides some training to some of the people assigned leadership functions, but does not involve staff other than those in the designated roles.</p>	<p>The leader does not recognize the need for leadership by other people. Staff with leadership titles (e.g., department heads, team leaders, deans, assistant principals) has little or no involvement in processes that build leadership capacities.</p> <p>Persons under the leader's direction are unable or unwilling to assume added responsibilities.</p> <p>There is no or only minimal evidence of effort to develop leadership potential in others.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence</p>	

are not limited to the following:	may include, but are not limited to the following:
<ul style="list-style-type: none"> <li>Organizational charts identify the leadership roles and team members.</li> <li>The leader has a system for identifying and mentoring potential leaders.</li> <li>The leader can cite examples in which s/he coached several emerging leaders to assume greater levels of responsibility within the organization.</li> <li>Minutes, e-mails, and memorandums reflecting exchanges among leadership team members are focused on school improvement goals, student growth, and faculty development.</li> <li>The leader's communications to faculty and stakeholders reflect recognition of the leadership team.</li> <li>Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers at the school can describe informal and formal opportunities to demonstrate and develop leadership competencies.</li> <li>Teachers at the school report that leadership development is supported and encouraged.</li> <li>Current leadership team members can describe training or mentoring they receive from the school leader regarding leadership.</li> <li>Teachers can describe processes that encourage them to be involved in school improvement and prepare for leadership roles.</li> <li>Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>	

### Reflection Questions for Indicator 7.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>How do you provide guidance and mentorship to emerging leaders outside of your personal job description and leadership responsibilities?</p> <p>How would you describe the system you use to ensure that emerging leaders pursue job opportunities when they are available?</p> <p>How might you embed this preparation into their job duties, and what changes will you need to make to help build such leadership capacity at your school?</p>	<p>How have you designed the school improvement process to develop leadership capacity from existing faculty?</p> <p>What strategies and lessons might you impart to your direct reports to better prepare them for expanded leadership opportunities?</p>	<p>What process do you employ to encourage participation in leadership development?</p> <p>When do you release responsibility to your assistants to own key decisions? How do you leverage school improvement activities to build leadership capacity for assistants and emerging teacher leaders?</p>	<p>What process is available to you that help you screen and develop potential leaders?</p> <p>How might you spend time explicitly preparing your assistants to assume your role as principal? What steps would you take to spend more time in preparing your assistants to assume your role as principal?</p>

**Indicator 7.2 – Delegation: The leader establishes delegated areas of responsibility for sub-ordinate leaders and manages delegation and trust processes that enable such leaders to initiate projects or tasks, plan, implement, monitor, provide quality control, and bring projects and tasks to closure.**

Narrative: Leadership teams engage other skilled people in the business of the school. However, involvement does not insure effective organizations. This indicator focuses on the distribution of responsibility and whether sub-ordinate leaders have been delegated all that is needed to succeed.

**Rating Rubric**

<p><b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>Staff throughout the organization is empowered in formal and informal ways.</p> <p>Faculty members participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified staff, exercise appropriate authority and assume leadership roles where appropriate.</p> <p>The climate of trust and delegation in this organization contributes directly to the identification and empowerment of the next generation of leadership.</p>	<p>There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the organization.</p> <p>The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and organizational business.</p>	<p>The leader sometimes delegates, but also maintains decision-making authority that could be delegated to others.</p> <p>Clarity of the scope of delegated authority is inconsistent from one delegation to another.</p> <p>Actions taken by those to whom tasks are delegated are sometimes overruled without explanation.</p>	<p>The leader does not afford subordinates the opportunity or support to develop or to exercise independent judgment.</p> <p>If delegation has occurred there is a lack of clarity on what was to be accomplished or what resources were available to carry out delegated tasks.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• A Responsibility Matrix or chart of "who does what" provides evidence that the leader trust others within the school by identifying how leadership responsibilities are delegated to other faculty members on his or her staff.</li> <li>• The leader's processes keep people from performing redundant activities.</li> <li>• The leader has crafted "job descriptions" for sub-ordinate leaders' roles that clarify what they are to do and have the delegated authority to do.</li> <li>• Communications to delegated leaders provide predetermined decision-making responsibility.</li> <li>• Documents initiating projects and tasks identify personal responsibility for success at the beginning of the project.</li> <li>• Delegation and trust are evident in personnel evaluations.</li> <li>• Delegation and trust are evident in the school improvement plan as a variety of school staff are identified as being directly responsible for various components of the planning effort.</li> </ul>		<ul style="list-style-type: none"> <li>• Teachers report that areas of delegated responsibility include authority to make decisions and take action within defined parameters.</li> <li>• Faculty and staff can cite examples of delegation where the leader supported the staff member's decision.</li> <li>• Faculty report that building leaders express high levels of confidence in their capacity to fulfill obligations relevant to the shared task of educating children.</li> <li>• Staff to whom responsibility has been delegated in turn delegates appropriate aspects of their tasks to other staff thus expanding engagement.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	

<ul style="list-style-type: none"> <li>• Meeting minutes provide evidence of delegation and trust being extended to select members of the faculty.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>          	

### Reflection Questions for Indicator 7.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
To what extent do you have a systematic process in place for delegating authority to subordinates?	<p>How might you increase the range and scope of tasks and responsibilities you delegate to key individuals or teams?</p> <p>In what areas do faculty and staff bring expertise that will improve the quality of decisions at your school?</p>	<p>Under what circumstances would you be willing to release increased decision-making authority to your staff and faculty?</p> <p>How might you use the function of delegation to empower staff and faculty at your school?</p>	What factors prevent you from releasing responsibilities to staff?

**Indicator 7.3 – Succession Planning: The leader plans for and implements succession management in key positions.**

Narrative: When the leader is off campus – who is in charge? When the leader changes jobs or retires, who is prepared to take over? What about the school's sub-ordinate leaders? Who takes over for them? Succession planning is building relationships and preparation processes for involving others in ways that prepare them to move into key positions as they become vacant.

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>In addition to the practices at the effective level, the leader systematically evaluates the success of the succession program, making adjustments as needed and engaging sub-ordinate leaders in succession management processes in their own areas of responsibility.</p> <p>Central office personnel rely upon this leader to share highly successful succession planning practices with other leaders throughout the district.</p>	<p>The leader proficiently implements a plan for succession management in key positions that includes identification of key and hard-to-fill positions for which critical competencies have been identified.</p> <p>In conjunction with central office staff, the leader identifies and evaluates applicant pools, collects information on competency levels of employees in identified applicant pools and identifies competency gaps.</p> <p>Based on an analysis of these gaps, the leader develops and uses programs and strategies for smooth succession including temporary strategies for getting work done during vacancy periods.</p>	<p>Inasmuch as the leader understands the need to establish a plan for succession management, the plan remains simply that - a plan - as thoughts about the plan and its component parts have yet to be implemented.</p> <p>The leader primarily relies on central office staff to identify and evaluate applicant pools, the competency levels of employees in identified applicant pools, and the competency gaps.</p> <p>Little to no effort on the part of the leader is made to increase the competency level of the potential successor leaders within the faculty or such efforts are limited in scope.</p>	<p>The leader takes little or no actions to establish a plan for succession management.</p> <p>Staff are hired to fill vacancies in key positions who do not possess the critical instructional capabilities required of the school, which compromises the school's efforts to increase student academic achievement, and no processes to remedy the trend are taken.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• Documents generated by or at the direction of the leader establish a clear pattern of attention to individual professional development that addresses succession management priorities.</li> <li>• The leader has processes to monitor potential staff departures.</li> <li>• The leader accesses district applicant pools to review options as soon as district processes permit.</li> <li>• Informal dialogues with faculty routinely explore their interests in expanded involvement and future leadership roles.</li> <li>• Leader has documents or processes to inform potential leaders of the tasks and qualifications involved in moving</li> </ul>		<ul style="list-style-type: none"> <li>• Select teachers can attest to having been identified into applicant pools for leadership in key and hard-to-fill positions that may develop in the future.</li> <li>• Select teachers report that the principal has identified various competency levels needed for key or hard-to-fill leadership positions.</li> <li>• Select teachers describe providing the leader feedback as to gaps in their personal competency for which the leader has developed professional learning experiences.</li> <li>• Teachers can describe transparent processes for being considered for leadership positions within the school.</li> <li>• Sub-ordinate leaders engage other faculty in competency building tasks that prepare them for future leadership roles.</li> </ul>	

<p>into leadership roles.</p> <ul style="list-style-type: none"> <li>• A succession management plan that identifies succession problems, key and hard-to-fill positions for which critical competencies have been identified, and key contacts within the school community.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective      <input type="checkbox"/> Effective      <input type="checkbox"/> Needs Improvement      <input type="checkbox"/> Unsatisfactory</p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>   	

### Reflection Questions for Indicator 7.3

Reflection Questions			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>In what ways might you further extend your reach within the district to help others throughout the district benefit from your knowledge and skill in succession management practices?</p> <p>What have you prepared to assist your successor when the time comes?</p>	<p>In what ways are you interacting with central office personnel to share highly effective succession planning practices with other leaders throughout the district?</p> <p>What are some of your strategies you have employed that help your school get work done during vacancy periods?</p>	<p>What are the key components of within your succession management plan?</p> <p>What might be the one or two personal leadership practices to which you will pay particular attention as you implement your succession management plan?</p>	<p>In what ways would a plan for succession management be helpful to you as you move to replace key and hard-to-fill positions at your school?</p>

**Indicator 7.4 – Relationships: The leader develops sustainable and supportive relationships between school leaders, parents, community, higher education, and business leaders.**

Narrative: This is a fundamentally important skill set. Leaders get quality work done through other people. The skill set of relationship building, including networking and engaging others in a shared vision, are hallmarks of quality leaders.

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>While maintaining on-site work relationships with faculty and students as a priority, the leader finds ways to develop, support, and sustain key stakeholder relationships with parent organizations, community leaders, and businesses, and mentors other school leaders in quality relationship building.</p> <p>The leader has effective relationships throughout all stakeholder groups and models effective relationship building for other school leaders.</p>	<p>The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) networks with all key stakeholder groups (e.g., school leaders, parents, community members, higher education, and business leaders) in order to cultivate, support, and develop potential and emerging leaders.</p> <p>Leader has effective collegial relationships with most faculty and subordinates.</p>	<p>The leader is inconsistent in planning and taking action to network with stakeholder groups (e.g., school leaders, parents, community members, higher education, and business leaders) to support leadership development.</p> <p>Relationship skills are employed inconsistently.</p>	<p>The leader makes no attempt to or has difficulty working with a diverse group of people. Consequently, the leader does not network with individuals and groups in other organizations to build collaborative partnerships in support of leadership development.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>Documentation can be provided describing the leader's plan—with goals, measurable strategies, and a frequent-monthly-monitoring schedule—to develop sustainable and supportive relationships with key stakeholder groups in support of potential and emerging leaders.</li> <li>Documentation can be provided as to the relationships with other building leaders the leader has established in support of potential and emerging leaders within the school.</li> <li>Documentation can be provided as to the relationships with parents, community members, higher education, and business leaders the leader has established in support of potential and emerging leaders within the school.</li> <li>Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>Parents report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school.</li> <li>Community members report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school.</li> <li>Higher education members within the area report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school.</li> <li>Business leaders within the area report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school.</li> <li>Other impact evidence of proficiency on this indicator.</li> </ul>	
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>			

**Evidence Log** (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

**Reflection Questions for Indicator 7.4**

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
In what ways might you further extend your reach within the district to help others throughout the district benefit from your knowledge and skill in establishing relationships among key stakeholder groups?	What strategies are you employing so you can share your experiences relative to establishing relationships with key stakeholders to support potential and emerging leaders?	In what ways are you working to establish networks with key stakeholder groups to cultivate and support potential and emerging leaders in your school?	How might your relationships with faculty and key stakeholder groups help to cultivate and support potential and emerging leaders in your school?

**Proficiency Area 8. School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.**

Narrative: This proficiency area aligns with Standard 8. A school is an “organization.” School leaders manage implementation of many rules, regulations, and policies. However, the “organization” is the people working together to provide learning to students. What leaders do to manage those people and the environment in which they work is the focus of this area.

**Indicator 8.1 – Organizational Skills: The leader organizes time, tasks, and projects effectively with clear objectives, coherent plans, and establishes appropriate deadlines for self, faculty, and staff.**

Narrative: Time, tasks, and projects all need organization to have the desired impact. This indicator focuses on the key aspects of organization essential to school success.

**Rating Rubric**

<b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader uses project management as a teaching device, helping others understand the interrelationship of complex project milestones throughout the organization.</p> <p>The leader uses complex project management to build system thinking throughout the organization.</p> <p>Project plans are visible in heavily trafficked areas, so that accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.</p> <p>Successful project results can be documented.</p>	<p>Project management documents are revised and updated as milestones are achieved or deadlines are changed.</p> <p>The leader understands the impact of a change in a milestone or deadline on the entire project, and communicates those changes to the appropriate people in the organization.</p> <p>Task and project management and tracking of deadlines are routinely monitored with an emphasis of issues related to instruction and faculty development.</p>	<p>Project management methodologies are vague or it is unclear how proposed project management tools will work together in order to help keep tasks and projects on time and within budget.</p> <p>The impact of changes in an action plan or deadline is inconsistently documented and communicated to people within the organization.</p>	<p>There is little or no evidence of time, task or project management focused on goals, resources, timelines, and results.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• Examples of projects that have been adjusted based on the input from a variety of sources.</li> <li>• Examples of timely completion of learning environment improvement projects focused on issues like safety, efficiency, effectiveness, or legal compliance.</li> </ul>		<ul style="list-style-type: none"> <li>• Reports that require teacher input are submitted on time and in compliance with expectations.</li> <li>• Sub-ordinate leaders’ records reveal specific levels of fiscal support to projects delegated to them and processes for tracking the expenses are implemented.</li> </ul>	

<ul style="list-style-type: none"> <li>• Examples of multiple projects and timelines managed by the leader by strategically delegating time, resources, and responsibilities.</li> <li>• School Improvement Plan implementation records reveal planning of tasks with clear stages of progress and timelines to measure progress.</li> <li>• Leadership responsibility matrix or chart describes how management of tasks and projects are allocated and reflects monitoring tasks.</li> <li>• School financial information showing meeting deadlines and procedures and processes for assessing the adequacy of fiscal resources budgeted to tasks. (Is there a way to recognize when funds will run short or if there will be an excess which can be repurposed?)</li> <li>• Examples of "systems planning tools" (e.g., tree diagram, matrix diagram, flowchart, PERT Chart, Gant Chart) are used that display the chronological interdependence of the project events that unfold over time.</li> <li>• Tasks and reports for parties outside the school are monitored for timely completion.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Random sampling (informal interviews) with teachers reveals consistent capacity of staff to describe ongoing projects and tasks.</li> <li>• Random sampling (informal interviews) with teachers reveals consistent capacity of staff to describe how school leadership monitors work in progress and due dates.</li> <li>• Minutes, agendas, records and/or anecdotal information from teachers reveal the preponderance of teacher meetings have clear objectives or purposes focused on system instructional goal, professional learning, or improvement planning.</li> <li>• School-wide teacher questionnaire results related to school management issues reflect awareness of a positive impact of organization on school operations.</li> <li>• Teachers are aware of time and task management processes and contribute data to them.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>    	

### Reflection Questions for Indicator 8.1

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<p>How much of your work on organization of time and projects is reactive to establish conformity with deadlines and short term situations and how much is proactive focused on creating capacity for continuous improvement.?</p> <p>Are you able to identify and articulate to others the systemic connections between the various projects and tasks you manage?</p>	<p>To what extent are tasks and major tasks delineated in your overall project design? What might you do to emphasize the most important components over minor tasks?</p> <p>How do you distinguish between the support needed for high priority projects and tasks that impact student achievement or faculty development and compliance with projects that have fixed due dates for parties outside the building?</p>	<p>How do you ensure unanticipated changes do not derail or prevent completion of key projects at your school?</p> <p>How do you monitor whether work needed to meet deadlines is proceeding at a necessary pace?</p>	<p>What changes in your practice are needed to ensure necessary projects are identified, realistically designed, carefully implemented, and supported with sufficient time and resources?</p> <p>How to you distribute workloads so the appropriate people are involved and with sufficient clarity on goals and timeframes to get work done?</p>

**Indicator 8.2 – Strategic Instructional Resourcing: The leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.**

Narrative: Resources are always limited. How well a leader does at putting resources where they are needed and when they are needed to support instructional goals is the focus here. Do teachers and students get what they need when they need it?

**Rating Rubric**

<p><b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>The leader regularly saves resources of time and money for the organization, and proactively redeploys those resources to help the organization achieve its strategic priorities. Results indicate the positive impact of redeployed resources in achieving strategic priorities.</p> <p>The leader has established processes to leverage existing limited funds and increase capacity through grants, donations, and community resourcefulness.</p>	<p>The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities.</p> <p>The leader has a documented history of managing complex projects, meeting deadlines, and keeping budget commitments.</p> <p>The leader documents a process to direct funds to increase student achievement that is based on best practice and leveraging of antecedents of excellence in resources, time, and instructional strategies.</p>	<p>The leader sometimes meets deadlines, but only at the expense of breaking the budget; or, the leader meets budgets, but fails to meet deadlines.</p> <p>The leader lacks proficiency in using the budget to focus resources on school improvement priorities.</p> <p>Resources are not committed or used until late in the year or are carried over to another year due to lack of planning and coordination.</p> <p>The leader makes minimal attempts to secure added resources.</p>	<p>The leader has no clear plan for focusing resources on instructional priorities and little or no record of keeping commitments for schedules and budgets.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• School financial information shows alignment of spending with instructional needs.</li> <li>• Documents are provided to faculty that indicate clear protocols for accessing school resources.</li> <li>• School Improvement Plan and spending plans are aligned.</li> <li>• Leader's documents reveal recurring involvement in aligning time, facility use, and human resources with priority school needs.</li> <li>• Schedules and calendars for use of the facility reflect attention to instructional priorities.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>• School-wide teacher questionnaire results reveal satisfaction with resources provided for instructional and faculty development.</li> <li>• Staff receipt books, activity agreements, and fundraiser requests reflect priority attention to instructional needs.</li> <li>• Teachers can describe the process for accessing and spending money in support of instructional priorities.</li> <li>• Teachers can provide examples of resource problems being taken on by school leadership as a priority issue to be resolved.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>			
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The</p>			

examples above are illustrative and do not reflect an exclusive list of what is expected):

**Reflection Questions for Indicator 8.2**

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
How would you describe the systematic method for pursuing grants, partnerships, and combining community resources you have implemented to support increases to student achievement?	To what extent are faculty and staff aware of your budgeting expectations? How are your budgeting expectations delineated, published, and communicated?	Have there been instances in which you failed to meet deadlines or where expenditures resulted in budget overruns? What did you learn from that experience and how did you apply lessons from it?	When resources are limited, what actions do you take as the school leader to allocate them most efficiently?

**Indicator 8.3 – Collegial Learning Resources: The leader manages schedules, delegates, and allocates resources to provide recurring systemic support for collegial learning processes focused on school improvement and faculty development.**

Narrative: Team learning is an essential element in a learning organization. Does the leader provide needed supports to collegial learning? Are barriers to success removed? Everyone working in isolation reduces the probability of improvements. Collegial processes need resource support. This indicator assesses the leader's proficiency at providing that support.

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize the impact of available dollars on collegial processes and faculty development.</p> <p>Results indicate the positive impact of deployed resources in achieving a culture of deliberate practice focused on school improvement needs.</p> <p>The leader has established processes to support collegial processes and faculty development through grants, business or higher education partnerships, and/or community resourcefulness.</p>	<p>The leader has established routines regarding allocation of time and facility resources that result in wide faculty participation in collegial processes and faculty development.</p> <p>School fiscal resources are allocated to support collegial processes and faculty development.</p> <p>Clear delegations of responsibility are evident that involve highly effective faculty in sustaining collegial processes and faculty development.</p>	<p>The leader lacks proficiency in using budget, work schedules, and/ or delegation of involvement to focus time and resources on collegial processes and faculty development.</p> <p>There is a lack of sustained and focused resource allocation on these issues.</p>	<p>The leader has little or no record of making plans or keeping commitments to provide resources or build schedules of events that support collegial processes and faculty development.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• School financial information identifies resources employed in support of collegial learning.</li> <li>• Procedures for collegial groups to reserve rooms for meetings are provided to all faculty.</li> <li>• Protocol for accessing school resources to support collegial learning needs.</li> <li>• School Improvement Plan reflects role(s) of collegial learning teams.</li> <li>• Leader's memorandums, e-mails, and other documents reflect support for team learning processes both on-campus and via digital participation on communities of practice.</li> <li>• Master schedules are modified to promote collegial use through common planning times.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>• Teachers routinely recount examples of collegial work, team learning or problem solving focused on student achievement.</li> <li>• Lesson study groups, PLC's, and other forms of collegial learning teams are operational.</li> <li>• School-wide teacher questionnaire results reflect teacher participation in collegial learning groups.</li> <li>• Teachers' professional learning plans incorporate participation in collegial learning.</li> <li>• Department, team, or grade level meetings devote a majority of their time to collegial learning processes.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	

<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>                      <input type="checkbox"/> <b>Effective</b>                      <input type="checkbox"/> <b>Needs Improvement</b>                      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>   	

**Reflection Questions for Indicator 8.3**

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<p>How would you describe the systematic method for pursuing grants, partnerships, and combining community resources you have implemented to support increases in the quality of collegial processes?</p>	<p>To what extent are faculty and staff aware of your focus on collegial processes?</p> <p>How are faculty given opportunities to request or recommend time or resource allocations that support collegial processes and faculty development?</p>	<p>Have there been instances in which you failed to act on opportunities to support collegial processes or faculty development?</p> <p>What did you learn from that experience and how did you apply lessons from it?</p>	<p>When resources are limited, what actions do you take as the school leader to reallocate them to the high impact functions like collegial processes and faculty development?</p>

**Proficiency Area 9. Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by:**

- **Practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community;**
- **Managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; and**
- **Recognizing individuals for good work; and maintaining high visibility at school and in the community.**

Narrative: The “voice of the school” represents a core set of communication processes that shape perceptions about the school – the leader’s communications central among them. The leader must manage the “voice of the school” so clear, coherent and accurate information flows to faculty, students, and stakeholders. The perceptions of those involved in the success of the school need to be heard, acknowledged, and understood.

**Indicator 9.1 – Constructive Conversations: The leader actively listens to and learns from students, staff, parents, and community stakeholders and creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important issues.**

Narrative: Skillful “speaking” is important. So is skillful listening. People can engage in conversation on many things, but some things are more important to school improvement than others. Making sure speaking and listening occurs on the important issues is a leader’s task.

**Rating Rubric**

<b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>In addition to the practices at the effective level, the highly effective leader routinely mentors others within the district to effectively employ key active listening skills (e.g. wait time, paraphrasing, asking clarifying questions) when interacting with diverse stakeholder groups about high achievement for all students.</p> <p>There is evidence of the leader making use of what was learned in constructive conversations with others in the leader’s subsequent actions, presentations, and adjustments to actions.</p>	<p>The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) and reciprocally listens to and communicates with students, parents, staff, and community using multiple methods (i.e., oral, written, and electronic) to seek input/feedback and to inform instructional and leadership practices.</p> <p>The leader systematically communicates with diverse stakeholders about high achievement for all students.</p>	<p>The leader’s involvement in regard to listening to and communicating with students, parents, staff, and community is primarily unplanned and/or initiated by others rather than the leader “reaching out.”</p> <p>The leader has only a few methods to seek input/feedback with the intent to inform instructional and leadership practices.</p> <p>The leader’s communications with stakeholders about high achievement for all students are not carefully planned and implemented.</p>	<p>The leader’s visibility within the community is virtually non-existent; conducts little to no interactions with stakeholders regarding the work of the school.</p> <p>The leader is isolated from students, parents, staff, and community and engages in no or minimal listening to and communicating with them to seek input/feedback and inform instructional and leadership practices.</p> <p>The leader avoids engaging faculty and/or stakeholders in conversations on controversial issues that need to be addressed in the interest of school improvement.</p>

<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>
<ul style="list-style-type: none"> <li>• Samples of communication methods used by the leader.</li> <li>• A School Improvement Plan that demonstrates knowledge of the specific school community and the impact of community factors on learning needs of students and faculty.</li> <li>• A school-wide plan to engage families and community in understanding student needs and participating in school improvement efforts.</li> <li>• Evidence of opportunities for families to provide feedback about students' educational experiences.</li> <li>• Logs of community interaction (e.g., number of volunteers, community members in the school, telephone conversations and community presence at school activities).</li> <li>• Leader writes articles for school or community newspapers.</li> <li>• Leader makes presentations at PTSA or community organizations.</li> <li>• Leader hosts informal "conversations" with faculty, parents, and/or business leaders to share perceptions about the school and pertinent educational issues.</li> <li>• The leader can identify influential "opinion leaders" in the school community and has processes for engaging them in school improvement efforts.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Students confirm that the leader is a good listener and effectively uses a wide variety of methods of communication to describe expectations and seek input/feedback.</li> <li>• Faculty members confirm that the leader is a good listener and effectively uses a wide variety of methods of communication to describe expectations and seek input/feedback.</li> <li>• Parents and community members confirm that the leader is a good listener and effectively uses a wide variety of methods of communication to describe expectations and seek input/feedback.</li> <li>• Local newspaper articles report involvement of school leader and faculty in school improvement actions.</li> <li>• Letters and e-mails from stakeholders reflect exchanges on important issues.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>          	

**Reflection Questions for Indicator 9.1**

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<p>How might you further expand your influence over your colleagues within the district relative to the implementation of effective listening and communication techniques?</p>	<p>What support might you provide your colleagues within the school that would help them become as capable in the area of listening and communicating as you?</p>	<p>How would you describe your efforts to implement a plan to communicate with various stakeholders within your school community?</p> <p>What might be some of the things you are taking away from this experience that will influence your communication practice in the future?</p>	<p>How might listening with the intent to learn from students, staff, parents, and community stakeholders be beneficial to the successful operation of the school?</p>



**Indicator 9.2 – Clear Goals and Expectations: The leader communicates goals and expectations clearly and concisely using Florida’s common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receives timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.**

Narrative: Proficiency in the competencies addressed in this indicator impacts success on many other indicators. The most successful school leaders are able to provide clear goals and expectations on every aspect of school operations and instructional leadership. You need to do the “school leader’s two step.” Having clear goals and expectations is step one, communicating them so others can act on them is step two.

**Rating Rubric**

<b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Clear evidence communication on goals and expectations is present, including open forums, focus groups, surveys, personal visits, and use of available technology.</p> <p>Ensures that all community stakeholders and educators are aware of the school goals for instruction, student achievement, and strategies and progress toward meeting these goals.</p> <p>The leader coaches others within the district to effectively employ the Florida common language of instruction in communicating school goals and expectations.</p>	<p>The leader conducts frequent interactions with students, faculty, and stakeholders to communicate and enforce clear expectations, structures, and fair rules and procedures.</p> <p>Utilizes a system of open communication that provides for the timely, responsible sharing of information with the school community using a variety of formats in multiple ways through different media in order to ensure communication with all members of the school community.</p> <p>Is proficient in use of the Florida common language of instruction to align school goals with district and state initiatives.</p>	<p>Expectations and goals are provided and communicated in a timely, comprehensible and actionable form regarding some student and faculty performance issues.</p> <p>Designs a system of open communication that provides for the timely, responsible sharing of information to, from, and with the school community on goals and expectations, but it is inconsistently implemented.</p> <p>Has a limited capacity to employ Florida’s common language of instruction in aligning school goals and expectations with district and state initiatives.</p>	<p>Expectations and goals regarding student and faculty performance are not provided or are not communicated in a timely, comprehensible and actionable form.</p> <p>The leader’s actions demonstrate a lack of understanding of the importance of establishing clear expectations, structures, rules, and procedures for students and staff.</p> <p>Uses terms in the Florida common language of instruction incorrectly thus misguiding others.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>Evidence of visibility and accessibility (e.g., agendas of meetings, newsletters, e-mail correspondence, appointment book, etc.) is provided.</li> <li>Evidence of formal and informal systems of communication that include a variety of formats (e.g., written, oral) in multiple ways through different media (e.g., newsletter, electronic) used to communicate goals and expectations for how to accomplish the goals.</li> <li>School safety and behavioral expectations are accessible to all.</li> <li>Dissemination of clear norms and ground rules for standards- based instruction and Multi-tiered System of Supports (MTSS) is provided.</li> </ul>		<ul style="list-style-type: none"> <li>Faculty routinely access <a href="http://www.floridastandards.org">www.floridastandards.org</a> to align course content with state standards.</li> <li>Staff survey results reflect awareness and understanding of priority goals and expectations.</li> <li>Parent survey results reflect understanding of the priority academic improvement goals of the school.</li> <li>Parents’ communications to the school reflect understanding of the goals and expectations that apply to their children.</li> <li>PTSA/Booster club operations and participation addresses support for school academic goals.</li> <li>Student survey results reflect understanding of goals and expectations that apply to the students.</li> </ul>	

<ul style="list-style-type: none"> <li>• School Improvement Plan is based on clear actionable goals.</li> <li>• Leader is able to access Florida's common language of instruction via online resources.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Sub-ordinate leaders use Florida's common language of instruction.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>	

**Reflection Questions for Indicator 9.2**

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<p>What additional strategies have you established to diffuse your practices on goals and expectations among your colleagues across the school system?</p> <p>How does feedback from key stakeholder groups inform the work of the school?</p>	<p>How might you articulate to faculty the benefits that could be gained by the school if parents and community members understood the rationale for most decisions on goals and expectations?</p>	<p>How might you improve your consistency of interactions with stakeholders regarding the work of the school?</p> <p>Knowing that some teachers and parents are reluctant to initiate conversations with school leaders, what strategies have you employed or considered in which you—as the leader—would initiate communication on priority goals and expectations?</p>	<p>What are your priority goals for school improvement?</p> <p>How do you know whether others find them clear and comprehensible?</p>

**Indicator 9.3 – Accessibility: Maintains high visibility at school and in the community, regularly engages stakeholders in the work of the school, and utilizes appropriate technologies for communication and collaboration.**

Narrative: Leaders need to be seen by those they are to lead...and those who are asked to engage in rigorous effort on the leader's goals need access to the leader. While leaders must manage their time, they must also make sure those who need access can get it in reasonable ways and timeframes. In a 21<sup>st</sup> century technological society use of social networking and other technologies to promote accessibility is a valuable leadership competency.

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>In addition to the practices at the effective level, the leader initiates processes that promote sub-ordinate leaders access to all through a variety of methods stressing the need for engagement with stakeholder groups.</p> <p>The leader serves as the "voice of the school" reaching out to stakeholders and advocating for school needs.</p> <p>The leader mentors other school leaders on quality processes for accessibility, engaging stakeholders, and using technologies to expand impact.</p>	<p>Leader provides timely access to all through a variety of methods using staff and scheduling practices to preserve time on instructional priorities while providing processes to enable access for parents and community.</p> <p>Leader is consistently visible within the school and community focusing attention and involvement on school improvement and recognition of success.</p> <p>Stakeholders have access via technology tools (e.g., e-mails, phone texts, video conferencing, websites) so that access is provided in ways that do not minimize the leader's time for instructional leadership and faculty development.</p>	<p>Leader's actions to be visible and accessible are inconsistent or limited in scope.</p> <p>Limited use of technology to expand access and involvement.</p> <p>Leadership is focused within the school with minimal outreach to stakeholders.</p>	<p>Leader is not accessible to staff, student, or stakeholders and does not engage stakeholders in the work of the school.</p> <p>Leader has low visibility to students, staff, and community.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• Leader's work schedule reflects equivalent of two work days a week in classrooms and interacting with students and teachers on instructional issues.</li> <li>• Meeting schedules reflect frequency of access by various stakeholders.</li> <li>• Executive business partnerships engaging local business leaders in ongoing support of school improvement.</li> <li>• E-mail exchanges with parents and other stakeholders.</li> <li>• Websites or weblogs provide school messaging into the community.</li> <li>• Leader's participation in community events.</li> <li>• Leader has established policies that inform students,</li> </ul>		<ul style="list-style-type: none"> <li>• School office staff have effective procedures for routing parents and stakeholders to appropriate parties for assistance and informing the leader when direct involvement of the leader is necessary.</li> <li>• Sub-ordinate leaders' involvement in community events where school issues may be addressed.</li> <li>• "User friendly" processes for greeting and determining needs of visitors.</li> <li>• Newspaper accounts reflecting leader's accessibility.</li> <li>• Teacher and student anecdotal evidence of ease of access</li> <li>• Parent surveys reflect belief that access is welcomed.</li> <li>• Office staff handles routine requests for access in ways that</li> </ul>	

faculty, and parents on how to get access to the leader. <ul style="list-style-type: none"> <li>• Leader monitors office staff implementation of access policies to insure timely and responsive accessibility.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	satisfy stakeholders' needs without disrupting leader's time on instructional issues, but gives school leader timely notice when his/her personal involvement should occur without delay. <ul style="list-style-type: none"> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>          	

### Reflection Questions for Indicator 9.3

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
How can you involve subordinate leaders as high visibility assets of the school?	What uses can you make of modern technology to deepen community engagement and expand your accessibility to all?	How can you assess what students, faculty, and stakeholders think of your level of accessibility?	What work habits would you need to change to be more visible to students, faculty, and stakeholders?

**Indicator 9.4 – Recognitions: The leader recognizes individuals, collegial work groups, and supporting organizations for effective performance.**

Narrative: Leading is about enabling others to succeed. Recognition of the successes and contributions of others is a key leadership function. Recognition from the leader is motivating and focusing. The recognition needed is more than “good job.” It identifies what people did to generate the success being recognized. Recognizing the way in which people succeed encourages them to continue those practices and informs others “by what methods” they may do the same.

**Rating Rubric**

<p><b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>In addition to meeting effective level criteria, the leader utilizes recognition reward, and advancement as a way to promote the accomplishments of the school.</p> <p>Shares the methods that lead to success with other leaders.</p> <p>Engages community groups in supporting and recognizing rigorous efforts to overcome past failures.</p>	<p>The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) recognizes individuals for praise, and where appropriate rewards and promotes based on established criteria.</p> <p>Recognizes individual and collective contributions toward attainment of strategic goals by focusing on what was done to generate the success being celebrated.</p>	<p>The leader uses established criteria for performance as the primary basis for recognition, and reward, but is inconsistent or untimely in doing so, with some people deserving of recognition not receiving it.</p>	<p>The leader does not celebrate accomplishments of the school and staff, or has minimal participation in such recognitions.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• Faculty meeting agendas routinely include recognitions of progress and success on goals.</li> <li>• Rigorous effort and progress points of collegial work groups are recognized and the methods they employed shared.</li> <li>• Samples of recognition criteria and reward structures are utilized.</li> <li>• Documents (e.g. written correspondence, awards, agendas, minutes, etc.) supporting the recognition of individuals are based on established criteria.</li> <li>• Communications to community groups are arranged recognizing student, faculty, and school accomplishments.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>• Teachers attest to the leader’s recognition of them as individuals and as team members.</li> <li>• Teachers describe feedback from the leader that acknowledges specific instructional strengths or improvements.</li> <li>• Teachers report that the leader uses a combination of methods to promote the accomplishments of the school.</li> <li>• Students report both formal and informal acknowledgements of their growth.</li> <li>• Bulletin boards or other media display evidence of student growth.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>                      <input type="checkbox"/> <b>Effective</b>                      <input type="checkbox"/> <b>Needs Improvement</b>                      <input type="checkbox"/> <b>Unsatisfactory</b></p>			
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			

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**Reflection Questions for Indicator 9.4**

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<p>What might be some of the potential benefits that would come from you sharing your talents in this area with your colleagues in the district?</p>	<p>In what ways are you utilizing the recognition of failure as an opportunity to improve?</p> <p>How do you enable those that make progress to share "by what method" they did so?</p>	<p>How might you compare your beliefs about the importance of providing individual and collective praise to your actual practice?</p> <p>What do you want to be most aware of as you make future plans in this area?</p>	<p>As you assess the importance of acknowledging failures and celebrating accomplishments, what assumptions are guiding you?</p>

## Domain 4 - Professional and Ethical Behavior

Narrative: This domain is focused on the professional integrity and dedication to excellence of the school leader. The indicators in this domain focus on behaviors essential to success as a school leader.

Narrative: There are two broad proficiency areas that are the focus of evaluation of behavior and ethics. One is approached as Proficiency Area 10 of the FSLA which is focused on Florida Principal Leadership Standard #10 (FPLS). The indicators in proficiency area 10 address resiliency, professional learning, commitment, and conduct. The other major professional behavior area, Deliberate Practice, is a separate metric, scored separately and, when combined with the overall FLSA score, generates the Leadership Practice Score.

**Indicator 10.1 – Resiliency: The leader demonstrates resiliency in pursuit of student learning and faculty development by:**

- **staying focused on the school vision,**
- **reacting constructively to adversity and barriers to success,**
- **acknowledging and learning from errors,**
- **constructively managing disagreement and dissent with leadership,**
- **bringing together people and resources with the common belief that the organization can grow stronger when it applies knowledge, skills, and**
- **productive attitudes in the face of adversity.**

Narrative: The lead indicator in this FSLA domain is focused on resiliency. Leadership takes strength of character and a capacity to “weather the storm(s)” to get quality results. It includes learning from mistakes and sticking with it until you get it right.

### Rating Rubric

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader builds resilience in colleagues and throughout the organization by habitually highlighting and praising “good mistakes” where risks were taken, mistakes were made, lessons were learned, and both the individual and the organization learned for the future.</p> <p>The leader encourages constructive dissent in which multiple voices are encouraged and heard; the final decision is made better and more broadly supported as a result.</p> <p>The leader is able to bounce back quickly from adversity</p>	<p>The leader readily acknowledges personal and organizational failures and offers clear suggestions for personal learning.</p> <p>The leader uses dissent to inform final decisions, improve the quality of decision-making, and broaden support for his or her final decision.</p> <p>The leader admits failures quickly, honestly, and openly with direct supervisor and immediate colleagues.</p> <p>Non-defensive attitude exists in accepting feedback and discussing errors and</p>	<p>The leader is able to accept evidence of personal and organizational failures or mistakes when offered by others, but does not initiate or support the evidence gathering.</p> <p>Some evidence of learning from mistakes is present.</p> <p>The leader tolerates dissent, but there is very little of it in public.</p> <p>The leader sometimes implements unpopular policies unenthusiastically or in a perfunctory manner.</p> <p>The leader tolerates dissent, but there are minimal to no</p>	<p>The leader is unwilling to acknowledge errors.</p> <p>When confronted with evidence of mistakes, the leader is defensive and resistant to learning from mistakes.</p> <p>The leader ignores or subverts policy decisions or initiatives focused on student learning or faculty development that are unpopular or difficult.</p> <p>Dissent or dialogue about the need for improvements is absent due to a climate of fear and intimidation and/or apathy.</p> <p>No evidence or reference to previous leadership</p>

<p>while remaining focused on the vision of the organization.</p> <p>The leader offers frank acknowledgement of prior personal and organizational failures and clear suggestions for system-wide learning resulting from those lessons.</p> <p>The influence of previous evaluations has a positive impact not only on the leader, but on the entire organization.</p>	<p>failures.</p> <p>There is evidence of learning from past errors. Defined structures and processes are in place for eliciting input.</p> <p>Improvement needs noted in the leader's previous evaluations are explicitly reflected in projects, tasks, and priorities.</p>	<p>systemic processes to enable revision of levels of engagement, mental models, and/or misconceptions.</p> <p>The leader is aware of improvement needs noted in previous evaluations, but has not translated them into an action plan.</p>	<p>evaluations is present in the leader's choices of tasks and priorities.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students, and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• The leader offers frank acknowledgement of prior personal and organizational failures and clear suggestions for system-wide learning resulting from those lessons.</li> <li>• The leader builds resilience in colleagues and throughout the organization by habitually highlighting and praising "good mistakes" where risks were taken, mistakes were made, lessons were learned, and both the individual and the organization learned for the future.</li> <li>• The leader demonstrates willingness to question district authority and policy leaders appropriately with evidence and constructive criticism, but once a district decision is made, fully supports, and professionally implements organizational policy and leadership decisions.</li> <li>• The leader recognizes and rewards thoughtful dissent.</li> <li>• The leader's previous evaluations are explicitly reflected in projects, tasks, and priorities.</li> <li>• The leader offers evidence of learning from dissenting views</li> <li>• Improvement plans reflect changes in leadership practices. (either from one year to the next or amending of current plans based on new insights).</li> <li>• The leader accepts and implements leadership and policy with fidelity and district and state initiatives are represented by the leader in a thorough way citing the student data, research base, and performance goals relevant to these initiatives.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>• Faculty, staff, parents, and community members express perceptions that their concerns and dissent receive fair consideration and are welcome input from the leader even when they disagree with policies or practices being implemented.</li> <li>• Faculty or students share anecdotes of practices/policies they previously challenged or resisted but, due to principal's resilience, they have changed ways of working without acting in dysfunctional or harmful ways to others within the organization.</li> <li>• The principal's resilience in pursuit of school improvements has generated a school climate where faculty and staff feel comfortable voicing concerns and disagreements and perceive that their concerns are treated as a basis for deepening understanding.</li> <li>• Previously resisted policies and practices are now perceived by faculty or students as appropriate and are being implemented with fidelity.</li> <li>• Results of staff, student, or community questionnaire regarding the leader's vision and impact on school improvement efforts.</li> <li>• Changes advocated by the leader and implemented despite resistance have had a positive impact on student growth.</li> <li>• Faculty and staff describe the school leader as unwavering in commitment to raising student achievement.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>			
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			

### Reflection Questions for Indicator 10.1

<b>Reflection Questions</b>			
<b>Highly effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<p>What additional insights are you gaining about the challenges of reconciling points of view disagreements and fully supporting and executing organizational policy and leadership decisions?</p> <p>What additional insights have you gained about the value of supporting processes that enable faculty to reflect on and modify their own mental models based on evidence rather than assumptions?</p>	<p>How might you reconcile your opinions with final decisions in supporting and implementing organizational policy and leadership decisions?</p> <p>How can you help your staff grow to acknowledge and implement systems for gaining multiple perspectives in decision-making?</p>	<p>When or how is it appropriate to challenge policy and leadership decisions, if at all?</p> <p>What leadership practices, structures, and processes could you put in place that would help staff know that dissent is welcomed as part of an informed decision-making process?</p>	<p>How do you deal with decisions with which you are uncomfortable? Do you think about the impact when unpopular or difficult policy decisions are undermined, ignored, or executed with public disagreement or lack of enthusiasm from yourself or your staff?</p> <p>What needs to be done to establish enough trust that faculty and staff feel free to present opposing views with you in an open, sharing way?</p>

**Indicator 10.2 – Professional Learning: The leader engages in professional learning that improves professional practice in alignment with the needs of the school and system and demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.**

Narrative: Professional learning is addressed in several FSLA indicators, each from a different perspective. Indicator 4.5 is focused on what the leader does to engage faculty in meaningful professional learning (which includes being involved in what the faculty is learning). Indicator 4.4 focuses on professional learning needed to implement priority initiatives. Indicator 4.6 addresses alignment of faculty professional learning with improvement of instruction. The Deliberate Practice metric concentrates on a very few issues where the leader drives for deep learning and personal mastery of a few “thin slices.” Indicator 10.2 is focused on the impact of the leader’s professional learning – does the leader’s learning result in improved performance?

**Rating Rubric**

<b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Performance improvements linked to professional learning are shared with other leaders thus expanding impact.</p> <p>The leader approaches every professional learning opportunity with a view toward multidimensional impact.</p> <p>Knowledge and skills are shared throughout the organization and with other departments, schools, and districts.</p> <p>Rather than merely adopting the tools of external professional learning, this leader creates specific adaptations so that learning tools become part of the culture of the organization and are “home-grown” rather than externally generated.</p> <p>The leader provides evidence of leverage, applying each learning opportunity throughout the organization. This leader creates forms, checklists, self-assessments, and other tools so that concepts learned in professional development are applied in the daily lives of teachers and leaders throughout the organization.</p>	<p>The leader routinely shows improvement in areas where professional learning was implemented.</p> <p>The leader engages in professional learning that is directly linked to organizational needs.</p> <p>The priority is given to building on personal leadership strengths.</p> <p>The leader personally attends and actively participates in the professional learning that is required of other leaders in the organization.</p> <p>The leader personally attends and actively participates in the professional learning required of teachers.</p> <p>There is clear evidence of the actual application of personal learning in the organization. Where learning has not been applied within the organization, this leader rigorously analyzes the cause for this and does not continue investing time and money in professional learning programs that lack clear evidence of success when applied in the organization.</p>	<p>The leader demonstrates some growth in some areas based on professional learning.</p> <p>The leader actively participates in professional learning, but it is reflective of a personal agenda rather than addressing the strategic needs of the organization.</p> <p>The leader attends professional learning for colleagues, but does not fully engage in it and set an example of active participation.</p> <p>The leader has given intellectual assent to some important learning experiences, but can give only a few specific examples of application to the organization.</p>	<p>There is no or only minimal impact of professional learning on the leader’s performance.</p> <p>The leader might introduce a professional learning program, but does not participate in the learning activities along with the staff.</p> <p>The leader is not strategic in planning a personal professional learning focus aligned with the school or district goals.</p> <p>Even on those rare occasions when the leader engages in professional learning, the purpose appears to be merely collecting information rather than reflecting on it and applying it to the organization. Professional learning is an expense, not an investment in constructive improvements.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students, and/or community. <u>Illustrative examples</u> of such evidence</p>	

are not limited to the following:	may include, but are not limited to the following:
<ul style="list-style-type: none"> <li>• The leader is an active participant in professional learning provided for faculty.</li> <li>• The leader's professional growth plan includes professional learning topics that are directly linked to the needs of the school or district.</li> <li>• Evidence the leader has applied lessons learned from the research to enhance personal leadership practices.</li> <li>• Case studies of action research shared with subordinates and/or colleagues.</li> <li>• Forms, checklists, self-assessments, and other learning tools the leader has created that help the leader apply concepts learned in professional development.</li> <li>• Membership and participation in professional learning provided by professional organizations.</li> <li>• The leader shares professional learning with other school leaders.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' anecdotal evidence of the leader's support for and participation in professional learning.</li> <li>• The frequency with which faculty members are engaged in professional learning with the school leader.</li> <li>• Changes in student growth data, discipline data, etc., after the leader's professional development.</li> <li>• Teachers can articulate professional learning shared by the leader after the leader's professional learning was implemented.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>                      <input type="checkbox"/> <b>Effective</b>                      <input type="checkbox"/> <b>Needs Improvement</b>                      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>	

**Reflection Questions for Indicator 10.2**

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<p>What has been most effective in creating a focus on professional learning? How might you lead this effort across the district?</p> <p>How have you synthesized new professional learning into existing learning for more sophisticated application? How have you applied this learning to support and encourage the growth of other leaders? How will you leverage your professional learning throughout the school, district, and beyond?</p>	<p>To what degree do you explicitly identify the focus areas for professional development in faculty and grade level/department meetings?</p> <p>How will you determine whether application of your own professional learning is impacting student achievement and the school as a whole?</p> <p>How are you adjusting application when clear evidence of success is not apparent?</p>	<p>How are you investing your professional learning and applying it to your school on daily basis? How do you apply this learning in multiple leadership venues?</p>	<p>What steps can you take to participate in professional learning focused on school and district goals with your staff?</p> <p>What steps can you take to begin to apply professional learning to your daily work?</p>

**Indicator 10.3 – Commitment: The leader demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community.**

Narrative: Leaders are committed to carrying out the role of school leader in ways that benefit others: Students – faculty – community. Barriers to having that impact are not seen as reasons to give up but as problems to be solved.

**Rating Rubric**

<p><b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>The messaging and support systems of the effective principal are expanded to engage parents and the community at large in participating in actions that promote student success and mitigate or eliminate multiple barriers to success. The principal's actions on behalf of students form a foundation of mutual respect between students, faculty and the community.</p>	<p>There are programs and processes within the school that focus all students on the importance of success in school and multiple tiers of support to assist them in overcoming barriers to success. Positive slogans and exhortations to succeed are supported with specific and realistic guidance and supports on how to succeed and overcome barriers. The school's vision of success for all students is shared with the community at large.</p>	<p>The leader demonstrates professional concern for students and for the development of the student's potential but implementation of processes to identify barriers to student success have limited scope and have resulted in actions to mitigate those barriers and provide supports for success only for some students. There are gaps in processes that engage all faculty in understanding the student population and the community in which they live. Some student sub-groups do not perceive the school as focused on their best interests.</p>	<p>Other than slogans and exhortations to do better, there is minimal or no evidence of principal leadership being employed to implement the FEAPs and FPLS for the benefit of students in the school, and the leader is not perceived by staff, students, or community as a sincere and effective advocate for the students.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• Agenda, memorandum, and other documents show a recurring emphasis on student success with specific efforts to remove barriers to success.</li> <li>• Agenda, memorandum, and other documents show a recurring emphasis on deepening faculty understanding of the students and the community in which they live.</li> <li>• The leader can describe the challenges present in the students' lives and provide specific examples of efforts undertaken to support student success.</li> <li>• Barriers to student achievement or faculty development are identified in the SIP, and strategies are implemented to address them.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>• Student results show growth in all sub-groups.</li> <li>• Faculty members' anecdotal evidence describes a leader focused on and committed to student success.</li> <li>• Parent and community involvement in student supports are plentiful and address the needs of a wide range of students.</li> <li>• Student work is commonly displayed throughout the community.</li> <li>• News reports in local media draw attention to positive actions of students and school.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p>			
<p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>			
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			

**Reflection Questions for Indicator 10.3**

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<p>What actions are needed to sustain the role of the school in generating a community wide effort to insure students succeed?</p>	<p>What outreach can you initiate to expand the involvement of parents and community leaders in supporting student success and deepening understanding of the barriers and actions that mitigate them?</p>	<p>Have you presented an effective challenge to perceptions that student apathy or lack of parent involvement are acceptable explanations for lack of success by some students or sub-groups?</p>	<p>Do you know enough about the students and the community in which they live to recognize the barriers that prevent success by all of the students?</p>

**Indicator 10.4 – Professional Conduct. The leader Adheres to the Code of Ethics (Rules 6B-1.001) of the Education Profession in Florida and to the Principles of Professional Conduct for the education profession (Rules 6B-1.006, F.A.C.).**

Narrative: State Board Rules define specific expectations for the conduct and ethical behaviors for Florida educators.

**Rating Rubric**

<p><b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>There is clear, convincing, and consistent evidence that the school leader abides by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida, and inspires others within the organization to abide by that same behavior.</p> <p>The leader clearly demonstrates the importance of maintaining the respect and confidence of his or her colleagues, of students, of parents, and of other members of the community, as a result the leader achieves and sustains the highest degree of ethical conduct and serves as a model for others within the district.</p>	<p>There is clear evidence that the leader values the worth and dignity of all people, the pursuit of truth, devotion to excellence (i.e., sets high expectations and goals for all learners, then tries in every way possible to help students reach them) acquisition of knowledge, and the nurture of democratic citizenship.</p> <p>The leader's primary professional concern is for the student and for the development of the student's potential. Therefore, the leader acquires the knowledge and skills to exercise the best professional judgment and integrity.</p> <p>The leader demonstrates the importance of maintaining the respect and confidence of his or her colleagues, of students, of parents, and of other members of the community. As a result the leader adheres to the prescribed ethical conduct.</p>	<p>The leader's behaviors enable recurring misunderstanding and misperceptions about the leader's conduct and ethics as expressed in the Code and Principles.</p> <p>There are segments of the school community whose developmental needs are not addressed and leadership efforts to understand and address those needs is not evident.</p> <p>The leader has only a general recollection of issues addressed in the Code and Principles and there is limited evidence that the school leader abides by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida.</p>	<p>The leader's patterns of behavior are inconsistent with the Code of Ethics, Rule 6B-1.001, or disciplinary action has been initiated based on violation of the Principles of Professional Conduct, Rule 6B-1.006.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>• Samples of written feedback from teachers regarding the leader's judgment and/or integrity on issues related to the learning environment, instructional improvement or school organization.</li> <li>• Samples of written feedback provided by parents regarding the leader's judgment and/or integrity on issues related to the learning environment, instructional improvement or school organization.</li> <li>• School improvement plan's focus on student success and evidence of actions taken to accomplish such plans.</li> <li>• School safety and behavioral expectations promoted by the leader for the benefit of students.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>• Teacher, student, parent anecdotal evidence reflecting respect for the principal's ethics and conduct.</li> <li>• Recognition by community and parent organizations of the principal's impact as a role model for student and adults in the community.</li> <li>• Parent or student questionnaire results.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	

**Scale Levels:** (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

**Highly Effective**       **Effective**       **Needs Improvement**       **Unsatisfactory**

**Evidence Log** (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

**Reflection Questions for Indicator 10.4**

<p><b>Highly Effective:</b> Leaders action's or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>How might you expand your influence within the district so that others achieve and sustain your high degree of ethical conduct?</p>	<p>What might be some strategies you could pursue that would inspire others within the organization to demonstrate your level of ethical behavior?</p>	<p>How might you be more overt in demonstrating that you abide by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida?</p>	<p>In what ways are you demonstrating that you abide by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida?</p>

**Gantt Chart: LEAP Implementation**

<b>STEM Effectiveness Project Implementation Plan</b>		<b>Owner</b>	<b>Phase 1 2012-13</b>			<b>Phase 2 2013-14</b>			<b>2014-15</b>			<b>Phase 3 2015-16</b>			<b>2016-17</b>		
	<b>Teacher &amp; Principal Evaluation System</b>																
1	Launch administrator evaluation system district-wide	Parente		X	X												
2	Refine teacher evaluation system based on pilot year feedback	Parente	X	X	X												
3	Refine administrator evaluation system	Parente				X	X	X									
4	Conduct analysis of evaluation system and calibrate as necessary	Parente	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	<b>Teacher &amp; Principal PBCS/Salary Structure</b>																
1	Develop performance salary structure	Diaz	X	X	X												
2	Pilot performance salary structure in TIF schools	Diaz					X	X	X	X	X						
3	Conduct analysis of salary structure and calibrate as necessary	Diaz							X	X	X	X	X	X	X	X	X
4	Performance salary option offered throughout district; required for new hires	Diaz								X	X	X	X	X	X	X	X
	<b>Career Continuum</b>																
1	Develop program for teacher and principal mentors	Calabrese	X	X	X												



	<b>Grant Management</b>																
1	<i>Hold Project Management Team Meeting</i>	<i>Proj Coordinator</i>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2	<i>Attend TIF Trainings and Meetings</i>	<i>Proj Coordinator</i>	X			X			X			X			X		
3	<i>Submit Annual Reports</i>	<i>Proj Coordinator</i>															
4	<i>Submit Final Report</i>	<i>Proj Coordinator</i>															

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Delete Mandatory Budget Narrative](#)

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

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## BUDGET NARRATIVE

LEAP is being undertaken by Broward County Public Schools (an LEA) to increase teacher and principal effectiveness and student achievement in 26 identified high-need schools.

The total budget for LEAP over the five years of the project is \$58,688,505 (not including non-TIF federal funds), of which we are requesting \$50,904,547 in support from the U.S. Department of Education (Department) through the TIF grant. A grant from the Department would provide the essential funding necessary to specifically support the following elements of our plan: Teacher Evaluation, Principal Evaluation, Career Continua, Professional Development, and Performance Salary, as described in the enclosed proposal.

BCPS is committed to sustaining and expanding the work achieved through LEAP. Full rollout of systems piloted in TIF schools will reach district-wide scale by the close of the grant period.

	TIF Schools	District-wide
Teacher Evaluation	Piloted in 2011-12	Piloted in 2011-12
Principal Evaluation	Implementation in Year 1	Implementation in Year 1
Performance Salary	Implementation in Year 2	Implementation in Year 3
Career Continuum	Implementation of Teacher and Principal Mentor programs begins in Year 2, Coach and Peer Reviewer Programs in Year 3	Projected implementation beginning in Year 4
Professional Development	Ongoing	Ongoing

The narrative that follows is organized by budget category and explains the use of requested funds for each of five years of the grant period.

### REQUESTED TIF FUNDS

#### Personnel

**Project Year 1 (2012-13).** BCPS requests the Department to fund \$3,539,600 in personnel costs for Year 1 of the project. This portion reflects the costs of BCPS personnel focused exclusively on coordination of the TIF project activities, including project management, collaboration with

Broward’s teachers union, and recordkeeping associated with TIF funds. Additionally, this budget reflects the evaluation-based pay for performance and career ladder positions who will offer professional development at TIF schools. A budget to compensate staff that engage in feedback and refinement of project activities through focus groups and work groups is included.

Personnel: The following requested personnel will be hired as employees of the project.	FTE	Total
<p>Evaluation and Grant Coordinator (1). This project manager serves as BCPS’ Evaluation/Grant Activities Coordinator leading the development and implementation of TIF initiatives. This position includes developing communication plans and delivering information to union, school administrators, and teachers, assisting in the development of contract language on evaluations and compensation, and overseeing the TIF budget. Base salary is \$84,637, and adjusted for inflation in subsequent years.</p> <p>1 @ 1 FTE = \$84,637</p>	1 FTE	\$84,637
<p>Teacher/Union Liaison (1). This is a 241 calendar-day position staffed by a select teacher serving as a representative of the Broward Teachers Union (BTU), and working collaboratively with the Evaluation/Grant Coordinator in leading the initiatives joint labor/management committee grant initiative work. Duties include developing a communication plan for teachers and communicating initiatives to teachers and the BTU throughout the project. The Standard Teacher Salary for a 241 calendar-day position is \$65,487 and adjusted for inflation in subsequent years.</p> <p>1 @ 1 FTE = \$65,487</p>	1 FTE	\$65,487
<p>Secretary/Bookkeeper (1). This new position will oversee payroll processes for grant staff, manage process of the grant budget, process all payments related to the TIF personnel, and process reimbursement for teachers and administrators. The base salary for this position is \$51,976, and adjusted for inflation in subsequent years.</p> <p>1 @ 1 FTE = \$51,976</p>	1 FTE	\$51,976

<p>Performance Salary Adjustment – Highly Effective Teachers (127). This salary adjustment of \$4000 is contingent on a teacher receiving an evaluation of Highly Effective through BrIDGES and teaching at a TIF school as detailed in the PCBS outlined in this proposal narrative. This proposal requests a budget sufficient for an estimated number of 127 teachers.</p> <p>127 x \$4,000 = \$508,000</p>		\$508,000
<p>Performance Salary Adjustment – Effective Teachers (1021). This salary adjustment of \$2500 is contingent on a teacher receiving an evaluation of Effective through BrIDGES and teaching at a TIF school as detailed in the PCBS outlined in this proposal narrative. This proposal requests a budget sufficient for an estimated number of 1021 teachers.</p> <p>1021 x \$2500 = \$2,552,500</p>		\$2,552,500
<p>Performance Salary Adjustment – Highly Effective Principals (8). This salary adjustment of \$4000 is contingent on an administrator receiving an evaluation of Highly Effective through BASA and serving at a TIF school as detailed in the PCBS outlined in this proposal narrative. This proposal requests a budget sufficient for an estimated number of 8 administrators.</p> <p>8 x \$4,000 = \$32,000</p>		\$32,000
<p>Performance Salary adjustment –Effective Principals (58). This salary adjustment of \$2500 is contingent on an administrator receiving an evaluation of Effective through BASA and serving at a TIF school as detailed in the PCBS outlined in this proposal narrative. This proposal requests a budget sufficient for an estimated number of 58 administrators.</p> <p>58 x \$2,500 = \$145,000</p>		\$145,000
<p>Compensation for Program Refinement Activities. These funds compensate key staff that refine and provide feedback on the project through focus groups and work groups. On-going refinement of the project is critical to implementing high-quality</p>		\$100,000

project systems.		
Total – Year 1		\$3,539,600

Personnel for Year 1 are supported by non-federal funds to the amount of \$611,886 from the District budget, covering the proportion of salaries of current employees in BCPS' Human Resources Department estimated to cover work solely for LEAP. These duties include coordination and management of project activities, including project management, communications and employee relations, component analysis, professional development, recordkeeping, and workload management. This portion also covers new teacher mentors and instructional coaches at the school level.

**Project Year 2 (2013-14).** BCPS is asking the Department to fund \$4,212,932 in personnel costs in Year 2. This request reflects the continuing costs of staff associated with coordinating the TIF project activities, including project management, collaboration with Broward's teachers union, and recordkeeping associated with TIF funds. This portion also reflects the performance pay for teachers and administrators in TIF schools who have received Effective or Highly Effective evaluation scores, professional development budgets for educators at TIF schools, and salary increases for those who take on the career ladder positions of Teacher Mentor and Principal Mentor in TIF schools during initial implementation of the Career Continuum. The budget for refinement of project activities through focus groups and work groups is lowered from Year 1, as it is estimated that less expense will be required for these activities as the project moves forward. Support for other components is funded by non-TIF sources.

Personnel: The following requested personnel will be hired as employees of the project.	FTE	Total
Evaluation and Grant Coordinator (1). Duties for this continuing position are detailed as above. The Year 2 salary as adjusted for inflation is \$87,176.  1 @ 1 FTE = \$87,176	1 FTE	\$87,176
Teacher/Union Liaison (1). Duties for this continuing position are detailed as above. This salary is adjusted for inflation in Year 2 to \$67,452.  1 @ 1 FTE = \$67,452	1 FTE	\$67,452
Secretary/Bookkeeper (1). Duties for this continuing position are detailed as above. The Year 2 salary for this position is adjusted for inflation to \$53,535.  1 @ 1 FTE = \$53,535	1 FTE	\$53,535
Teacher Mentor (One Release Period) (60). As described in the proposal, Teacher Mentors who	60 @ .2 FTE = 12	\$658,269

<p>have received credentialing through BCPS' Career Continuum will mentor up to five (5) struggling teachers (teachers in a Cycle of Assistance or a Professional Development Plan) or new teachers (1-3 years experience). Funding will support one release period per day to for Teacher Mentors to work with their assigned teachers. Base salary for instructional staff is \$54,856 in Year 2 (adjusted for inflation).</p> <p>60 @ 0.20 FTE x 54,856 = \$658,269</p>	FTE	
<p>Teacher Mentor Career Ladder Salary Increase (60). As described in the proposal, those teachers who follow the Career Continuum to the Teacher Mentor position will receive a salary increase of \$2,000.</p> <p>60 @ 0.20 FTE x 2,000 = \$24,000</p>	60 @ .2 FTE = 12 FTE	24,000
<p>Performance Salary adjustment – Highly Effective Teachers (127). As in Year 1, this bonus of \$4000 is contingent on a teacher receiving an evaluation of Highly Effective through BrIDGES and teaching at a TIF school as detailed in the PCBS outlined in this proposal narrative. This proposal requests a budget sufficient for an estimated number of 127 teachers.</p> <p>127 x \$4,000 = \$508,000</p>		\$508,000
<p>Performance Salary adjustment – Effective Teachers (1021). As in Year 1, this bonus of \$2500 is contingent on a teacher receiving an evaluation of Effective through BrIDGES and teaching at a TIF school as detailed in the PCBS outlined in this proposal narrative. This proposal requests a budget sufficient for an estimated number of 1021 teachers.</p> <p>1021 x \$2500 = \$2,552,500</p>		\$2,552,500
<p>Principal Mentor Salary Increase (5). As described in the proposal, Principal Mentors who have received credentialing through BCPS' Career Continuum will receive an increase in pay to engage in the mentoring of new administrators. Principal's in-school duties will be covered by Intern Principals when a Mentor must travel to work with administrators of other schools. This salary increase</p>		10,000

will be \$2000. 5 x \$2000 = \$10,000		
Performance Salary adjustment – Highly Effective Principals (8). As in Year 1, this bonus of \$4000 is contingent on an administrator receiving an evaluation of Highly Effective through BASA and serving at a TIF school as detailed in the PCBS outlined in this proposal narrative. This proposal requests a budget sufficient for an estimated number of 8 administrators.  8 x \$4,000 = \$32,000		\$32,000
Performance Salary adjustment – Effective Principals (58). As in Year 1, this bonus of \$2500 is contingent on an administrator receiving an evaluation of Effective through BASA and serving at a TIF school as detailed in the PCBS outlined in this proposal narrative. This proposal requests a budget sufficient for an estimated number of 58 administrators.  58 x \$2,500 = \$145,000		\$145,000
Compensation for Program Refinement Activities. As in Year 1, these funds compensate key staff that refine and provide feedback on the project through focus groups and work groups. It is expected that fewer work groups will be needed as the project moves through the implementation process.		\$75,000
Total – Year 2		\$4,212,932

BCPS’s remaining Year 2 personnel costs not covered by federal funds (\$1,218,558) will support personnel who are involved in the design and implementation of the Career Continuum, and personnel whose compensation for duties associated with LEAP are covered through Year 2 by other funding sources, including the proportion of salaries of current employees in BCPS’ Human Resources Department estimated to cover work solely for LEAP.

**Project Year 3 (2014-15).** BCPS asks the Department to fund \$6,244,256 in Year 3 Personnel costs. This portion reflects the continuing costs of coordinating the TIF project activities, including project management, collaboration with Broward’s teachers union, and recordkeeping associated with TIF funds. In Year 3, two key positions, Research Specialist and Director of Employee Evaluations (differential), funded in Years 1-2 by non-TIF sources, will be supported through TIF funds. Year 3 costs continue to reflect the performance pay for teachers and

administrators in TIF schools who have received Effective or Highly Effective evaluation scores, and salary increases for those who take on the career ladder positions of Teacher Mentor and Principal Mentor during Phase 1 implementation of the Career Continuum. Year 3 also sees the phase-in of STEM and Literacy Coaches, Principal Coaches, Teacher Peer Reviewers, and Principal Peers Reviewers along the Career Continua. The budget for refinement of project activities through focus groups and work groups is lowered from Year 2, as it is estimated that less expense will be required for these activities as the project moves forward. Support for other components is funded by non-TIF sources.

Personnel: The following requested personnel will be compensated as employees of the project.	FTE	Total
<p>Research Specialist (1). This position will oversee the implementation of the Value-Added Model (VAM) for teacher and administrator evaluations, and serve as lead research analyst and coordinate the validation, dissemination, and explanation of the value-added data. Responsibilities will include training district- and school-based staff on value-added methodology, applying VAMs to courses not associated with state assessments, assisting in creating an evaluation of the new teacher and school Principal evaluation system, attending evaluation-related committee meetings, conducting appropriate analyses pertaining to current and future evaluation systems, and helping to obtain grant funds to continue funding teacher pay-for-performance. In Years 1-2, this position is supported through non-TIF funds.</p> <p>1 @ 1 FTE = \$73,865</p>	1 FTE	\$73,865
<p>Director, Employee Evaluations (Differential for Assignment as Director, Employee Evaluations) (1). This position will supervise the grant staff, evaluation coordinators, and all grant initiatives, including finalizing contract language and negotiations with the Broward Teachers Union, and presenting plans to senior leadership and the School Board. This differential is for additional project-related responsibilities undertaken by a current BCPS district-level staff member. In Years 1-2, this differential is supplied through non-TIF funds.</p> <p>1 @ 1 FTE = \$7,579</p>	1 FTE	\$7,579

<p>Evaluation and Grant Coordinator (1). Duties for this continuing position are detailed as above. The Year 3 salary as adjusted for inflation is \$89,791.</p> <p>1 @ 1 FTE = \$89,791</p>	<p>1 FTE</p>	<p>\$89,791</p>
<p>Teacher/Union Liaison (1). Duties for this continuing position are detailed as above. The Year 3 salary as adjusted for inflation is \$69,475.</p> <p>1 @ 1 FTE = \$69,475</p>	<p>1 FTE</p>	<p>\$69,475</p>
<p>Secretary/Bookkeeper (1). Duties for this continuing position are detailed as above. The Year 3 salary for this position as adjusted for inflation is \$55,141.</p> <p>1 @ 1 FTE = \$55,141</p>	<p>1 FTE</p>	<p>\$55,141</p>
<p>Teacher Mentor Salary (One Release Period) (60). Duties for this continuing position are detailed as above. The Year 3 salary for this position adjusted for inflation is \$56,501.</p> <p>60 @ 0.20 FTE x \$56,501 = \$678,017</p>	<p>.2 FTE</p>	<p>\$678,017</p>
<p>STEM or Literacy Coach Salary (20). As detailed in the proposal narrative, this full-time, district-level position is open to teachers who have served as Teacher Mentors in the Career Continuum during the TIF implementation and have a Master's degree in a STEM or literacy content area who wish to grow as teacher leaders through specialized training. Duties of this position include providing on-site, individualized professional development activities as needed to teachers at 2-3 TIF schools in a STEM or literacy-related subject. The base salary for instructional staff, adjusted for inflation is \$56,501. Funding is requested for an estimated number of 20 Teacher Coaches (10 STEM, and 10 Literacy).</p> <p>20 FTE x \$56,501 = \$1,130,028</p>	<p>1 FTE</p>	<p>\$1,130,028</p>
<p>Teacher Peer Reviewers/Evaluator Salary (10). As detailed in the proposal narrative, this full-time, district-level position is open to teachers who have served as Teacher Mentors during the TIF implementation and wish to increase their leadership</p>	<p>1 FTE</p>	<p>\$565,014</p>

<p>role to the top of the Career Continuum. Teacher Peer Reviewers are credentialed through training, and duties include providing intense professional development to struggling teachers at 4-5 TIF schools through expert pedagogical knowledge for maximum improvement to the quality of instruction. The base salary for instructional staff, adjusted for inflation is \$56,501.40. Funding is requested for an estimated number of 10 Teacher Peer Reviewers.</p> <p>10 x 56,501.40 = \$565,014</p>		
<p>Teacher Mentor Career Ladder Salary Increase (60). Requirements for this salary increase of \$2,000 are detailed as above.</p> <p>60 @ 0.20 FTE x 2,000 = \$24,000</p>	60 @ .2 FTE = 12 FTE	\$24,000
<p>Teacher Coach Career Ladder Salary Increase (20). As described in the proposal, those teachers who follow the Career Continuum to the Teacher Coach (STEM or Literacy) position will receive a salary increase of \$3,500.</p> <p>20 x \$3,500 = \$70,000</p>		\$70,000
<p>Teacher Peer Reviewer Career Ladder Salary Increase (10). As described in the proposal, those teachers who follow the Career Continuum to the Teacher Peer Reviewer position will receive a salary increase of \$5,000.</p> <p>10 x \$5,000 = \$50,000</p>		\$50,000
<p>Performance Salary adjustment – Highly Effective Teachers (127). Requirement details for this \$4,000 salary adjustment are detailed as above. In Year 2, this proposal requests a budget sufficient for an estimated number of 127 teachers.</p> <p>127 x \$4,000 = \$508,000</p>		\$508,000
<p>Performance Salary adjustment – Effective Teachers (1021). Requirement details for this \$2,000 salary adjustment are detailed as above. In Year 2, this proposal requests a budget sufficient for an</p>		\$2,552,500

<p>estimated number of 1021 teachers.</p> <p>1021 x \$2000 = \$2,552,500</p>		
<p>Principal Peer Reviewers/Evaluator Salary (1). As detailed in the proposal, this full-time, district-level position is open to Principal Mentors at TIF schools who wish to advance to this top level on the Career Continuum through training. Duties include conducting on-site principal evaluations, and providing guidance and support through professional development activities that are vital to leadership development in administrators for maximum achievement of all 26 TIF schools. The base salary for this position adjusted for inflation is \$121,845.</p> <p>1 @ 1FTE = \$121,845</p>	1 FTE	\$121,845
<p>Principal Mentor Salary Increase (5). Requirements for this salary increase of \$2,000 are detailed as above.</p> <p>5 x \$2000 = \$10,000</p>		\$10,000
<p>Principal Coach Salary Increase (2). As described in the proposal, Principal Coaches who have received credentialing through BCPS' Career Continuum will receive an increase in pay to engage in coaching of administrators to provide professional development activities in specific, need-based areas, in addition to their duties as school principal. The Principal Coach's in-school duties will be covered by an Intern Principal when the Coach must travel to work with administrators at other schools. This salary increase will be \$3,500. This proposal requests funding for 2 Principal Coaches to serve 26 TIF schools.</p> <p>2 x \$3,500 = \$7,000</p>		\$7,000
<p>Principal Peer Reviewer/Evaluator Salary Increase (1). As described in the proposal, those principals who follow the Career Continuum to the Teacher Peer Reviewer position will receive a salary increase of \$5000. Funding is requested for 1 Principal Peer Reviewer.</p>		\$5,000

1 x \$5,000 = \$5,000		
Performance Salary adjustment – Highly Effective Principals (8). Requirement details for this \$4,000 salary adjustment are detailed as above. This proposal requests a budget sufficient for an estimated number of 8 principals.  8 x \$4000 = \$32,000		\$32,000
Performance Salary adjustment – Effective Principals (58). Requirement details for this \$2500 salary adjustment are detailed as above. This proposal requests a budget sufficient for an estimated number of 58 administrators.  58 x \$2500 = \$145,000		\$145,000
Compensation for Program Refinement Activities. As in Years 1-2, these funds compensate key staff that refine and provide feedback on the project through focus groups and work groups.		\$50,000
Total – Year 3		\$6,244,256

BCPS’s remaining Year 3 personnel costs not covered by federal funds (\$1,495,639) will support personnel who are involved in the design and implementation of the Career Continuum, and personnel whose compensation for duties associated with LEAP are covered through Year 3 by other funding sources, including the proportion of salaries of current employees in BCPS’ Human Resources Department estimated to cover work solely for LEAP, as for Years 1-2.

**Project Year 4 (2015-16).** BCPS is asking the Department to fund \$6,302,979 in Personnel costs for Year 4. This portion reflects the continuing costs of coordinating the TIF project activities, including project management, research and analysis, collaboration with Broward’s teachers union, and recordkeeping associated with TIF funds. This portion continues to reflect the performance pay and professional development budget for teachers and administrators in TIF schools, and salary increases for those who take on all career ladder positions through the Career Continuum: Teacher Mentor, STEM or Literacy Coach, Teacher Peer Reviewer, Principal Mentor, Principal Coach, and Principal Peer Reviewer. The budget for refinement of project activities through focus groups and work groups is lowered from Year 3, as it is estimated that less expense will be required for these activities as the project moves forward. Support for other components is funded by non-TIF sources.

Personnel: The following requested personnel will be compensated as employees of the project.	FTE	Total

<p>Research Specialist (1). Duties for this continuing position are detailed as above. The Year 4 salary as adjusted for inflation is \$76,081.</p> <p>1 @ 1 FTE = \$76,081</p>	1 FTE	\$76,081
<p>Director, Employee Evaluations (Differential for Assignment as Director, Employee Evaluations) (1). Duties for this continuing position are detailed as above. The Year 4 salary differential as adjusted for inflation is \$7,806.</p> <p>1 @ 1 FTE = \$7,806</p>	1 FTE	\$7,806
<p>Evaluation and Grant Coordinator (1). Duties for this continuing position are detailed as above. The Year 4 salary as adjusted for inflation is \$92,485.</p> <p>1 @ 1 FTE = \$92,485</p>	1 FTE	\$92,485
<p>Teacher/Union Liaison (1). Duties for this continuing position are detailed as above. The Year 4 salary as adjusted for inflation is \$71,559.</p> <p>1 @ 1 FTE = \$71,559</p>	1 FTE	\$71,559
<p>Secretary/Bookkeeper (1). Duties for this continuing position are detailed as above. The Year 4 salary for this position as adjusted for inflation is \$56,796.</p> <p>1 @ 1 FTE = \$56,796</p>	1 FTE	\$56,796
<p>Teacher Mentor Salary (One Release Period) (60). Duties for this continuing position are detailed as above. The Year 4 salary for this position adjusted for inflation is \$58,196.</p> <p>60 @ 0.20 FTE x 58,196 = \$698,357</p>	60 @ .2 FTE = 12 FTE	\$698,357
<p>STEM or Literacy Coach Salary (20). Duties for this continuing position are detailed as above. The Year 4 salary for this position as adjusted for inflation is \$58,196.45. Funding is requested for an estimated number of 20 Teacher Coaches (10 STEM, and 10 Literacy).</p>	1 FTE	\$1,163,929

20 @ 1 FTE = \$1,163,929		
<p>Teacher Peer Reviewers/Evaluator Salary (10). Duties for this continuing position are detailed as above. The Year 4 salary for this position as adjusted for inflation is \$58,196.45. Funding is requested for an estimated number of 10 Teacher Peer Reviewers.</p> <p>10 @ 1 FTE x \$58,196.45 = \$581,965</p>	1 FTE	\$581,965
<p>Teacher Mentor Career Ladder Salary Increase (60). Requirements for this salary increase of \$2,000 are detailed as above.</p> <p>60 @ 0.20 FTE x 2,000 = \$24,000</p>		\$24,000
<p>Teacher Coach Career Ladder Salary Increase (20). As described in the proposal, those teachers who follow the Career Continuum to the Teacher Coach (STEM or Literacy) position will receive a salary increase of \$3,500.</p> <p>20 x \$3,500 = \$70,000</p>		\$70,000
<p>Teacher Peer Reviewer Career Ladder Salary Increase (10). As described in the proposal, those teachers who follow the Career Continuum to the Teacher Peer Reviewer position will receive a salary increase of \$5000.</p> <p>10 x \$5,000 = \$50,000</p>		\$50,000
<p>Performance Salary adjustment – Highly Effective Teachers (127). Requirement details for this \$4,000 salary adjustment are detailed as above. In Year 2, this proposal requests a budget sufficient for an estimated number of 127 teachers.</p> <p>127 x \$4,000 = \$508,000</p>		\$508,000
<p>Performance Salary adjustment – Effective Teachers (1021). Requirement details for this \$2,000 salary adjustment are detailed as above. In Year 2, this proposal requests a budget sufficient for an</p>		\$2,552,500

<p>estimated number of 1021 teachers.</p> <p>1021 x \$2000 = \$2,552,500</p>		
<p>Principal Peer Reviewers/Evaluator Salary (1). Duties for this continuing position are detailed as above. The Year 4 salary for this position as adjusted for inflation is \$125,501.</p> <p>1 @ 1FTE = \$125,501</p>	1 FTE	\$125,501
<p>Principal Mentor Salary Increase (5). Requirements for this salary increase of \$2,000 are detailed as above.</p> <p>5 x \$2000 = \$10,000</p>		\$10,000
<p>Principal Coach Salary Increase (2). Requirements for this salary increase of \$3,500 are detailed as above. This proposal requests funding for 2 Principal Coaches to serve 26 TIF schools.</p> <p>2 x \$3,500 = \$7,000</p>		\$7,000
<p>Principal Peer Reviewer/Evaluator Salary Increase (1). Requirements for this salary increase of \$5,000 are detailed as above. Funding is requested for 1 Principal Peer Reviewer.</p> <p>1 x \$5,000 = \$5,000</p>		\$5,000
<p>Performance Salary adjustment – Highly Effective Principals (8). Requirement details for this \$4000 salary adjustment are detailed as above. In Year 2, this proposal requests a budget sufficient for an estimated number of 8 administrators.</p> <p>8 x \$4000 = \$32,000</p>		\$32,000
<p>Performance Salary adjustment – Effective Principals (58). Requirement details for this \$2500 salary adjustment are detailed as above. In Year 4, this proposal requests a budget sufficient for an estimated number of 58 administrators.</p> <p>58 x \$2500 = \$145,000</p>		\$145,000

Compensation for Program Refinement Activities. As in Years 1-3, these funds compensate key staff that refine and provide feedback on the project through focus groups and work groups.		\$25,000
Total – Year 4		\$6,302,979

BCPS’s remaining Year 4 personnel costs not covered by federal funds (\$1,537,342) will support personnel who are involved in the design and implementation of the Career Continuum, and personnel whose compensation for duties associated with LEAP are covered through Year 4 by other funding sources, including the proportion of salaries of current employees in BCPS’ Human Resources Department estimated to cover work solely for LEAP, as for Years 1-3.

**Project Year 5 (2016-17).** BCPS requests the Department to fund \$6,364,213 in Personnel funds for Year 5. This portion reflects the continuing costs of coordinating the TIF project activities, including project management, research and analysis, collaboration with Broward’s teachers union, and recordkeeping associated with TIF funds. This portion continues to reflect the performance pay and professional development budget for teachers and administrators in TIF schools, and salary increases for those who take on all career ladder positions through the Career Continuum: Teacher Mentor, STEM or Literacy Coach, Teacher Peer Reviewer, Principal Mentor, Principal Coach, and Principal Peer Reviewer. Support for other components is funded by non-TIF sources.

Personnel: The following requested personnel will be compensated as employees of the project.	FTE	Total
Research Specialist (1). Duties for this continuing position are detailed as above. The Year 5 salary as adjusted for inflation is \$78,363.  1 @ 1 FTE = \$78,363	1 FTE	\$78,363
Director, Employee Evaluations (Differential for Assignment as Director, Employee Evaluations) (1). Duties for this continuing position are detailed as above. The Year 5 salary differential as adjusted for inflation is \$8,040.  1 @ 1 FTE = \$8,040	1 FTE	\$8,040
Evaluation and Grant Coordinator (1). Duties for this continuing position are detailed as above. The Year 5 salary as adjusted for inflation is \$95,260.  1 @ 1 FTE = \$95,260	1 FTE	\$95,260

<p>Teacher/Union Liaison (1). Duties for this continuing position are detailed as above. The Year 5 salary as adjusted for inflation is \$73,706.</p> <p>1 @ 1 FTE = \$73,706</p>	1 FTE	\$73,706
<p>Secretary/Bookkeeper (1). Duties for this continuing position are detailed as above. The Year 5 salary for this position as adjusted for inflation is \$58,499.</p> <p>1 @ 1 FTE = \$58,499</p>	1 FTE	\$58,499
<p>Teacher Mentor Salary (One Release Period) (60). Duties for this continuing position are detailed as above. The Year 5 salary for this position adjusted for inflation is \$59,942.</p> <p>60 @ 0.20 FTE x \$59,942 = \$719,308</p>	60 x .2 FTE = 12 FTE	\$719,308
<p>STEM or Literacy Coach Salary (20). Duties for this continuing position are detailed as above. The Year 5 salary for this position as adjusted for inflation is \$59,942. Funding is requested for an estimated number of 20 Teacher Coaches (10 STEM, and 10 Literacy).</p> <p>20 @ 1 FTE x \$59,942 = \$1,198,847</p>	1 FTE	\$1,198,847
<p>Teacher Peer Reviewers/Evaluator Salary (10). Duties for this continuing position are detailed as above. The Year 5 salary for this position as adjusted for inflation is \$59,942. Funding is requested for an estimated number of 10 Teacher Peer Reviewers.</p> <p>10 @ 1 FTE x \$59,942 = \$599,423</p>	1 FTE	\$599,423
<p>Teacher Mentor Career Ladder Salary Increase (60). Requirements for this salary increase of \$2,000 are detailed as above.</p> <p>60 @ 0.20 FTE x 2,000 = \$24,000</p>		\$24,000
<p>Teacher Coach Career Ladder Salary Increase (20). As described in the proposal, those teachers who follow the Career Continuum to the Teacher Coach</p>		\$70,000

<p>(STEM or Literacy) position will receive a salary increase of \$3,500.</p> <p><math>20 \times \\$3,500 = \\$70,000</math></p>		
<p>Teacher Peer Reviewer Career Ladder Salary Increase (10). As described in the proposal, those teachers who follow the Career Continuum to the Teacher Peer Reviewer position will receive a salary increase of \$5000.</p> <p><math>10 \times \\$5,000 = \\$50,000</math></p>		\$50,000
<p>Performance Salary adjustment – Highly Effective Teachers (127). Requirement details for this \$4,000 salary adjustment are detailed as above. This proposal requests a budget sufficient for an estimated number of 127 teachers.</p> <p><math>127 \times \\$4,000 = \\$508,000</math></p>		\$508,000
<p>Performance Salary adjustment – Effective Teachers (1021). Requirement details for this \$2,000 salary adjustment are detailed as above. This proposal requests a budget sufficient for an estimated number of 1021 teachers.</p> <p><math>1021 \times \\$2000 = \\$2,552,500</math></p>		\$2,552,500
<p>Principal Peer Reviewers/Evaluator Salary (1). Duties for this continuing position are detailed as above. The Year 5 salary for this position as adjusted for inflation is \$129,266.</p> <p><math>1 @ 1FTE = \\$129,266</math></p>	1 FTE	\$129,266
<p>Principal Mentor Salary Increase (5). Requirements for this salary increase of \$2,000 are detailed as above.</p> <p><math>5 \times \\$2000 = \\$10,000</math></p>		\$10,000
<p>Principal Coach Salary Increase (2). Requirements for this salary increase of \$3,500 are detailed as above. This proposal requests funding for 2 Principal Coaches to serve 26 TIF schools.</p> <p><math>2 \times \\$3,500 = \\$7,000</math></p>		\$7,000

Principal Peer Reviewer/Evaluator Salary Increase (1). Requirements for this salary increase of \$5,000 are detailed as above. Funding is requested for 1 Principal Peer Reviewer.  1 x \$5,000 = \$5,000		\$5,000
Performance Salary adjustment – Highly Effective Principals (8). Requirement details for this \$4000 salary adjustment are detailed as above. In Year 5, this proposal requests a budget sufficient for an estimated number of 8 administrators.  8 x \$4000 = \$32,000		\$32,000
Performance Salary adjustment – Effective Principals (58). Requirement details for this \$2500 salary adjustment are detailed as above. In Year 5, this proposal requests a budget sufficient for an estimated number of 58 administrators.  58 x \$2500 = \$145,000		\$145,000
Total – Year 5		\$6,364,213

BCPS’s remaining Year 5 personnel costs not covered by federal funds (\$1,580,295) will support personnel who are involved in the design and implementation of the Career Continuum, and personnel whose compensation for duties associated with LEAP are covered through Year 5 by other funding sources, including the proportion of salaries of current employees in BCPS’ Human Resources Department estimated to cover work solely for LEAP, as for Years 1-4.

**Fringe Benefits**

BCPS’s total request to the Department for fringe benefits amounts to \$4,800,049.

**Project Year 1 (2012-13).**

Personnel: The following personnel will have fringe benefits paid with in-kind funds. FICA is calculated at \$6,945 per FTE, and fringe benefits are calculated at 13.9% or 9.7%, depending on employee classification.	FICA	Fringe Calculation	Total
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Evaluation/Grant Coordinator	\$6945	13.9% x salary	\$18,710
Teacher/Union Liaison	\$6945	13.9% x salary	\$16,048
Secretary/Bookkeeper	\$6945	13.9% x salary	\$14,170
Highly Effective Salary Increase – Teachers (127)	0	13.9% x salary increase	\$70,612
Effective Salary Increase – Teachers (1021)	0	13.9% x salary increase	\$354,798
Highly Effective Salary Increase – Principals (8)	0	13.9% x salary increase	\$4,448
Effective Salary Increase – Principals (58)	0	13.9% x salary increase	\$20,155
Refinement of Program	0	9.7% x salary	\$9,700
Total – Year 1			\$508,639

Fringe benefits for Year 1 supported through non-federal funds total \$116,038. These benefits are provided for LEAP personnel who are supported through non-federal funds in proportion to the work to be undertaken as part of this project.

**Project Year 2 (2013-14).**

Personnel: The following personnel will have fringe benefits paid with in-kind funds. FICA is calculated at \$6,945 per FTE, and fringe benefits are calculated at 13.9% or 9.7%, depending on employee classification.	FICA	Fringe Calculation	Total
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Evaluation/Grant Coordinator	\$6945	13.9% x salary	\$19,062
Teacher/Union Liaison	\$6945	13.9% x salary	\$16,321
Secretary/Bookkeeper	\$6945	13.9% x salary	\$14,386
Teacher Mentors Salary (12 FTE)	12 x 6945	12 x 13.9% x salary	\$174,839
Teacher Mentor Salary Increase (12 FTE)	0	12 x 13.9% x salary increase	\$3,336
Highly Effective Salary Increase – Teachers (127)	0	13.9% x salary increase	\$70,612
Effective Salary Increase – Teachers (1021)	0	13.9% x salary increase	\$354,798
Principal Mentor (5)	0	13.9% x salary increase	\$1,390
Highly Effective Salary Increase – Principals (8)	0	13.9% x salary increase	\$4,448
Effective Salary Increase – Principals (58)	0	13.9% x salary increase	\$20,155
Refinement of Program	0	9.7% x salary	\$7,275
Total – Year 2			\$686,623

Fringe benefits for Year 2 supported through non-federal funds total \$237,195. These benefits are provided for LEAP personnel who are supported through non-federal funds in proportion with the work to be undertaken as part of this project.

**Project Year 3 (2014-15).**

Personnel: The following personnel will have fringe benefits paid with in-kind funds. FICA is calculated at \$6,945 per FTE, and fringe benefits are calculated at 13.9% or 9.7%, depending on employee classification.	FICA	Fringe Calculation	Total
Research Specialist	\$6945	13.9% x salary	\$17,212
Director, Employee Evaluations	0	13.9% x salary increase	\$1,053
Evaluation/Grant Coordinator	\$6945	13.9% x salary	\$19,426
Teacher/Union Liaison	\$6945	13.9% x salary	\$16,602
Secretary/Bookkeeper	\$6945	13.9% x salary	\$14,610
Teacher Peer Reviewers Fringe on Salary (10)	10 x 6945	10 x 13.9% x salary	\$147,987
Teacher Coaches Fringe on Salary (20)	20 x 6945	20 x 13.9% x salary	\$295,974
Teacher Mentors Salary (12 FTE)	12 x 6945	12 x 13.9% x salary	\$177,584

Teacher Peer Reviewer Fringe on Salary Increase (10)	0	10 x 13.9% x salary increase	\$6,950
Teacher Coach Fringe on Salary Increase (20)	0	20 x 13.9% x salary increase	\$9,730
Teacher Mentor Salary Increase (12 FTE)	0	12 x 13.9% x salary increase	\$3,336
Highly Effective Salary Increase – Teachers (127)	0	13.9% x salary increase	\$70,612
Effective Salary Increase – Teachers (1021)	0	13.9% x salary increase	\$354,798
Principal Peer Reviewer Fringe on Salary	\$6945	13.9% x salary	\$23,882
Principal Peer Reviewer Salary Increase	0	13.9% x salary increase	\$695
Principal Coach Salary Increase (2)	0	2 x 13.9% x salary increase	\$973
Principal Mentor Salary Increase (5)	0	5 x 13.9% x salary increase	\$1,390
Highly Effective Salary Increase – Principals (8)	0	8 x 13.9% x salary increase	\$4,448
Effective Salary Increase – Principals (58)	0	58 x 13.9% x salary increase	\$20,155
Refinement of Program	0	9.7% x salary	\$4,850

Total – Year 3			\$1,192,267
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Fringe benefits for Year 3 supported through non-federal funds total \$292,612. These benefits are provided for LEAP personnel who are supported through non-federal funds in proportion with the work to be undertaken as part of this project.

**Project Year 4 (2015-16).**

Note that while calculations remain unchanged in Years 3-5, requested amounts increase slightly due to salary increases for inflation.

Personnel: The following personnel will have fringe benefits paid with in-kind funds. FICA is calculated at \$6,945 per FTE, and fringe benefits are calculated at 13.9% or 9.7%, depending on employee classification.	FICA	Fringe Calculation	Total
Research Specialist	\$6945	13.9% x salary	\$17,520
Director, Employee Evaluations	0	13.9% x salary increase	\$1,085
Evaluation/Grant Coordinator	\$6945	13.9% x salary	\$19,800
Teacher/Union Liaison	\$6945	13.9% x salary	\$16,892
Secretary/Bookkeeper	\$6945	13.9% x salary	\$14,840
Teacher Peer Reviewers Fringe on Salary (10)	10 x 6945	10 x 13.9% x salary	\$150,343
Teacher Coaches Fringe on Salary (20)	20 x 6945	20 x 13.9% x	\$300,686

		salary	
Teacher Mentors Salary (12 FTE)	12 x 6945	12 x 13.9% x salary	\$180,412
Teacher Peer Reviewer Fringe on Salary Increase (10)	0	10 x 13.9% x salary increase	\$6,950
Teacher Coach Fringe on Salary Increase (20)	0	20 x 13.9% x salary increase	\$9,730
Teacher Mentor Salary Increase (12 FTE)	0	12 x 13.9% x salary increase	\$3,336
Highly Effective Salary Increase – Teachers (127)	0	13.9% x salary increase	\$70,612
Effective Salary Increase – Teachers (1021)	0	13.9% x salary increase	\$354,798
Principal Peer Reviewer Fringe on Salary	\$6945	13.9% x salary	\$24,390
Principal Peer Reviewer Salary Increase	0	13.9% x salary increase	\$695
Principal Coach Salary Increase (2)	0	2 x 13.9% x salary increase	\$973
Principal Mentor Salary Increase (5)	0	5 x 13.9% x salary increase	\$1,390
Highly Effective Salary Increase – Principals (8)	0	8 x 13.9% x salary increase	\$4,448
Effective Salary Increase – Principals (58)	0	58 x 13.9% x	\$20,155

		salary increase	
Refinement of Program	0	9.7% x salary	\$2,425
Total – Year 4			\$1,201,479

Fringe benefits for Year 4 supported through non-federal funds total \$301,084. These benefits are provided for LEAP personnel who are supported through non-federal funds in proportion with the work to be undertaken as part of this project.

**Project Year 5 (2016-17).**

Note that while calculations remain unchanged in Years 3-5, requested amounts increase slightly due to salary increases for inflation.

Personnel: The following personnel will have fringe benefits paid with in-kind funds. FICA is calculated at \$6,945 per FTE, and fringe benefits are calculated at 13.9% or 9.7%, depending on employee classification.	FICA	Fringe Calculation	Total
Research Specialist	\$6945	13.9% x salary	\$17,838
Director, Employee Evaluations	0	13.9% x salary increase	\$1,118
Evaluation/Grant Coordinator	\$6945	13.9% x salary	\$20,186
Teacher/Union Liaison	\$6945	13.9% x salary	\$17,190
Secretary/Bookkeeper	\$6945	13.9% x salary	\$15,076

Teacher Peer Reviewers Fringe on Salary (10)	10 x 6945	10 x 13.9% x salary	\$152,770
Teacher Coaches Fringe on Salary (20)	20 x 6945	20 x 13.9% x salary	\$305,540
Teacher Mentors Salary (12 FTE)	12 x 6945	12 x 13.9% x salary	\$183,324
Teacher Peer Reviewer Fringe on Salary Increase (10)	0	10 x 13.9% x salary increase	\$6,950
Teacher Coach Fringe on Salary Increase (20)	0	20 x 13.9% x salary increase	\$9,730
Teacher Mentor Salary Increase (12 FTE)	0	12 x 13.9% x salary increase	\$3,336
Highly Effective Salary Increase – Teachers (127)	0	13.9% x salary increase	\$70,612
Effective Salary Increase – Teachers (1021)	0	13.9% x salary increase	\$354,798
Principal Peer Reviewer Fringe on Salary	\$6945	13.9% x salary	\$24,913
Principal Peer Reviewer Salary Increase	0	13.9% x salary increase	\$695
Principal Coach Salary Increase (2)	0	2 x 13.9% x salary increase	\$973
Principal Mentor Salary Increase (5)	0	5 x 13.9% x salary increase	\$1,390

Highly Effective Salary Increase – Principals (8)	0	8 x 13.9% x salary increase	\$4,448
Effective Salary Increase – Principals (58)	0	58 x 13.9% x salary increase	\$20,155
Total – Year 5			\$1,211,041

Fringe benefits for Year 5 supported through non-federal funds total \$309,809. These benefits are provided for LEAP personnel who are supported through non-federal funds in proportion with the work to be undertaken as part of this project.

Fringe benefit costs outlined in Section B (\$1,256,738) will be provided to personnel who are involved in the design and implementation of all components of the overall project. These will be funded by non-TIF sources.

### Travel

**Project Year 1 (2012-13).** BCPS’s total requested travel costs for Year 1 of the project amount to \$23,375. These funds will pay for three (3) BCPS representatives to attend the required annual U.S. Department of Education Teacher Incentive Fund Conference, and for two (2) BCPS personnel, including the project director, to attend the annual TIF Grant Event. It is estimated that airfare between Florida and Washington, D.C., hotel costs for two nights (we assume that ED meetings will begin in the morning and that BCPS attendees—who will be coming from Florida—will need to fly in the night before) and food for the duration of the trip will amount to approximately \$1,375 per person. The requested funds additionally cover mileage for grant staff to attend meetings and visit the 26 TIF schools, and for travel expenses for key project staff related to professional learning for design and implementation of project activities.

Travel: Travel expenses include a \$45 a day per diem (full day), \$450 airfare, \$130 hotel rate, \$150 registration/ miscellaneous, for full-day expenses. Half-day expenses total \$300. Total = \$1,375 per person.	# Trips	\$ per Trip	Total
TIF Annual Conference	3 people x 1 conference = 3	\$1,375	\$4,125
TIF Annual Event	2 people x 1 meeting = 2	\$1,375	\$2,750

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Mileage. Funds to cover mileage will enable grant staff to attend district meetings and to visit the 26 TIF schools to provide support and services.	\$1,500
Travel for Professional Learning. Funds cover expenses for key grant staff to attend professional learning opportunities in compensation, STEM, Common Core, Marzano causal model, educator evaluation, and meetings/conferences that assist in the development of the career ladder positions.	\$15,000

**Project Year 2 (2013-14).** BCPS's total requested travel costs for Year 2 of the project amount to \$24,875. All activities from Year 1 continue into Year 2. Additional mileage funds are requested to cover travel for grant staff to attend meetings and visit the 26 TIF schools as support to schools and refinement of project components increases.

Travel: Travel expenses include a \$45 a day per diem (full day), \$450 airfare, \$130 hotel rate, \$150 registration/miscellaneous, for full-day expenses. Half-day expenses total \$300. Total = \$1,375 per person.	# Trips	\$ per Trip	Total
TIF Annual Conference	3 people x 1 conference = 3	\$1,375	\$4,125
TIF Annual Event	2 people x 1 meeting = 2	\$1,375	\$2,750

Mileage. Funds to cover mileage will enable grant staff to attend district meetings and to visit the 26 TIF schools to provide support and services.	\$3,000
Travel for Professional Learning. Funds cover expenses for key grant staff to attend state professional learning opportunities in compensation, STEM, Common Core, Marzano causal model, educator evaluation, and	\$15,000

meetings/conferences that assist in the development of the career ladder positions.	
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**Project Year 3 (2014-15).** BCPS’s total requested travel costs for Year 3 of the project amount to \$16,375. All activities from Years 1-2 continue into Year 3. Additional mileage funds are requested to cover travel for grant staff to attend meetings and visit the 26 TIF schools as support to schools and refinement of project components increases. Travel expenses for professional learning significantly drop as it is estimated that personnel have mastered program concepts and development for career ladder training programs will have been completed in Year 2, so that all pathways on the Career Continuum will be fully implemented in TIF schools in Year 3.

Travel: Travel expenses include a \$45 a day per diem (full day), \$450 airfare, \$130 hotel rate, \$150 registration/ miscellaneous, for full-day expenses. Half-day expenses total \$300. Total = \$1,375 per person.	# Trips	\$ per Trip	Total
TIF Annual Conference	3 people x 1 conference = 3	\$1,375	\$4,125
TIF Annual Event	2 people x 1 meeting = 2	\$1,375	\$2,750

Mileage. Funds to cover mileage will enable grant staff to attend district meetings and to visit the 26 TIF schools to provide support and services.	\$7,000
Travel for Professional Learning. Funds cover expenses for key grant staff to attend state professional learning opportunities in compensation, STEM, Common Core, Marzano causal model, educator evaluation, and meetings/conferences that assist in the development of the career ladder positions.	\$2,500

**Project Year 4 (2015-16).** BCPS’s total requested travel costs for Year 4 of the project amount to \$19,375. All activities from Years 1-3 continue into Year 4. Additional mileage funds are requested to cover travel for grant staff to attend meetings and visit the 26 TIF schools as support

to schools and refinement of project components increases. Travel expenses for professional learning remain consistent with Year 3.

Travel: Travel expenses include a \$45 a day per diem (full day), \$450 airfare, \$130 hotel rate, \$150 registration/miscellaneous, for full-day expenses. Half-day expenses total \$300. Total = \$1,375 per person.	# Trips	\$ per Trip	Total
TIF Annual Conference	3 people x 1 conference = 3	\$1,375	\$4,125
TIF Annual Event	2 people x 1 meeting = 2	\$1,375	\$2,750

Mileage. Funds to cover mileage will enable grant staff to attend district meetings and to visit the 26 TIF schools to provide support and services.	\$10,000
Travel for Professional Learning. Funds cover expenses for key grant staff to attend state professional learning opportunities in compensation, STEM, Common Core, Marzano causal model, educator evaluation, and meetings/conferences that assist in the development of the career ladder positions.	\$2,500

**Project Year 5 (2016-17).** BCPS's total requested travel costs for Year 5 of the project amount to \$16,875. All activities from Years 1-4 except travel for professional learning continue into Year 5. Requested mileage funds remain consistent with Year 4, as is estimated that extent of travel for grant staff to attend meetings and school visits will be fully realized in Year 4. It is estimated that travel for professional learning will be negligible, as all systems will be fully operational and all staff fully knowledgeable.

Travel: Travel expenses include a \$45 a day per diem (full day), \$450 airfare, \$130 hotel rate, \$150 registration/miscellaneous, for full-day expenses. Half-day expenses total \$300. Total =	# Trips	\$ per Trip	Total
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\$1,375 per person.			
TIF Annual Conference	3 people x 1 conference = 3	\$1,375	\$4,125
TIF Annual Event	2 people x 1 meeting = 2	\$1,375	\$2,750

Mileage. Funds to cover mileage will enable grant staff to attend district meetings and to visit the 26 TIF schools to provide support and services.	\$10,000
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The estimated travel costs for Years 1-5 in Section B (\$43,500) will cover mileage for grant staff to attend meetings and visit the 26 TIF schools, and travel expenses for key project staff related to professional learning for design and implementation of project activities, both over the span of the project.

### Equipment

**Project Years 1-5 (2012-17).** Funding is not requested for equipment costs.

### Supplies

**Project Year 1 (2012-13).** BCPS requests TIF funding in the amount of \$107,000 for Year 1 supplies that include office supplies to support grant activities and tablet computers to facilitate the activities of key personnel and teacher evaluators.

Office Supplies. Office supplies are needed support grant activities workload management and communication between all personnel and stakeholders through print and non-print media.	\$30,000
Tablet computers (4). These computers will facilitate the activities of the 4 key grant personnel, to be used to enable communications and manage workload during travel to project meetings and TIF schools. The estimated cost of each tablet is \$1,000.	\$4,000

Tablet computers (73). These computers will also aid professional learning activities for administrators, and facilitate BrIDGES observations through the recording of performance indicator rankings as datamarks in iObservation. Each principal and assistant principal at TIF schools will receive a tablet computer. The estimated cost of each tablet is \$1000.	\$73,000
Total – Year 1	\$107,000

**Project Year 2 (2013-14).** BCPS requests TIF funding in the amount of \$10,000 for Year 2 supplies that include office supplies to support grant activities, including workload management and communications.

Office Supplies. Office supplies are needed support grant activities, including workload management and communication between all personnel and stakeholders through print and non-print media.	\$10,000
Total – Year 2	\$10,000

**Project Year 3 (2014-15).** BCPS requests TIF funding in the amount of \$15,000 for Year 3 supplies that include office supplies to support grant activities and tablet computers for use by Peer Reviewers in the Year 3 Career Continuum.

Office Supplies. Office supplies are needed to support grant activities, including workload management and communication between all personnel and stakeholders through print and non-print media.	\$5,000
Tablet computers (10). These computers will aid professional learning activities for Peer Reviewers along the Career Continuum, phased in in Year 3. Peer Reviewers will use tablets to record and refer to data as they provide professional development support to teachers or principals. Each Teacher or Principal Peer Reviewer in the pilot of the Career Continua at TIF schools will receive a tablet computer. The estimated cost of each tablet is \$1,000. It is estimated that this pilot of the Career Continua will produce 5 Teacher Peer Reviewers and 5 Principal Peer Reviewers.	\$10,000
Total – Year 3	\$15,000

**Project Year 4 (2015-16).** BCPS requests TIF funding in the amount of \$5,000 for Year 4 supplies that include office supplies to support grant activities, including workload management and communications.

Office Supplies. Office supplies are needed support grant activities, including workload management and communication between all personnel and stakeholders through print and non-print media.	\$5,000
Total – Year 4	\$5,000

**Project Year 5 (2016-17).** BCPS requests TIF funding in the amount of \$5,000 for Year 5 supplies that include office supplies to support grant activities, including workload management and communications.

Office Supplies. Office supplies are needed support grant activities, including workload management and communication between all personnel and stakeholders through print and non-print media.	\$5,000
Total – Year 5	\$5,000

Supplies not covered by federal funds will total \$15,000 over Years 1-5. These funds will cover additional office supplies used for communications and workload management for the project.

**Contractual**

**Project Year 1 (2012-13).** BCPS is asking the Department to fund \$2,236,000 for contractual expenses in Year 1. This portion reflects the contracting of specialized expert consultants to develop, refine, and evaluate the salary structures including PBCS, the evaluation systems BrIDGES and BASA, and the professional learning training components within the Career Continuum.

Vendor expenses include the following:

Component	Description of Work	Cost
Compensation Consultant	A compensation consultant will assist with the redesign and development of the new salary structure and will analyze the current salary/supplement expenditures to determine areas that could be leveraged in the redesign of the salary schedule and to sustain the new	\$500,000

	compensation system.	
Professional Learning Consultant for Teacher Development	A vendor that specializes in teacher mentoring and coaching will assist in development and implementation of the professional training that will certify Teacher Mentors, Literacy Coaches, and STEM Coaches on the Career Continuum.	\$700,000
Professional Learning Consultant for Teacher/Principal Development	An institution of higher education will be contracted to assist with development of professional training for other career ladder positions on the Career Continuum.	\$500,000
Teacher/Principal Evaluation Consultant	This contractor will provide assistance in the development of training for BrIDGES and BASA using the Marzano strategies and the iObservation tool.	\$500,000
Outside Grant Evaluator	An outside evaluator will assess the effectiveness of BrIDGES, BASA, and compensation systems to provide recommendations for continuous improvements to the systems through both an impact evaluation and an implementation study, as detailed in this proposal.	\$36,000
Total – Year 1		\$2,236,000

**Project Year 2 (2013-14).** BCPS requests \$1,036,000 to fund contractual support in Year 2. This portion reflects a continuation of the contracting of specialized expert consultants to develop, refine, and evaluate the salary structures including PBCS, the evaluation systems BrIDGES and BASA, and the professional learning training components within the Career Continuum. Barring an outside evaluator who will conduct an impact study and implementation evaluation over Years 1-5, expenditure for contractors is projected to be lower than Year 1 as LEAP nears the end of development.

<b>Component</b>	<b>Description of Work</b>	<b>Cost</b>
Compensation Consultant	A compensation consultant will assist with the redesign and development of the new salary structure and will analyze the current salary/supplement expenditures to determine areas that could be leveraged in the redesign of the salary schedule and to sustain the new compensation system.	\$200,000
Professional Learning Consultant for Teacher Development.	A vendor that specializes in teacher mentoring and coaching will assist in development and implementation of the professional training that will certify Teacher Mentors, Literacy Coaches, and STEM	\$400,000

	Coaches on the Career Continuum.	
Professional Learning Consultant for Teacher/Principal Development	An institution of higher education will be contracted to assist in the development of professional training for other career ladder positions on the Career Continuum.	\$200,000
Teacher/Principal Evaluation Consultant	This contractor will provide assistance in the development of training for BrIDGES using the Marzano strategies and the iObservation tool.	\$200,000
Outside Grant Evaluator	An outside evaluator will assess the effectiveness of BrIDGES, BASA, and compensation systems to provide recommendations for continuous improvements to the systems through both an impact evaluation and an implementation study, as detailed in this proposal.	\$36,000
Total – Year 2		\$1,036,000

**Project Year 3 (2014-15).** BCPS requests funds from the Department for contractual expenses in the amount of \$108,000. This portion reflects a continuation of the contracting of two expert consultants to evaluate LEAP and finish developing the professional learning training components within the Career Continuum. Expenditure for these contractors is projected to be lower than Year 2 as the Career Continuum training is finalized.

Component	Description of Work	Cost
Professional Learning Consultant for Teacher Development	A vendor that specializes in teacher mentoring and coaching will assist in development and implementation of the professional training that will certify Teacher Mentors, Literacy Coaches, and STEM Coaches on the Career Continuum.	\$75,000
Outside Grant Evaluator	An outside evaluator will assess the effectiveness of BrIDGES, BASA, and compensation systems to provide recommendations for continuous improvements to the systems through both an impact evaluation and an implementation study, as detailed in this proposal.	\$33,000

**Project Year 4 (2015-16).** BCPS requests \$33,000 in Year 4 contractual funds. This portion reflects the costs of the outside evaluator who will continue conducting the impact study and implementation evaluation of LEAP.

Component	Description of Work	Cost
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Outside Grant Evaluator	An outside evaluator will assess the effectiveness of BrIDGES, BASA, and compensation systems to provide recommendations for continuous improvements to the systems through both an impact evaluation and an implementation study, as detailed in this proposal.	\$33,000
Total – Year 4		\$33,000

**Project Year 5 (2016-17).** BCPS requests contractual costs for Year 5 in the amount of \$38,000. This portion reflects the costs of the outside evaluator who will conclude the impact study and implementation evaluation of LEAP in this year, and prepare final reports documenting the efficacy and fidelity of the project.

Component	Description of Work	Cost
Outside Grant Evaluator	An outside evaluator will assess the effectiveness of BrIDGES, BASA, and compensation systems to provide recommendations for continuous improvements to the systems through both an impact evaluation and an implementation study, as detailed in this proposal.	\$38,000
Total – Year 5		\$38,000

### Other

BCPS' overall request in the Other category over the grant period is \$8,091,500.

**Project Year 1 (2012-13).** BCPS is requesting a total of \$1,747,500 in Year 1 to finance recruitment incentives (to be used for professional development) and transfer bonuses for teachers and administrators at TIF schools, and to compensate non-exempt grant staff for hours additional to their contract worked to enable grant activities.

Description of Work	Cost
Recruitment Incentive (1300). Each TIF teacher and School Administrator will receive a \$1,000 recruitment incentive to be used in professional development activities. Educators at TIF schools may request up to \$1,000 to be reimbursed for participating in professional learning to improve their skills, knowledge and abilities in the Marzano evaluation and instructional strategies, Common Core Standards, and STEM.	\$1,300,000

Hours beyond contract. These funds are requested to compensate non-exempt grant staff for working beyond contract hours as they engage in TIF activities.	\$10,000
Transfer Bonus (175). This financial incentive is given to teachers who receive an evaluation score of Effective or Highly Effective and transfer to TIF schools to teach in critical shortage areas. This amount is based on an estimate of 175 teachers meeting the criteria to receive a \$2,500 bonus.	\$437,500
Total – Year 1	\$1,747,500

**Project Year 2 (2013-14).** BCPS is requesting a total of \$1,747,500 in Year 2 to finance recruitment incentives (to be used for professional development) and transfer bonuses for teachers and administrators at TIF schools, and to compensate non-exempt grant staff for hours additional to their contract worked to enable grant activities.

Description of Work	Cost
Recruitment Incentive (1300). Each TIF teacher and School Administrator will receive a \$1,000 recruitment incentive to be used in professional development activities. Educators at TIF schools may request up to \$1,000 to be reimbursed for participating in professional learning to improve their skills, knowledge and abilities in the Marzano evaluation and instructional strategies, Common Core Standards, and STEM.	\$1,300,000
Hours beyond contract. These funds are requested to compensate non-exempt grant staff for working beyond contract hours as they engage in TIF activities.	\$10,000
Transfer Bonus (175). This financial incentive is given to teachers who receive an evaluation score of Effective or Highly Effective and transfer to TIF schools to teach in critical shortage areas. This amount is based on an estimate of 175 teachers meeting the criteria to receive a \$2,500 bonus.	\$437,500
Total – Year 2	\$1,747,500

**Project Year 3 (2014-15).** BCPS is requesting a total of \$1,553,000 in Year 3 to finance recruitment incentives (to be used for professional development) and transfer bonuses for teachers and administrators at TIF schools, and to compensate non-exempt grant staff for hours additional to their contract worked to enable grant activities.

Description of Work	Cost
Recruitment Incentive (1300). Each TIF teacher and School Administrator will receive a \$1,000 recruitment incentive to be used in professional development activities. Educators at TIF schools may request up to \$1,000 to be reimbursed for participating in professional learning to improve their skills, knowledge and abilities in the Marzano evaluation and instructional strategies, Common Core Standards, and STEM.	\$1,300,000
Hours beyond contract. These funds are requested to compensate non-exempt grant staff for working beyond contract hours as they engage in TIF activities. It is estimated that the number of hours beyond contract will reduce over time as the project is implemented.	\$3,000
Transfer Bonus (100). This financial incentive is given to teachers who receive an evaluation score of Effective or Highly Effective and transfer to TIF schools to teach in critical shortage areas. This amount is based on an estimate of 100 teachers meeting the criteria to receive a \$2,500 bonus. This estimate drops from Years 1-2 as a higher number of effective teachers in critical shortage areas are retained at TIF schools, necessitating fewer transfers.	\$250,000
Total – Year 3	\$1,553,000

**Project Year 4 (2015-16).** BCPS is requesting a total of \$1,553,000 in Year 4 to finance recruitment incentives (to be used for professional development) and transfer bonuses for teachers and administrators at TIF schools, and to compensate non-exempt grant staff for hours additional to their contract worked to enable grant activities.

Description of Work	Cost
Recruitment Incentive (1300). Each TIF teacher and School Administrator will receive a \$1,000 recruitment incentive to be used in professional development activities. Educators at TIF schools may request up to \$1,000 to be reimbursed for participating in professional learning to improve their skills, knowledge and abilities in the Marzano evaluation and instructional strategies, Common Core Standards, and STEM.	\$1,300,000
Hours beyond contract. These funds are requested to compensate non-exempt grant staff for working beyond contract hours as they undertake to enable success of TIF activities. It is estimated that the number of hours beyond contract will reduce over time as the project is implemented.	\$3,000

Transfer Bonus (100). This financial incentive is given to teachers who receive an evaluation score of Effective or Highly Effective and transfer to TIF schools to teach in critical shortage areas. This amount is based on an estimate of 100 teachers meeting the criteria to receive a \$2,500 bonus.	\$250,000
Total – Year 4	\$1,553,000

**Project Year 5 (2016-17).** BCPS is requesting a total of \$1,490,500 in Year 5 to finance recruitment incentives (to be used for professional development) and transfer bonuses for teachers and administrators at TIF schools, and to compensate non-exempt grant staff for hours additional to their contract worked to enable grant activities.

Description of Work	Cost
Recruitment Incentive (1300). Each TIF teacher and School Administrator will receive a \$1,000 recruitment incentive to be used in professional development activities. Educators at TIF schools may request up to \$1,000 to be reimbursed for participating in professional learning to improve their skills, knowledge and abilities in the Marzano evaluation and instructional strategies, Common Core Standards, and STEM.	\$1,300,000
Hours beyond contract. These funds are requested to compensate non-exempt grant staff for working beyond contract hours as they engage in TIF activities. It is estimated that the number of hours beyond contract will reduce over time as the project is implemented.	\$3,000
Transfer Bonus (75). This financial incentive is given to teachers who receive an evaluation score of Effective or Highly Effective and transfer to TIF schools to teach in critical shortage areas. This amount is based on an estimate of 75 teachers meeting the criteria to receive a \$2,500 bonus. This estimate drops from Years 3-4 as a higher number of effective teachers in critical shortage areas are retained at TIF schools, necessitating fewer transfers.	\$187,500
Total – Year 5	\$1,490,500

As shown in Section B, \$25,000 in other costs over the course of this project will be paid from non-TIF funding sources. These funds will support communications through maintenance of BCPS’ websites that provide information about LEAP components to employees.

### Construction and Training Stipend Categories

There are no construction or training stipend costs associated with this project. As a result, this budget narrative does not include costs for these categories.

**Indirect Costs**

Indirect costs are calculated at a rate of 17.7%. The total indirect costs requested over the five years of the project are as follows:

Year 1	\$1,444,694
Year 2	\$1,366,073
Year 3	\$1,615,815
Year 4	\$1,613,325
Year 5	\$1,615,236
<b>Total</b>	<b>\$7,655,143</b>

**NON-FEDERAL FUNDS**

A total of \$(b)(4) in non-federal funds is budgeted to support LEAP.

**Personnel**

**Project Year 1 (2012-13).** \$(b)(4) in personnel costs is supported by non-federal funds in Year 1. This portion reflects the costs of supporting BCPS personnel whose compensation is covered through the District’s current budget for the proportion of time it is estimated they will spend working on LEAP. These duties include coordination and management of project activities, including project management, communications and employee relations, component analysis, professional development, recordkeeping, and workload management. This portion also covers new teacher mentors and instructional coaches at the school level.

Personnel: The following employees will be supported with non-TIF funds. The percent of their time devoted to LEAP is indicated in column 2.	FTE	Total
Chief Human Resources Officer and Project Director (1). This district-level position, staffed by Gracie Diaz, oversees the activities of BCPS’ Human Resources Office. Additional duties associated with LEAP are to provide overall leadership to the project, as well as take the lead on the Human Capital and PBCS activities. The base salary for this position in Year 1 is \$(b)(4) 80% of which is	.8 FTE	\$(b)(4)

<p>budgeted for this project.</p> <p>1 @ .8 FTE = \$(b)(4)</p>		
<p>Evaluation Coordinator (1). This district-level position, staffed by Heather Parente, directs and oversees all of BCPS' employee evaluation activities. (Additional duties with LEAP are reflected above in the TIF-funded salary differential for Director, Employee Evaluations.) The base salary for this position in Year 1 is (b)(4), 80% of which is budgeted for this project.</p> <p>1 @ .8 FTE = \$(b)(4)</p>	.8 FTE	\$(b)(4)
<p>Chief Talent Development Officer (1). This position, staffed by Elisa Calabrese, oversees professional development activities for BCPS' Division of Talent Development within the Human Resources Department. Talent Development will oversee the career continuum tasks as detailed in the proposal narrative. The base salary for this position in Year 1 is \$(b)(4), 40% of which is budgeted for this project.</p> <p>1 @ .4 FTE = \$(b)(4)</p>	.4 FTE	\$(b)(4)
<p>Evaluation and Grant Coordinator (2). This position coordinates grant activities, leading the development and implementation of TIF initiatives. This position includes developing communication plans and delivering information to union, school administrators and teachers, assisting in the development of contract language on evaluations and compensation, and overseeing the TIF budget. The base salary for this position in Year 1 is \$(b)(4), 50% of two positions are budgeted for this project.</p> <p>2 @ .5 FTE = \$(b)(4)</p>	1 FTE	\$(b)(4)
<p>Director, Leadership Development (1). This position within the Division of Talent Development directs activities related to professional development for school administrators. The base salary for this position in Year 1 is \$(b)(4) 15% of which is</p>	.15 FTE	\$(b)(4)

<p>budgeted for this project.</p> <p>1 @ .15 FTE = \$ (b)(4)</p>			
<p>Director, Professional Development Support (1). This position within the Division of Talent Development directs activities related to providing support for professional development at the school level. The base salary for this position in Year 1 is \$ (b)(4), 15% of which is budgeted for this project.</p> <p>1 @ 0.15 FTE = \$ (b)(4)</p>	.15 FTE	\$ (b)(4)	
<p>Director, Teacher Development (1). This position within the Division of Talent Development directs activities related to professional development for teachers. The base salary for this position in Year 1 is \$ (b)(4), 15% of which is budgeted for this project.</p> <p>1 @ 0.15 FTE = \$ (b)(4)</p>	.15 FTE	\$	
<p>Employee Evaluations (1). This position assists with oversight and management of the employee evaluation systems. The base salary for this position in Year 1 is \$ (b)(4), 80% of which is budgeted for this project.</p> <p>1 @ 0.80 FTE = \$ (b)(4)</p>	.8 FTE	\$	
<p>Employee Relations Specialist (3). This position within BCPS Human Resources Department facilitates communication between employees and HR. LEAP duties include acquiring feedback from employees on the effectiveness of project components. The base salary for this position in Year 1 is \$ (b)(4), 15% of 3 positions are budgeted for this project.</p> <p>3 @ 0.15 FTE = \$ (b)(4)</p>	.45 FTE	\$	
<p>Compensation Analyst (1). This position within the Human Resources Department ensures that employee compensation systems, including the PBCS as detailed in the project narrative, are appropriate and effective. The base salary for this</p>	.3 FTE	\$	

position in Year 1 is \$(b)(4) 30% of which is budgeted for this project  1 @ 0.30 FTE = \$(b)(4)			
Executive Secretary (1). This position within the Human Resources Department assists recordkeeping and facilitates workload management. The base salary for this position in Year 1 is \$(b)(4) 10% of which is budgeted for this project  1 @ 0.10 FTE = \$(b)(4)	.1 FTE	(b)(4)	
School Liaison Supplementary Pay (26). This position is part of the current New Educator Support System (NESS). It will be repurposed to support the Career Continuum.  26 x \$(b)(4)			
Instructional Coach (52). This funding is currently part of the NESS new teacher mentor program. It will be repurposed to support the Career Continuum.  52 x \$(b)(4)			
Total – Year 1			

**Project Year 2 (2013-14).** BCPS will support the project personnel expenses in year 2 with non-federal funds in the amount of \$(b)(4). This portion reflects the continuing costs of supporting BCPS personnel whose compensation is covered through the District’s current budget for the proportion of time it is estimated they will spend on work related to LEAP. Year 2 also budgets for base salaries for Principal Mentors who will provide professional development support and assistance to new school administrators.

Personnel: The following employees will be supported with non-TIF funds. The percent of their time devoted to LEAP is indicated in column 2.	FTE	Total
Chief Human Resources Officer and Project Director (1). Duties for this continuing position are detailed as above. The base salary for this position in Year 2 is adjusted for inflation, 80% of which is budgeted for this project.	.8 FTE	\$(b)(4)

1 @ 0.80 FTE = \$(b)(4)			
Evaluation Coordinator (1). Duties for this continuing position are detailed as above. The base salary for this position in Year 2 is adjusted for inflation, 80% of which is budgeted for this project.  1 @ 0.80 FTE = \$(b)(4)	.8 FTE	\$(b)(4)	
Chief Talent Development Officer (1). Duties for this continuing position are detailed as above. The base salary for this position in Year 2 is adjusted for inflation, 40% of which is budgeted for this project.  1 @ 0.40 FTE = \$(b)(4)	.4 FTE	\$	
Evaluation and Grant Coordinator (2). Duties for this continuing position are detailed as above. The base salary for this position in Year 2 is adjusted for inflation; 50% of two positions are budgeted for this project.  2 @ 0.50 FTE = \$(b)(4)	1 FTE	\$	
Director, Leadership Development (1). Duties for this continuing position are detailed as above. The base salary for this position in Year 2 is adjusted for inflation, 15% of which is budgeted for this project.  1 @ 0.15 FTE = \$(b)(4)	.15 FTE	\$	
Director, Professional Development Support (1). Duties for this continuing position are detailed as above. The base salary for this position in Year 2 is adjusted for inflation, 15% of which is budgeted for this project.  1 @ 0.15 FTE = \$(b)(4)	.15 FTE	\$	
Director, Teacher Development (1). Duties for this continuing position are detailed as above. The base salary for this position in Year 2 is adjusted for inflation, 15% of which is budgeted for this project.  1 @ 0.15 FTE = \$(b)(4)	.15 FTE	\$	

<p>Director, Employee Evaluations (1). Duties for this continuing position are detailed as above. The base salary for this position in Year 2 is adjusted for inflation, 80% of which is budgeted for this project.</p> <p>1 @ 0.80 FTE = \$ (b)(4)</p>	.8 FTE	\$ (b)(4)	
<p>Employee Relations Specialist (3). Duties for this continuing position are detailed as above. The base salary for this position in Year 2 is adjusted for inflation; 15% of three positions are budgeted for this project.</p> <p>3 @ 0.15 FTE = \$ (b)(4)</p>	.45 FTE	\$	
<p>Compensation Analyst (1). Duties for this continuing position are detailed as above. The base salary for this position in Year 2 is adjusted for inflation, 30% of which is budgeted for this project</p> <p>1 @ 0.30 FTE = \$ (b)(4)</p>	.30 FTE	\$	
<p>Executive Secretary (1). Duties for this continuing position are detailed as above. The base salary for this position in Year 2 is adjusted for inflation, 10% of which is budgeted for this project</p> <p>1 @ 0.10 FTE = \$ (b)(4)</p>	.10 FTE	\$	
<p>Principal Mentor (5). This new full-time, district-level position provides professional development assistance and support to new school administrators. The base salary for this position in Year 2 is \$ (b)(4), 100% of which is budgeted within LEAP from non-TIF funds. (TIF funding is requested for the Principal Mentor salary increase as reflected above.) Five (5) Principal Mentors will serve the 26 TIF schools.</p> <p>5 FTE x \$ (b)(4)</p>	5 FTE	\$	
<p>School Liaison Supplementary Pay (26). This position is part of the current New Educator Support System (NESS). It will be repurposed to support the</p>		\$	

Career Continuum.  26 x \$(b)(4)		
Instructional Coach (52). This funding is currently part of the NESS new teacher mentor program. It will be repurposed to support the Career Continuum.  52 x \$1,711 = \$(b)(4)		\$(b)(4)
Total – Year 2		\$(b)(4)

**Project Year 3 (2014-15).** BCPS will support personnel expenses in Year 3 with \$(b)(4) in non-federal funds. This portion reflects the continuing costs of supporting BCPS personnel whose compensation is covered through the District’s current budget for the proportion of time it is estimated they will spend on work related to LEAP, and Principal Mentors, as above. Year 3 also budgets for Principal Coaches who will provide professional development support and assistance in specialized areas of expertise to school administrators.

Personnel: The following employees will be supported with non-TIF funds. The percent of their time devoted to LEAP is indicated in column 2.	FTE	Total
Chief Human Resources Officer and Project Director (1). Duties for this continuing position are detailed as above. The base salary for this position in Year 3 is adjusted for inflation, 80% of which is budgeted for this project.  1 @ 0.80 FTE = \$(b)(4)	.80 FTE	\$(b)(4)
Evaluation Coordinator (1). Duties for this continuing position are detailed as above. The base salary for this position in Year 3 is adjusted for inflation, 80% of which is budgeted for this project.  1 @ 0.80 FTE = \$(b)(4)	.80 FTE	\$
Chief Talent Development Officer (1). Duties for this continuing position are detailed as above. The base salary for this position in Year 3 is adjusted for inflation, 40% of which is budgeted for this project.  1 @ 0.40 FTE = \$(b)(4)	.40 FTE	\$

<p>Evaluation and Grant Coordinator (2). Duties for this continuing position are detailed as above. The base salary for this position in Year 3 is adjusted for inflation, 50% of two positions are budgeted for this project.</p> <p>2 @ 0.50 FTE = \$ (b)(4)</p>	1 FTE	\$ (b)(4)	
<p>Director, Leadership Development (1). Duties for this continuing position are detailed as above. The base salary for this position in Year 3 is adjusted for inflation, 15% of which is budgeted for this project.</p> <p>1 @ 0.15 FTE = \$ (b)(4)</p>	.15 FTE	\$	
<p>Director, Professional Development Support (1). Duties for this continuing position are detailed as above. The base salary for this position in Year 3 is adjusted for inflation, 15% of which is budgeted for this project.</p> <p>1 @ 0.15 FTE = \$ (b)(4)</p>	.15 FTE	\$	
<p>Director, Teacher Development (1). Duties for this continuing position are detailed as above. The base salary for this position in Year 3 is adjusted for inflation, 15% of which is budgeted for this project.</p> <p>1 @ 0.15 FTE = \$ (b)(4)</p>	.15 FTE	\$	
<p>Director, Employee Evaluations (1). Duties for this continuing position are detailed as above. The base salary for this position in Year 3 is adjusted for inflation, 80% of which is budgeted for this project.</p> <p>1 @ 0.80 FTE = \$ (b)(4)</p>	.80 FTE	\$	
<p>Employee Relations Specialist (3). Duties for this continuing position are detailed as above. The base salary for this position in Year 3 is adjusted for inflation, 15% of three positions are budgeted for this project.</p> <p>3 @ 0.15 FTE = \$ (b)(4)</p>	.45 FTE	\$	

<p>Compensation Analyst (1). Duties for this continuing position are detailed as above. The base salary for this position in Year 3 is adjusted for inflation, 30% of which is budgeted for this project.</p> <p>1 @ 0.30 FTE = \$(b)(4)</p>	.30 FTE	\$ (b)(4)	
<p>Executive Secretary (1). Duties for this continuing position are detailed as above. The base salary for this position in Year 3 is adjusted for inflation, 10% of which is budgeted for this project.</p> <p>1 @ 0.10 FTE = \$(b)</p>	.10 FTE	\$	
<p>Principal Coach (2). This position will provide professional development support and assistance in specialized areas of expertise to struggling school administrators. The base salary for this position in Year 3 is adjusted for inflation at \$(b)(4) 100% of which is budgeted within LEAP for non-TIF funds. (TIF funding is requested for the Principal Coach Salary Increase, as reflected above.) There will be two (2) Principal Coaches serving 26 TIF schools.</p> <p>2 FTE x \$(b)(4)</p>	2	\$	
<p>Principal Mentor (5). Duties for this continuing position are detailed as above. The base salary for this position in Year 3 is adjusted for inflation, 100% of which is budgeted for this project. Five (5) Principal Mentors will serve the 26 TIF schools.</p> <p>5 FTE = \$(b)(4)</p>	5	\$	
<p>School Liaison Supplementary Pay (26). This position is part of the current New Educator Support System (NESS). It will be repurposed to support the Career Continuum.</p> <p>26 x \$(b)(4)</p>		\$	
<p>Instructional Coach (52). This funding is currently part of the NESS new teacher mentor program. It will be repurposed to support the Career Continuum.</p>		\$	

52 x \$1,711 = \$(b)(4)		
Total – Year 3		\$(b)(4)

**Project Year 4 (2015-16).** BCPS will support personnel costs for Year 4 in the amount of \$(b)(4). This portion reflects the continuing costs of supporting BCPS personnel whose compensation is covered through the District’s current budget for the proportion of time it is estimated they will spend on work related to LEAP, and Principal Coaches and Mentors, as above.

Personnel: The following employees will be supported with non-TIF funds. The percent of their time devoted to LEAP is indicated in column 2.	FTE	Total
Chief Human Resources Officer and Project Director (1). Duties for this continuing position are detailed as above. The base salary for this position in Year 4 is adjusted for inflation, 80% of which is budgeted for this project.  1 @ 0.80 FTE = \$(b)(4)	.80 FTE	\$(b)(4)
Evaluation Coordinator (1). Duties for this continuing position are detailed as above. The base salary for this position in Year 4 is adjusted for inflation, 80% of which is budgeted for this project.  1 @ 0.80 FTE = \$(b)(4)	.80 FTE	\$
Chief Talent Development Officer (1). Duties for this continuing position are detailed as above. The base salary for this position in Year 4 is adjusted for inflation, 40% of which is budgeted for this project.  1 @ 0.40 FTE = \$(b)(4)	.40 FTE	\$
Evaluation and Grant Coordinator (2). Duties for this continuing position are detailed as above. The base salary for this position in Year 4 is adjusted for inflation, 50% of two positions are budgeted for this project.  2 @ 0.50 FTE = \$(b)(4)	1 FTE	\$

<p>Director, Leadership Development (1). Duties for this continuing position are detailed as above. The base salary for this position in Year 4 is adjusted for inflation, 15% of which is budgeted for this project.</p> <p>1 @ 0.15 FTE = \$(b)(4)</p>	.15 FTE	\$ (b)(4)	
<p>Director, Professional Development Support (1). Duties for this continuing position are detailed as above. The base salary for this position in Year 4 is adjusted for inflation, 15% of which is budgeted for this project.</p> <p>1 @ 0.15 FTE = \$(b)(4)</p>	.15 FTE	\$	
<p>Director, Teacher Development (1). Duties for this continuing position are detailed as above. The base salary for this position in Year 4 is adjusted for inflation, 15% of which is budgeted for this project.</p> <p>1 @ 0.15 FTE = \$(b)(4)</p>	.15 FTE	\$	
<p>Director, Employee Evaluations (1). Duties for this continuing position are detailed as above. The base salary for this position in Year 4 is adjusted for inflation, 80% of which is budgeted for this project.</p> <p>1 @ 0.80 FTE = \$(b)(4)</p>	.80 FTE	\$	
<p>Employee Relations Specialist (3). Duties for this continuing position are detailed as above. The base salary for this position in Year 4 is adjusted for inflation, 15% of three positions are budgeted for this project.</p> <p>3 @ 0.15 FTE = \$(b)(4)</p>	.45 FTE	\$	
<p>Compensation Analyst (1). Duties for this continuing position are detailed as above. The base salary for this position in Year 4 is adjusted for inflation, 30% of which is budgeted for this project.</p> <p>1 @ 0.30 FTE = \$(b)(4)</p>	.30 FTE	\$	

Executive Secretary (1). Duties for this continuing position are detailed as above. The base salary for this position in Year 4 is adjusted for inflation, 10% of which is budgeted for this project.  1 @ 0.10 FTE = \$ (b)(4)	.10 FTE	\$(b)(4)	
Principal Coach (2). Duties for this continuing position are detailed as above. The base salary for this position in Year 4 is adjusted for inflation, 100% of which is budgeted for this project. There will be two (2) Principal Coaches serving 26 TIF schools.  2 @ 1 FTE = \$(b)(4)	2 FTE	\$	
Principal Mentor (5). Duties for this continuing position are detailed as above. The base salary for this position in Year 4 is adjusted for inflation, 100% of which is budgeted for this project. Five (5) Principal Mentors will serve the 26 TIF schools.  5 @ 1 FTE = \$(b)(4)	5 FTE	\$	
School Liaison Supplementary Pay (26). This position is part of the current New Educator Support System (NESS). It will be repurposed to support the Career Continuum.  26 x \$(b)(4) = \$(b)(4)		\$	
Instructional Coach (52). This funding is currently part of the NESS new teacher mentor program. It will be repurposed to support the Career Continuum.  52 x \$(b)(4) = \$(b)(4)		\$	
Total – Year 4		\$	

**Project Year 5 (2016-17).** \$(b)(4) will be contributed to personnel costs in year 5 from non-federal funds. This portion reflects the continuing costs of supporting BCPS personnel whose compensation is covered through the District’s current budget for the proportion of time it is estimated they will spend on work related to LEAP, Principal Coaches and Mentors, as above.

Personnel: The following employees will be supported with non-TIF funds. The percent of their time devoted to LEAP is indicated in column 2.	FTE	Total
<p>Chief Human Resources Officer and Project Director (1). Duties for this continuing position are detailed as above. The base salary for this position in Year 5 is adjusted for inflation, 80% of which is budgeted for this project.</p> <p>1 @ 0.80 FTE = \$ (b)(4)</p>	.80 FTE	\$ (b)(4)
<p>Evaluation Coordinator (1). Duties for this continuing position are detailed as above. The base salary for this position in Year 5 is adjusted for inflation, 80% of which is budgeted for this project.</p> <p>1 @ 0.80 FTE = \$ (b)(4)</p>	.80 FTE	\$
<p>Chief Talent Development Officer (1). Duties for this continuing position are detailed as above. The base salary for this position in Year 5 is adjusted for inflation, 40% of which is budgeted for this project.</p> <p>1 @ 0.40 FTE = \$ (b)(4)</p>	.40 FTE	\$
<p>Evaluation and Grant Coordinator (2). Duties for this continuing position are detailed as above. The base salary for this position in Year 5 is adjusted for inflation, 50% of two positions are budgeted for this project.</p> <p>2 @ 0.50 FTE = \$ (b)(4)</p>	1 FTE	\$
<p>Director, Leadership Development (1). Duties for this continuing position are detailed as above. The base salary for this position in Year 5 is adjusted for inflation, 15% of which is budgeted for this project.</p> <p>1 @ 0.15 FTE = \$ (b)(4)</p>	.15 FTE	\$
<p>Director, Professional Development Support (1). Duties for this continuing position are detailed as above. The base salary for this position in Year 5 is adjusted for inflation, 15% of which is budgeted for this project.</p>	.15 FTE	\$

1 @ 0.15 FTE = \$(b)(4)			
Director, Teacher Development (1). Duties for this continuing position are detailed as above. The base salary for this position in Year 5 is adjusted for inflation, 15% of which is budgeted for this project.  1 @ 0.15 FTE = \$(b)(4)	.15 FTE	\$(b)(4)	
Director, Employee Evaluations (1). Duties for this continuing position are detailed as above. The base salary for this position in Year 5 is adjusted for inflation, 80% of which is budgeted for this project.  1 @ 0.80 FTE = \$(b)(4)	.80 FTE	\$	
Employee Relations Specialist (3). Duties for this continuing position are detailed as above. The base salary for this position in Year 5 is adjusted for inflation, 15% of three positions are budgeted for this project.  3 @ 0.15 FTE = \$(b)(4)	.45 FTE	\$	
Compensation Analyst (1). Duties for this continuing position are detailed as above. The base salary for this position in Year 5 is adjusted for inflation, 30% of which is budgeted for this project.  1 @ 0.30 FTE = \$(b)(4)	.30 FTE	\$	
Executive Secretary (1). Duties for this continuing position are detailed as above. The base salary for this position in Year 5 is adjusted for inflation, 10% of which is budgeted for this project.  1 @ 0.10 FTE = \$(b)(4)	.10 FTE	\$	
Principal Coach (2). Duties for this continuing position are detailed as above. The base salary for this position in Year 5 is adjusted for inflation, 100% of which is budgeted for this project. There will be two (2) Principal Coaches serving 26 TIF schools.	2 FTE	\$	

2 @ 1 FTE = \$(b)(4)		
Principal Mentor (5). Duties for this continuing position are detailed as above. The base salary for this position in Year 5 is adjusted for inflation, 100% of which is budgeted for this project. Five (5) Principal Mentors will serve the 26 TIF schools.  5 @ 1 FTE = \$(b)(4)	5 FTE	\$(b)(4)
School Liaison Supplementary Pay (26). This position is part of the current New Educator Support System (NESS). It will be repurposed to support the Career Continuum.  26 x \$(b)(4)		\$
Instructional Coach (52). This funding is currently part of the NESS new teacher mentor program. It will be repurposed to support the Career Continuum.  52 x \$(b)(4)		\$
Total – Year 5		\$

**Fringe Benefits**

BCPS’s in-kind contributions to fringe benefits amount to \$(b)(4)

**Project Year 1 (2012-13)**

Non-federal funds will be used to pay fringe benefits as follows:

Personnel: The following personnel will have fringe benefits paid with in-kind funds. FICA is calculated at \$(b)(4) per FTE, and fringe benefits are calculated at 13.9% or 9.7%, depending on employee classification.	FICA	Fringe Calculation	Total
Chief Human Resources Officer	80% x (b)(4)	80% x 13.9% x salary	\$(b)(4)

Director, Employee Evaluations	80% x (b)(4)	80% x 13.9% x salary	\$(b)(4)
Chief Talent Development Officer	40% x (b)(4)	40% x 13.9% x salary	\$
Evaluation and Grant Coordinators (2)	2 @ 50% x (b)(4)	2 @ 50% x 13.9% x salary	\$
Director, Leadership Development	15% x (b)(4)	15% x 13.9% x salary	\$
Director, Professional Development Support	15% x (b)(4)	15% x 13.9% x salary	\$
Director, Teacher Development	15% x (b)(4)	15% x 13.9% x salary	\$
Director, Employee Evaluations	80% x (b)(4)	80% x 13.9% x salary	\$
Employee Relations Specialists (3)	3 @ 15% x (b)(4)	3 @ 15% x 13.9% x salary	\$
Compensation Analyst	30% x (b)(4)	30% x 13.9% x salary	\$
Executive Secretary	10% x (b)(4)	10% x 13.9% x salary	\$
School Liaisons (26)	0	26 x 9.7% x salary	\$
Instructional Coaches (52)	0	52 x 9.7% x	\$

		salary	
Total – Year 1			\$ (b)(4)

**Project Year 2 (2013-14)**

In-kind fringe benefits are calculated as follows:

Personnel: The following personnel will have fringe benefits paid with in-kind funds. FICA is calculated at \$ (b)(4) per FTE, and fringe benefits are calculated at 13.9% or 9.7%, depending on employee classification.	FICA	Fringe Calculation	Total
Chief Human Resources Officer	80% x (b)(4)	80% x 13.9% x salary	\$ (b)(4)
Director, Employee Evaluations	80% x (b)(4)	80% x 13.9% x salary	
Chief Talent Development Officer	40% x (b)(4)	40% x 13.9% x salary	
Evaluation and Grant Coordinators (2)	2 @ 50% x (b)(4)	2 @ 50% x 13.9% x salary	
Director, Leadership Development	15% x (b)(4)	15% x 13.9% x salary	
Director, Professional Development Support	15% x (b)(4)	15% x 13.9% x salary	
Director, Teacher Development	15% x (b)(4)	15% x 13.9% x salary	
Director, Employee Evaluations	80% x (b)(4)	80% x 13.9%	

		x salary	
Employee Relations Specialists (3)	3 @ 15% x (b)(4)	3 @ 15% x 13.9% x salary	\$ (b)(4)
Compensation Analyst	30% x (b)(4)	30% x 13.9% x salary	
Executive Secretary	10% x (b)(4)	10% x 13.9% x salary	
Principal Mentors (5)	5 @ 100% x (b)(4)	5 @ 100% x 13.9% x salary	
School Liaisons (26)	0	26 x 9.7% x salary	
Instructional Coaches (52)	0	52 x 9.7% x salary	
Total – Year 2			

**Project Year 3 (2014-15)**

Non-federal funds applied to fringe benefits are calculated as follows:

Personnel: The following personnel will have fringe benefits paid with in-kind funds. FICA is calculated at \$(b)(4) per FTE, and fringe benefits are calculated at 13.9% or 9.7%, depending on employee classification.	FICA	Fringe Calculation	Total
Chief Human Resources Officer	80% x (b)(4)	80% x 13.9% x salary	\$ (b)(4)
Director, Employee Evaluations	80% x (b)	80% x 13.9%	

		x salary	
Chief Talent Development Officer	40% x (b)(4)	40% x 13.9% x salary	\$(b)(4)
Evaluation and Grant Coordinators (2)	2 @ 50% x (b)(4)	2 @ 50% x 13.9% x salary	\$
Director, Leadership Development	15% x (b)(4)	15% x 13.9% x salary	\$
Director, Professional Development Support	15% x (b)(4)	15% x 13.9% x salary	\$
Director, Teacher Development	15% x (b)(4)	15% x 13.9% x salary	\$
Director, Employee Evaluations	80% x (b)(4)	80% x 13.9% x salary	\$
Employee Relations Specialists (3)	3 @ 15% x (b)(4)	3 @ 15% x 13.9% x salary	\$
Compensation Analyst	30% x (b)(4)	30% x 13.9% x salary	\$
Executive Secretary	10% x (b)(4)	10% x 13.9% x salary	\$
Principal Coaches (2)	2 @ 100% x (b)(4)	2 @ 100% x 13.9% x salary	\$
Principal Mentors (5)	5 @ 100% x (b)(4)	5 @ 100% x 13.9% x salary	\$
School Liaisons (26)	0	26 x 9.7% x	\$

		salary	
Instructional Coaches (52)	0	52 x 9.7% x salary	\$(b)(4)
Total – Year 3			\$

**Project Year 4 (2015-16)**

In-kind fringe benefits are calculated as follows:

Personnel: The following personnel will have fringe benefits paid with in-kind funds. FICA is calculated at \$(b)(4) per FTE, and fringe benefits are calculated at 13.9% or 9.7%, depending on employee classification.	FICA	Fringe Calculation	Total
Chief Human Resources Officer	80% x (b)(4)	80% x 13.9% x salary	\$(b)(4)
Director, Employee Evaluations	80% x (b)(4)	80% x 13.9% x salary	\$
Chief Talent Development Officer	40% x (b)(4)	40% x 13.9% x salary	\$
Evaluation and Grant Coordinators (2)	2 @ 50% x (b)(4)	2 @ 50% x 13.9% x salary	\$
Director, Leadership Development	15% x (b)(4)	15% x 13.9% x salary	\$
Director, Professional Development Support	15% x (b)(4)	15% x 13.9% x salary	\$
Director, Teacher Development	15% x (b)(4)	15% x 13.9% x salary	\$

Director, Employee Evaluations	80% x (b)	80% x 13.9% x salary	\$(b)(4)
Employee Relations Specialists (3)	3 @ 15% x (b)(4)	3 @ 15% x 13.9% x salary	\$
Compensation Analyst	30% x (b)(4)	30% x 13.9% x salary	\$
Executive Secretary	10% x (b)	10% x 13.9% x salary	\$
Principal Coaches (2)	2 @ 100% x (b)(4)	2 @ 100% x 13.9% x salary	\$
Principal Mentors (5)	5 @ 100% x (b)	5 @ 100% x 13.9% x salary	\$
School Liaisons (26)	0	26 x 9.7% x salary	\$
Instructional Coaches (52)	0	52 x 9.7% x salary	\$
Total – Year 4			\$

**Project Year 5 (2016-17)**

Fringe benefits are calculated as follows:

Personnel: The following personnel will have fringe benefits paid with in-kind funds. FICA is calculated at \$(b)(4) per FTE, and fringe benefits are calculated at 13.9% or 9.7%, depending on employee classification.	FICA	Fringe Calculation	Total
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Chief Human Resources Officer	80% x (b)	80% x 13.9% x salary	\$(b)(4)
Director, Employee Evaluations	80% x (b)(4)	80% x 13.9% x salary	\$
Chief Talent Development Officer	40% x (b)(4)	40% x 13.9% x salary	\$
Evaluation and Grant Coordinators (2)	2 @ 50% x (b)(4)	2 @ 50% x 13.9% x salary	\$
Director, Leadership Development	15% x (b)(4)	15% x 13.9% x salary	\$
Director, Professional Development Support	15% x (b)(4)	15% x 13.9% x salary	\$
Director, Teacher Development	15% x (b)(4)	15% x 13.9% x salary	\$
Director, Employee Evaluations	80% x (b)(4)	80% x 13.9% x salary	\$
Employee Relations Specialists (3)	3 @ 15% x (b)(4)	3 @ 15% x 13.9% x salary	\$
Compensation Analyst	30% x (b)(4)	30% x 13.9% x salary	\$
Executive Secretary	10% x (b)(4)	10% x 13.9% x salary	\$
Principal Coaches (2)	2 @ 100% x (b)(4)	2 @ 100% x 13.9% x salary	\$

Principal Mentors (5)	5 @ 100% x (b)(4)	5 @ 100% x 13.9% x salary	\$(b)(4)
School Liaisons (26)	0	26 x 9.7% x salary	\$
Instructional Coaches (52)	0	52 x 9.7% x salary	\$
Total – Year 5			\$

### Travel

**Project Years 1-5 (2012-17).** BCPS will provide \$(b)(4) to cover travel during the project period. These funds cover mileage for grant staff to attend meetings and visit the 26 TIF schools, and for travel expenses for key project staff related to professional learning for design and implementation of project activities.

Category	Cost per Year	Total Budget (Project Years 1-5)
Travel for Professional Learning. Funds cover expenses for key grant staff to attend state professional learning opportunities in compensation, STEM, Common Core, Marzano evaluation, and meetings/conferences that assist in the development of the career ladder positions. The amount budgeted per year is \$(b)(4).	\$(b)(4)/year	(b)(4)
Mileage. Funds to cover mileage will enable grant staff to attend district meetings and to visit the 26 TIF schools to provide support and services. The amount budgeted per year is \$(b)(4) and covers the mileage accumulated by two (2) Evaluation Coordinators and one (1) Director, Employee Evaluations.	\$(b)(4)/year	
Total		

**Supplies**

**Project Years 1-5 (2012-17).** In-kind funds in the amount of \$(b)(4) over the span of the project will provide supplies for the project. These supplies include office supplies to support grant activities, specifically communications and workload management for evaluation staff.

Category	Cost per Year	Total Budget (Years 1-5)
Office Supplies. Office supplies are needed to support grant activities for workload management and communication between schools and evaluation personnel. A budget of \$(b)(4) per year is available for this purpose.	\$(b)(4)/year	\$(b)(4)

**Other**

**Project Years 1-5 (2012-17).** BCPS will contribute \$(b)(4) in non-federal funds to disseminate information concerning the project’s evaluation and compensation systems to BCPS employees.

Category	Cost per Year	Total Budget (Years 1-5)
Website Design. A budget of \$(b)(4) per year is allocated to maintain and update BCPS’ websites that are used to communicate with employees concerning the evaluation and compensation systems in this project.	\$(b)(4)/year	\$(b)(4)

**NON-TIF FEDERAL FUNDS**

The following federal funding, already allocated to BCPS, will be leveraged to support the activities outlined in the proposed project:

	Year 1	Year 2	Year 3	Year 4	Year 5
ESEA Title II, Part A	\$(b)(4)				
		(projected)	(projected)	(projected)	(projected)

RTTT	(b)(4)
SIG	
PROPEL	
Magnet Schools Assistance Program Grant	
Total	

**ESEA Title II, Part A** funds will continue to be used to provide professional development to educators based on their evaluation results. Professional development in core academic subjects is an allowable use of these Federal funds. Approximately \$3,000,000 of Title II-A funding is allocated across BCPS for professional development, of which \$261,745 will support the 26 high-need schools targeted through TIF on an annual basis, pending continued funding.

**Race to the Top (RTTT)** funding will be used to support the ongoing development and refinement of the teacher and principal evaluation systems, as well as the implementation of training in Marzano’s Causal Model and use of iObservation. In addition, RTTT is supporting the development of data systems that allow for data-driven decision making. RTTT monitoring will be dovetailed with TIF evaluation, so that data collected will inform the ongoing implementation of both grant projects. Race to the Top funding will also be used for professional development related to the Common Core. Additional RTTT funding will provide partial funding for differential pay for principals and teachers in academic year 2013-2014. The total amount of RTTT funding that will directly support TIF schools or the district-wide systems that support the enhanced HCMS totals \$4,350,000 over Year 1 and Year 2 of the grant period.

**School Improvement Grant (SIG)** funds are used to fund instructional coaches to work with teachers in the SIG schools and for the differentiated pay and pay for performance plans in those schools. Identified high-need schools for TIF include eight SIG schools, and SIG funding will be leveraged so that the two projects may be mutually supportive. The Project Management Team will utilize past lessons learned from SIG implementation to inform the work of TIF-funded components. Given current funding levels, SIG funding is expected to provide \$939,128 for teacher compensation and \$21,000 for school administrators for the first two years of the project.

A **PROPEL** State subgrant from federal funds in collaboration with Florida Atlantic University underwrites the development of the PROPEL accelerated instructional program for teachers who wish to become school administrators. This high pressure, intense pathway allows teachers to

earn Masters degrees in leadership, achieve their certification in administration, and begin in their role as instructional leader with job-embedded training in only 2-3 years. In addition, the PROPEL project will build a cadre of mentors to serve its principals. PROPEL funds for Principal Mentors will be leveraged in the amount of \$65,000 per year for the first three years of the project.

**A Magnet Schools Assistance Program Grant** (also federal dollars), in partnership with Florida Atlantic University, supported teacher training for 125 teachers and administrators at 6 proposed TIF schools during Summer 2012. In addition, 300 students from these schools attended a summer enrichment program during Summer 2012. During the grant period, FAU's College of Engineering and Computer Sciences will provide instructional support and ongoing training at the six Growing STEM Magnet middle schools, which are all identified high-need TIF schools. The focus will be STEM curriculum through project-based learning activities and labs. FAU administration will select six highly-qualified teaching assistants to work with the math and science teachers of STEM Magnet classes. The instructional support will be for a total of 16 weeks from September to December 2012. Funding for Fall 2012 activities totals \$34,000.

The total amount of Non-TIF federal funds that will be leveraged to support LEAP is \$7,807,981.

# 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>	The School Board of Broward County, Florida
<b>Applicant's DUNS Name:</b>	0772834710000
<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

The School Board of Broward County, Florida

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	3,539,600.00	4,212,932.00	6,244,256.00	6,302,979.00	6,364,213.00	26,663,980.00
2. Fringe Benefits	508,639.00	686,623.00	1,192,267.00	1,201,479.00	1,211,041.00	4,800,049.00
3. Travel	23,375.00	24,875.00	16,375.00	19,375.00	16,875.00	100,875.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	107,000.00	10,000.00	15,000.00	5,000.00	5,000.00	142,000.00
6. Contractual	2,236,000.00	1,036,000.00	108,000.00	33,000.00	38,000.00	3,451,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	1,747,500.00	1,747,500.00	1,553,000.00	1,553,000.00	1,490,500.00	8,091,500.00
9. Total Direct Costs (lines 1-8)	8,162,114.00	7,717,930.00	9,128,898.00	9,114,833.00	9,125,629.00	43,249,404.00
10. Indirect Costs*	1,444,694.00	1,366,073.00	1,615,815.00	1,613,325.00	1,615,236.00	7,655,143.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	9,606,808.00	9,084,003.00	10,744,713.00	10,728,158.00	10,740,865.00	50,904,547.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2012 To: 06/30/2013 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): Florida Department of Education

The Indirect Cost Rate is 17.70 %.

(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 The School Board of Broward County, Florida	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	611,886.00	1,218,558.00	1,495,639.00	1,537,342.00	1,580,295.00	6,443,720.00
2. Fringe Benefits	116,038.00	237,195.00	292,612.00	301,084.00	309,809.00	1,256,738.00
3. Travel	8,700.00	8,700.00	8,700.00	8,700.00	8,700.00	43,500.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	15,000.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	25,000.00
9. Total Direct Costs (lines 1-8)	744,624.00	1,472,453.00	1,804,951.00	1,855,126.00	1,906,804.00	7,783,958.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	744,624.00	1,472,453.00	1,804,951.00	1,855,126.00	1,906,804.00	7,783,958.00

**SECTION C - BUDGET NARRATIVE (see instructions)**

## Domain 1: Classroom Strategies and Behaviors

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.

### DQ1: Communicating Learning Goals and Feedback

1. Providing Clear Learning Goals and Scales (Rubrics)
2. Tracking Student Progress
3. Celebrating Success

### DQ6: Establishing Rules and Procedures

4. Establishing Classroom Routines
5. Organizing the Physical Layout of the Classroom

**Note:** DQ refers to Design Questions in the Marzano Art and Science of Teaching Framework. The nine (9) DQs organize the 41 elements in Domain 1.

The final Design Question, DQ10: Developing Effective Lessons Organized into a Cohesive Unit is contained in Domain 2: Planning and Preparing.

### DQ2: Helping Students Interact with New Knowledge

6. Identifying Critical Information
7. Organizing Students to Interact with New Knowledge
8. Previewing New Content
9. Chunking Content into "Digestible Bites"
10. Processing of New Information
11. Elaborating on New Information
12. Recording and Representing Knowledge
13. Reflecting on Learning

### DQ3: Helping Students Practice and Deepen New Knowledge

14. Reviewing Content
15. Organizing Students to Practice and Deepen Knowledge
16. Using Homework
17. Examining Similarities and Differences
18. Examining Errors in Reasoning
19. Practicing Skills, Strategies, and Processes
20. Revising Knowledge

### DQ4: Helping Students Generate and Test Hypotheses

21. Organizing Students for Cognitively Complex Tasks
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
23. Providing Resources and Guidance

### DQ5: Engaging Students

24. Noticing When Students are Not Engaged
25. Using Academic Games
26. Managing Response Rates
27. Using Physical Movement
28. Maintaining a Lively Pace
29. Demonstrating Intensity and Enthusiasm
30. Using Friendly Controversy
31. Providing Opportunities for Students to Talk about Themselves
32. Presenting Unusual or Intriguing Information

### DQ7: Recognizing Adherence to Rules and Procedures

33. Demonstrating "Withitness"
34. Applying Consequences for Lack of Adherence to Rules and Procedures
35. Acknowledging Adherence to Rules and Procedures

### DQ8: Establishing and Maintaining Effective Relationships with Students

36. Understanding Students' Interests and Background
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
38. Displaying Objectivity and Control

### DQ9: Communicating High Expectations for All Students

39. Demonstrating Value and Respect for Low Expectancy Students
40. Asking Questions of Low Expectancy Students
41. Probing Incorrect Answers with Low Expectancy Students

## Domain 2: Planning and Preparing

## Domain 3: Reflecting on Teaching

## Domain 4: Collegiality and Professionalism

### Planning and Preparing for Lessons and Units

- 42. Effective Scaffolding of Information with Lessons
- 43. Lessons within Units
- 44. Attention to Established Content Standards

### Planning and Preparing for Use of Resources and Technology

- 45. Use of Available Traditional Resources
- 46. Use of Available Technology

### Planning and Preparing for the Needs of English Language Learners

- 47. Needs of English Language Learners

### Planning and Preparing for the Needs of Students Receiving Special Education

- 48. Needs of Students Receiving Special Education

### Planning and Preparing for the Needs of Students Who Lack Support for Schooling

- 49. Needs of Students Who Lack Support for Schooling

### Evaluating Personal Performance

- 50. Identifying Areas of Pedagogical Strength and Weakness
- 51. Evaluating the Effectiveness of Individual Lessons and Units
- 52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

### Developing and Implementing a Professional Growth Plan

- 53. Developing a Written Growth and Development Plan
- 54. Monitoring Progress Relative to the Professional Growth and Development Plan

### Promoting a Positive Environment

- 55. Promoting Positive Interactions with Colleagues
- 56. Promoting Positive Interactions about Students and Parents

### Promoting Exchange of Ideas and Strategies

- 57. Seeking Mentorship for Areas of Need or Interest
- 58. Mentoring Other Teachers and Sharing Ideas and Strategies

### Promoting District and School Development

- 59. Adhering to District and School Rule and Procedures
- 60. Participating in District and School Initiatives

# Marzano Protocol: Lesson Segments Involving Routine Events

## DQ1: Communicating Learning Goals and Feedback

### 1. Providing Clear Learning Goals and Scales (Rubrics)

The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.

#### Teacher Evidence

- Teacher has a learning goal posted so that all students can see it
- The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment
- Teacher makes reference to the learning goal throughout the lesson
- Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it
- Teacher makes reference to the scale or rubric throughout the lesson

#### Student Evidence

- When asked, students can explain the learning goal for the lesson
- When asked, students can explain how their current activities relate to the learning goal
- When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric

#### Scale Levels: (choose one)

| Innovating | Applying | Developing | Beginning | Not Using | Not Applicable

#### Scale

	Innovating	Applying	Developing	Beginning	Not Using
<b>Providing clear learning goals and scales (rubrics)</b>	Adapts and creates new strategies for unique student needs and situations.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students understanding of the learning goal and the levels of performance.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

#### Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
<b>Providing clear learning goals and scales (rubrics)</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for providing clearly stated learning goals and rubrics that address the unique student needs and situations?	In addition to providing a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, how can you monitor students understanding of the learning goal and the levels of performance?	How can you provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance?	How can you begin to incorporate some aspects of this strategy into your instruction?

## 2. Tracking Student Progress

The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment.

### Teacher Evidence

- Teacher helps student track their individual progress on the learning goal
- Teacher uses formal and informal means to assign scores to students on the scale or rubric depicting student status on the learning goal
- Teacher charts the progress of the entire class on the learning goal

### Student Evidence

- When asked, students can describe their status relative to the learning goal using the scale or rubric
- Students systematically update their status on the learning goal

### Scale Levels: (choose one)

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

### Scale

	Innovating	Applying	Developing	Beginning	Not Using
<b>Tracking student progress</b>	Adapts and creates new strategies for unique student needs and situations.	Facilitates tracking of student progress using a formative approach to assessment and monitors the extent to which students understand their level of performance.	Facilitates tracking of student progress using a formative approach to assessment.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

### Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
<b>Tracking student progress</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for facilitating tracking of student progress using a formative approach to assessment, that address unique student needs and situations?	In addition to facilitating tracking of student progress using a formative approach to assessment, how can you monitor the extent to which students understand their level of performance?	How can you facilitate tracking of student progress using a formative approach to assessment?	How can you begin to incorporate some aspects of this strategy into your instruction?

**3. Celebrating Success**

The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal.

**Teacher Evidence**

- Teacher acknowledges students who have achieved a certain score on the scale or rubric
- Teacher acknowledges students who have made gains in their knowledge and skill relative to the learning goal
- Teacher acknowledges and celebrates the final status and progress of the entire class
- Teacher uses a variety of ways to celebrate success
  - Show of hands
  - Certification of success
  - Parent notification
  - Round of applause

**Student Evidence**

- Student show signs of pride regarding their accomplishments in the class
- When asked, students say they want to continue to make progress

**Scale Levels: (choose one)**

| Innovating      | Applying      | Developing      | Beginning      | Not Using      | Not Applicable

**Scale**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Celebrating success</b>	Adapts and creates new strategies for unique student needs and situations.	Provides students with recognition of their current status and their knowledge gain relative to the learning goal and monitors the extent to which students are motivated to enhance their status.	Provides students with recognition of their current status and their knowledge gain relative to the learning goal.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Celebrating success</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for providing students with recognition of their current status and their knowledge gain relative to the learning goal that address unique student needs and situations?	In addition to providing students with recognition of their current status and their knowledge gain relative to the learning goal, how can you monitor the extent to which students are motivated to enhance their status?	How can you provide students with recognition of their current status and their knowledge gain relative to the learning goal?	How can you begin to incorporate some aspects of this strategy into your instruction?

## Student Interviews

### Student Questions:

- What learning goal did today's lesson focus on?
- How well are you doing on that learning goal?
- Describe the different levels you can be at on the learning goal.

**DQ 6: Establishing Rules and Procedures**

<b>4. Establishing Classroom Routines</b>
The teacher reviews expectations regarding rules and procedures to ensure their effective execution.
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher involves students in designing classroom routines <input type="checkbox"/> Teacher uses classroom meetings to review and process rules and procedures <input type="checkbox"/> Teacher reminds students of rules and procedures <input type="checkbox"/> Teacher asks students to restate or explain rules and procedures <input type="checkbox"/> Teacher provides cues or signals when a rule or procedure should be used
<b>Student Evidence</b> <input type="checkbox"/> Students follow clear routines during class <input type="checkbox"/> When asked, students can describe established rules and procedures <input type="checkbox"/> When asked, students describe the classroom as an orderly place <input type="checkbox"/> Students recognize cues and signals by the teacher <input type="checkbox"/> Students regulate their own behavior
<b>Scale Levels: (choose one)</b> <input type="checkbox"/> Innovating <input type="checkbox"/> Applying <input type="checkbox"/> Developing <input type="checkbox"/> Beginning <input type="checkbox"/> Not Using <input type="checkbox"/> Not Applicable

**Scale**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Establishing classroom routines</b>	Adapts and creates new strategies for unique student needs and situations.	Establishes and reviews expectations regarding rules and procedures and monitors the extent to which students understand the rules and procedures.	Establishes and reviews expectations regarding rules and procedures.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Establishing classroom routines</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create strategies for establishing and reviewing expectations, rules, and procedures that address unique student needs and situations?	In addition to establishing and reviewing expectations regarding rules and procedures, how can you monitor the extent to which students understand the rules and procedures?	How can you establish and review expectations regarding rules and procedures?	How can you begin to incorporate some aspects of this strategy into your instruction?

### 5. Organizing the Physical Layout of the Classroom

The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning.

#### Teacher Evidence

- The physical layout of the classroom has clear traffic patterns
- The physical layout of the classroom provides easy access to materials and centers
- The classroom is decorated in a way that enhances student learning:
  - Bulletin boards relate to current content
  - Students work is displayed

#### Student Evidence

- Students move easily about the classroom
- Students make use of materials and learning centers
- Students attend to examples of their work that are displayed
- Students attend to information on the bulletin boards
- Students can easily focus on instruction

#### Scale Levels: (choose one)

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

#### Scale

	Innovating	Applying	Developing	Beginning	Not Using
<b>Organizing the physical layout of the classroom</b>	Adapts and creates new strategies for unique student needs and situations.	Organizes the physical layout of the classroom to facilitate movement and focus on learning and monitors the impact of the environment on student learning.	Organizes the physical layout of the classroom to facilitate movement and focus on learning.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

#### Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
<b>Organizing the physical layout of the classroom</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for organizing the physical layout of the classroom to facilitate movement and focus on learning that address unique student needs and situations?	In addition to organizing the physical layout of the classroom to facilitate movement and focus on learning, how can you monitor the impact of the environment on student learning?	How can you organize the physical layout of the classroom to facilitate movement and focus on learning?	How can you begin to incorporate some aspects of this strategy into your instruction?

#### Student Interviews

##### Student Questions:

- What are the regular rules and procedures you are expected to follow in class?
- How well do you do at following the rules and procedures and why?

## 6. Identifying Critical Information

The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.

### Teacher Evidence

- Teacher begins the lesson by explaining why upcoming content is important
- Teacher tells students to get ready for some important information
- Teacher cues the importance of upcoming information in some indirect fashion
  - Tone of voice
  - Body position
  - Level of excitement

### Student Evidence

- When asked, students can describe the level of importance of the information addressed in class
- When asked, students can explain why the content is important to pay attention to
- Students visibly adjust their level of engagement

### Scale Levels: (choose one)

| Innovating | Applying | Developing | Beginning | Not Using | Not Applicable

### Scale

	Innovating	Applying	Developing	Beginning	Not Using
<b>Identifying critical information</b>	Adapts and creates new strategies for unique student needs and situations.	Signals to students which content is critical versus non-critical and monitors the extent to which students are attending to critical information.	Signals to students which content is critical versus non-critical.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

### Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
<b>Identifying critical information</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for identifying critical information that address unique student needs and situations?	In addition to signaling to students which content is critical versus non-critical, how might you monitor the extent to which students attend to critical information?	How can you signal to students which content is critical versus non-critical?	How can you begin to incorporate some aspect of this strategy in your instruction?

**7. Organizing Students to Interact with New Knowledge**

The teacher organizes students into small groups to facilitate the processing of new information.

**Teacher Evidence**

- Teacher has established routines for student grouping and student interaction in groups
- Teacher organizes students into ad hoc groups for the lesson
  - Diads
  - Triads
  - Small groups up to about 5

**Student Evidence**

- Students move to groups in an orderly fashion
- Students appear to understand expectations about appropriate behavior in groups
  - Respect opinions of others
  - Add their perspective to discussions
  - Ask and answer questions

**Scale Levels: (choose one)**

| Innovating | Applying | Developing | Beginning | Not Using | Not Applicable

**Scale**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Organizing students to interact with new knowledge</b>	Adapts and creates new strategies for unique student needs and situations.	Organizes students into small groups to facilitate the processing of new knowledge and monitors group processing.	Organizes students into small groups to facilitate the processing of new knowledge.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Organizing students to interact with new knowledge</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for organizing students to interact with new knowledge that address unique student needs and situations?	In addition to organizing students into small groups to facilitate the processing of new knowledge, how can you monitor group processes?	How can you organize students into small groups to facilitate the processing of new knowledge?	How can you begin to incorporate some aspect of this strategy in your instruction?

## 8. Previewing New Content

The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages.

### Teacher Evidence

- Teacher uses preview question before reading
- Teacher uses K-W-L strategy or variation of it
- Teacher asks or reminds students what they already know about the topic
- Teacher provides an advanced organizer
  - Outline
  - Graphic organizer
- Teacher has students brainstorm
- Teacher uses anticipation guide
- Teacher uses motivational hook/launching activity
  - Anecdotes
  - Short selection from video
- Teacher uses word splash activity to connect vocabulary to upcoming content

### Student Evidence

- When asked, students can explain linkages with prior knowledge
- When asked, students make predictions about upcoming content
- When asked, students can provide a purpose for what they are about to learn
- Students actively engage in previewing activities

### Scale Levels: (choose one)

| Innovating | Applying | Developing | Beginning | Not Using | Not Applicable

### Scale

	Innovating	Applying	Developing	Beginning	Not Using
<b>Previewing new content</b>	Adapts and creates new strategies for unique student needs and situations.	Engages students in learning activities that require them to preview and link new knowledge to what has been addressed and monitors the extent to which students are making linkages.	Engages students in learning activities that require them to preview and link new knowledge to what has been addressed.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

### Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
<b>Previewing new content</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for previewing new content that address unique student needs and situations?	In addition to engaging students in learning activities that require them to preview and link new knowledge to what has been addressed, how can you also monitor the extent to which students are making linkages?	How can you engage students in learning activities that require them to preview and link new knowledge to what has been addressed?	How can you begin to incorporate some aspect of this strategy in your instruction?

**9. Chunking Content into “Digestible Bites”**

Based on student needs, the teacher breaks the content into small chunks (i.e. digestible bites) of information that can be easily processed by students.

**Teacher Evidence**

- Teacher stops at strategic points in a verbal presentation
- While playing a video tape, the teacher turns the tape off at key junctures
- While providing a demonstration, the teacher stops at strategic points
- While students are reading information or stories orally as a class, the teacher stops at strategic points

**Student Evidence**

- When asked, students can explain why the teacher is stopping at various points
- Students appear to know what is expected of them when the teacher stops at strategic points

**Scale Levels: (choose one)**

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

**Scale**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Chunking content into digestible bites</b>	Adapts and creates new strategies for unique student needs and situations.	Breaks input experiences into small chunks based on student needs and monitors the extent to which chunks are appropriate.	Breaks input experiences into small chunks based on student needs.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Chunking content into digestible bites</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for chunking content into digestible bites that address unique student needs and situations?	In addition to breaking input experiences into small chunks based on student needs, how can you also monitor the extent to which chunks are appropriate?	How can you break input experiences into small chunks based on student needs?	How can you begin to incorporate some aspect of this strategy in your instruction?

**10. Processing New Information**

During breaks in the presentation of content, the teacher engages students in actively processing new information.

**Teacher Evidence**

- Teacher has group members summarize new information
- Teacher employs formal group processing strategies
  - Jigsaw
  - Reciprocal Teaching
  - Concept attainment

**Student Evidence**

- When asked, students can explain what they have just learned
- Students volunteer predictions
- Students voluntarily ask clarification questions
- Groups are actively discussing the content
  - Group members ask each other and answer questions about the information
  - Group members make predictions about what they expect next

**Scale Levels: (choose one)**

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

**Scale**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Processing new information</b>	Adapts and creates new strategies for unique student needs and situations.	Engages students in summarizing, predicting, and questioning activities and monitor the extent to which the activities enhance students' understanding.	Engages students in summarizing, predicting, and questioning activities.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Processing new information</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for processing new information that address unique student needs and situations?	In addition to engaging students in summarizing, predicting, and questioning activities, how can you monitor the extent to which the activities enhance students' understanding?	How can you engage students in summarizing, predicting, and questioning activities?	How can you begin to incorporate some aspect of this strategy in your instruction?

**11. Elaborating on New Information**

The teacher asks questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught.

**Teacher Evidence**

- Teacher asks explicit questions that require students to make elaborative inferences about the content
- Teacher asks students to explain and defend their inferences
- Teacher presents situations or problems that require inferences

**Student Evidence**

- Students volunteer answers to inferential questions
- Students provide explanations and “proofs” for inferences

**Scale Levels:** *(choose one)*

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

**Scale**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Elaborating on new information</b>	Adapts and creates new strategies for unique student needs and situations.	Engages students in answering inferential questions and monitors the extent to which students elaborate on what was explicitly taught.	Engages students in answering inferential questions.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Elaborating on new information</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for elaborating on new information that address unique student needs and situations?	In addition to engaging students in answering inferential questions, how can you monitor the extent to which students elaborate on what was explicitly taught?	How can you engage students in answering inferential questions?	How can you begin to incorporate some aspect of this strategy in your instruction?

## 12. Recording and Representing Knowledge

The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.

### Teacher Evidence

- Teacher asks students to summarize the information they have learned
- Teacher asks students to generate notes that identify critical information in the content
- Teacher asks students to create nonlinguistic representations for new content
  - Graphic organizers
  - Pictures
  - Pictographs
  - Flow charts
- Teacher asks students to create mnemonics that organize the content

### Student Evidence

- Students' summaries and notes include critical content
- Students' nonlinguistic representations include critical content
- When asked, students can explain main points of the lesson

### Scale Levels: (choose one)

| Innovating | Applying | Developing | Beginning | Not Using | Not Applicable

### Scale

	Innovating	Applying	Developing	Beginning	Not Using
<b>Recording and representing knowledge</b>	Adapts and creates new strategies for unique student needs and situations.	Engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways and monitors the extent to which this enhances students' understanding.	Engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

### Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
<b>Recording and representing knowledge</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for recording and representing knowledge that address unique student needs and situations?	In addition to engaging students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways, how can you monitor the extent to which this enhances students' understanding?	How can you engage students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways?	How can you begin to incorporate some aspect of this strategy in your instruction?

### 13. Reflecting on Learning

The teacher engages students in activities that help them reflect on their learning and the learning process.

#### Teacher Evidence

- Teacher asks students to state or record what they are clear about and what they are confused about
- Teacher asks students to state or record how hard they tried
- Teacher asks students to state or record what they might have done to enhance their learning

#### Student Evidence

- When asked, students can explain what they are clear about and what they are confused about
- When asked, students can describe how hard they tried
- When asked, students can explain what they could have done to enhance their learning

#### Scale Levels: (choose one)

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

#### Scale

	Innovating	Applying	Developing	Beginning	Not Using
<b>Reflecting on learning</b>	Adapts and creates new strategies for unique student needs and situations.	Engages students in reflecting on their own learning and the learning process and monitors the extent to which students self-assess their understanding and effort.	Engages students in reflecting on their own learning and the learning process.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

#### Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
<b>Reflecting on learning</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for reflecting on learning that address unique student needs and situations?	In addition to engaging students in reflecting on their own learning and the learning process, how can you monitor the extent to which students self-assess their understanding and effort?	How can you engage students in reflecting on their own learning and the learning process?	How can you begin to incorporate some aspect of this strategy in your instruction?

#### Student Interviews

##### Student Questions:

- Why is the information that you are learning today important?
- How do you know what are the most important things to pay attention to?
- What are the main points of this lesson?

**14. Reviewing Content**

The teacher engages students in a brief review of content that highlights the critical information.

**Teacher Evidence**

- Teacher begins the lesson with a brief review of content
- Teacher uses specific strategies to review information
  - Summary
  - Problem that must be solved using previous information
  - Questions that require a review of content
  - Demonstration
  - Brief practice test or exercise

**Student Evidence**

- When asked, students can describe the previous content on which new lesson is based
- Student responses to class activities indicate that they recall previous content

**Scale Levels: (choose one)**

| Innovating | Applying | Developing | Beginning | Not Using | Not Applicable

**Scale**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Reviewing content</b>	Adapts and creates new strategies for unique student needs and situations.	Engages students in a brief review of content that highlights the critical information and monitors the extent to which students can recall and describe previous content.	Engages students in a brief review of content that highlights the critical information.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Reviewing content</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for reviewing content that address unique student needs and situations?	In addition to, engaging students in a brief review of content, how can you monitor the extent to which students can recall and describe previous content?	How can you engage students in a brief review of content that highlights the critical information?	How can you begin to incorporate some aspect of this strategy in your instruction?

**15. Organizing Students to Practice and Deepen Knowledge**

The teacher uses grouping in ways that facilitate practicing and deepening knowledge.

**Teacher Evidence**

- Teacher organizes students into groups with the expressed idea of deepening their knowledge of informational content
- Teacher organizes students into groups with the expressed idea of practicing a skill, strategy, or process

**Student Evidence**

- When asked, students explain how the group work supports their learning
- While in groups students interact in explicit ways to deepen their knowledge of informational content or, practice a skill, strategy, or process
  - Asking each other questions
  - Obtaining feedback from their peers

**Scale Levels:** (choose one)

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

**Scale**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Organizing students to practice and deepen knowledge</b>	Adapts and creates new strategies for unique student needs and situations.	Organizes students into groups to practice and deepen their knowledge and monitors the extent to which the group work extends their learning.	Organizes students into groups to practice and deepen their knowledge.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Organizing students to practice and deepen knowledge</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for organizing students to practice and deepen knowledge that address unique student needs and situations?	In addition to organizing students into groups to practice and deepen their knowledge, how can you also monitor the extent to which the group work extends their learning?	How can you organize students into groups to practice and deepen their knowledge?	How can you begin to incorporate some aspect of this strategy in your instruction?

**16. Using Homework**

When appropriate (as opposed to routinely) the teacher designs homework to deepen students' knowledge of informational content or, practice a skill, strategy, or process.

**Teacher Evidence**

- Teacher communicates a clear purpose for homework
- Teacher extends an activity that was begun in class to provide students with more time
- Teacher assigns a well crafted homework assignment that allows students to practice and deepen their knowledge independently

**Student Evidence**

- When asked, students can describe how the homework assignment will deepen their understanding of informational content or, help them practice a skill, strategy, or process
- Students ask clarifying questions of the homework that help them understand its purpose

**Scale Levels: (choose one)**

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

**Scale**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Using homework</b>	Adapts and creates new strategies for unique student needs and situations.	When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of informational content or, practice a skill, strategy, or process and monitors the extent to which students understand the homework.	When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of informational content or, practice a skill, strategy, or process.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Using homework</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for assigning homework that address unique student needs and situations?	In addition to assigning homework that is designed to deepen knowledge of informational content or practice a skill, strategy, or process, how can you also monitor the extent to which the group work extends their learning?	How can you assign homework that is designed to deepen knowledge of informational content or practice a skill, strategy, or process?	How can you begin to incorporate some aspect of this strategy in your instruction?

**17. Examining Similarities and Differences**

When the content is informational, the teacher helps students deepen their knowledge by examining similarities and differences.

**Teacher Evidence**

- Teacher engages students in activities that require students to examine similarities and differences between content
  - Comparison activities
  - Classifying activities
  - Analogy activities
  - Metaphor activities
- Teacher facilitates the use of these activities to help students deepen their understanding of content
  - Ask students to summarize what they have learned from the activity
  - Ask students to explain how the activity has added to their understanding

**Student Evidence**

- Student artifacts indicate that their knowledge has been extended as a result of the activity
- When asked about the activity, student responses indicate that they have deepened their understanding
- When asked, students can explain similarities and differences
- Student artifacts indicate that they can identify similarities and differences

**Scale Levels: (choose one)**

| Innovating | Applying | Developing | Beginning | Not Using | Not Applicable

**Scale**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Examining similarities and differences</b>	Adapts and creates new strategies for unique student needs and situations.	When content is informational, engages students in activities that require them to examine similarities and differences, and monitors the extent to which the students are deepening their knowledge.	When content is informational, engages students in activities that require them to examine similarities and differences.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Examining similarities and differences</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for examining similarities and differences that address unique student needs and situations?	In addition to engaging students in examining similarities and differences, how can you monitor the extent to which the students are deepening their knowledge?	How can you engage students in activities that require them to examine similarities and differences?	How can you begin to incorporate some aspect of this strategy in your instruction?

### 18. Examining Errors in Reasoning

When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them.

#### Teacher Evidence

- Teacher asks students to examine information for errors or informal fallacies
  - Faulty logic
  - Attacks
  - Weak reference
  - Misinformation
- Teacher asks students to examine the strength of support presented for a claim
  - Statement of a clear claim
  - Evidence for the claim presented
  - Qualifiers presented showing exceptions to the claim

#### Student Evidence

- When asked, students can describe errors or informal fallacies in information
- When asked, students can explain the overall structure of an argument presented to support a claim
- Student artifacts indicate that they can identify errors in reasoning.

#### Scale Levels: (choose one)

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

#### Scale

	Innovating	Applying	Developing	Beginning	Not Using
<b>Examining errors in reasoning</b>	Adapts and creates new strategies for unique student needs and situations.	When content is informational, engages students in activities that require them to examine their own reasoning or the logic of information as presented to them and monitors the extent to which students are deepening their knowledge.	When content is informational, engages students in activities that require them to examine their own reasoning or the logic of information as presented to them.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

#### Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
<b>Examining errors in reasoning</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for examining their own reasoning or the logic of information that address unique student needs and situations?	In addition to engaging students in examining their own reasoning or the logic of information as presented to them, how can you monitor the extent to which the students are deepening their knowledge?	How can you engage students in activities that require them to examine their own reasoning or the logic of information as presented to them?	How can you begin to incorporate some aspect of this strategy in your instruction?

**19. Practicing Skills, Strategies, and Processes**

When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency.

**Teacher Evidence**

- Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process
- Guided practice if students cannot perform the skill, strategy, or process independently
  - Independent practice if students can perform the skill, strategy, or process independently

**Student Evidence**

- Students perform the skill, strategy, or process with increased confidence
- Students perform the skill, strategy, or process with increased competence

**Scale Levels: (choose one)**

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

**Scale**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Practicing skills, strategies, and processes</b>	Adapts and creates new strategies for unique student needs and situations.	When content involves a skill, strategy, or process, engages students in practice activities and monitors the extent to which the practice is increasing student fluency.	When content involves a skill, strategy, or process, engages students in practice activities.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Practicing skills, strategies, and processes</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create practice activities that increase fluency and address unique student needs and situations?	In addition to engaging students in practice activities, how can you monitor the extent to which the practice is increasing student fluency?	How can you engage students in practice activities when content involves a skill, strategy, or process?	How can you begin to incorporate some aspect of this strategy in your instruction?

## 20. Revising Knowledge

The teacher engages students in revision of previous knowledge about content addressed in previous lessons.

### Teacher Evidence

- Teacher asks students to examine previous entries in their academic notebooks or notes
- The teacher engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content
- Teacher has students explain how their understanding has changed

### Student Evidence

- Students make corrections to information previously recorded about content
- When asked, students can explain previous errors or misconceptions they had about content

### Scale Levels: (choose one)

Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

### Scale

	Innovating	Applying	Developing	Beginning	Not Using
<b>Revising knowledge</b>	Adapts and creates new strategies for unique student needs and situations.	Engages students in revision of previous content and monitors the extent to which these revisions deepen students' understanding.	Engages students in revision of previous content.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

### Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
<b>Revising knowledge</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for revising content that address unique student needs and situations?	In addition to engaging students in revision of previous content, how can you monitor the extent to which these revisions deepen students' understanding?	How can you engage students in the revision of previous content?	How can you begin to incorporate some aspect of this strategy in your instruction?

### Student Interviews

#### Student Questions:

- How did this lesson add to your understanding of the content?
- What changes did you make in your understanding of the content as a result of the lesson?
- What do you still need to understand better?

**21. Organizing Students for Cognitively Complex Tasks**

The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses.

**Teacher Evidence**

- Teacher establishes the need to generate and test hypotheses
- Teacher organizes students into groups to generate and test hypotheses

**Student Evidence**

- When asked, students describe the importance of generating and testing hypotheses about content
- When asked, students explain how groups support their learning
- Students use group activities to help them generate and test hypotheses

**Scale Levels: (choose one)**

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

**Scale**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Organizing students for cognitively complex tasks</b>	Adapts and creates new strategies for unique student needs and situations.	Organizes students into groups to facilitate working on cognitively complex tasks and monitors the extent to which group processes facilitate generating and testing hypotheses.	Organizes students into groups to facilitate working on cognitively complex tasks.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Organizing students for cognitively complex tasks</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for organizing students to complete cognitively complex tasks?	In addition to organizing students in groups for cognitively complex tasks, how can you monitor the extent to which group processes facilitate generating and testing hypotheses?	How can you organize students in groups to facilitate working on cognitively complex tasks?	How can you begin to incorporate some aspect of this strategy in your instruction?

**22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing**

The teacher engages students in complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) that require them to generate and test hypotheses.

**Teacher Evidence**

- Teacher engages students with an explicit decision making, problem solving, experimental inquiry, or investigation task that requires them to generate and test hypotheses
- Teacher facilitates students generating their own individual or group task that requires them to generate and test hypotheses

**Student Evidence**

- Students are clearly working on tasks that require them to generate and test hypotheses
- When asked, students can explain the hypothesis they are testing
- When asked, students can explain whether their hypothesis was confirmed or disconfirmed
- Student artifacts indicate that they can engage in decision making, problem solving, experimental inquiry, or investigation

**Scale Levels: (choose one)**

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

**Scale**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Engaging students in cognitively complex tasks involving hypothesis generation and testing</b>	Adapts and creates new strategies for unique student needs and situations.	Engages students in cognitively complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) and monitors the extent to which students are generating and testing hypotheses.	Engages students in cognitively complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation).	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Engaging students in cognitively complex tasks involving hypothesis generation and testing</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for organizing students to complete cognitively complex tasks?	In addition to engaging students in groups for cognitively complex tasks, involving hypothesis generation and testing, how can you monitor the extent to which students are generating and testing hypotheses?	How can you engage students in cognitively complex tasks involving hypothesis generation and testing?	How can you begin to incorporate some aspect of this strategy in your instruction?

**23. Providing Resources and Guidance**

The teacher acts as resource provider and guide as students engage in cognitively complex tasks

**Teacher Evidence**

- Teacher makes himself/herself available to students who need guidance or resources
  - Circulates around the room
  - Provides easy access to himself/herself
- Teacher interacts with students during the class to determine their needs for hypothesis generation and testing tasks
- Teacher volunteers resources and guidance as needed by the entire class, groups of students, or individual students

**Student Evidence**

- Students seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks
- When asked, students can explain how the teacher provides assistance and guidance in hypothesis generation and testing tasks

**Scale Levels: (choose one)**

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

**Scale**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Providing resources and guidance</b>	Adapts and creates new strategies for unique student needs and situations.	Acts as a guide and resource provider as students engage in cognitively complex tasks and monitors the extent to which students request and use guidance and resources.	Acts as a guide and resource provider as students engage in cognitively complex tasks.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Providing resources and guidance</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for providing resources and guidance?	In addition to acting as a guide and resource provider, how can you monitor the extent to which students request and use guidance and resources?	How can you act as a guide and resource provider as students engage in cognitively complex tasks?	How can you begin to incorporate some aspect of this strategy in your instruction?

**Student Interviews**

**Student Questions:**

- How did this lesson help you apply or use what you have learned?
- What change has this lesson made about your understanding of the content?

**24. Noticing when Students are Not Engaged**

The teacher scans the room making note of when students are not engaged and takes overt action.

**Teacher Evidence**

- Teacher notices when specific students or groups of students are not engaged
- Teacher notices when the energy level in the room is low
- Teacher takes action to re-engage students

**Student Evidence**

- Students appear aware of the fact that the teacher is taking note of their level of engagement
- Students try to increase their level of engagement when prompted
- When asked, students explain that the teacher expects high levels of engagement

**Scale Levels:** *(choose one)*

- Innovating   
  Applying   
  Developing   
  Beginning   
  Not Using   
  Not Applicable

**Scale**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Noticing when students are not engaged</b>	Adapts and creates new strategies for unique student needs and situations.	Scans the room making note of when students are not engaged and takes action and monitors the extent to which students re-engage.	Scans the room making note of when students are not engaged and takes action.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Noticing when students are not engaged</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for noticing when students are not engaged that address unique student needs and situations?	In addition to scanning the room, making note of when students are not engaged and taking action, how can you monitor the extent to which students re-engage?	How can you scan the room making note of when students are not engaged and take action to engage students?	How can you begin to incorporate some aspects of this strategy into your instruction?

**25. Using Academic Games**

The teacher uses academic games and inconsequential competition to maintain student engagement.

**Teacher Evidence**

- Teacher uses structured games such as Jeopardy, family feud, and the like
- Teacher develops impromptu games such as making a game out of which answer might be correct for a given question
- Teacher uses friendly competition along with classroom games

**Student Evidence**

- Students engage in the games with some enthusiasm
- When asked, students can explain how the games keep their interest and help them learn or remember content

**Scale Levels: (choose one)**

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

**Scale**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Using academic games</b>	Adapts and creates new strategies for unique student needs and situations.	Uses academic games and inconsequential competition to maintain student engagement and monitors the extent to which students focus on the academic content of the game.	Uses academic games and inconsequential competition to maintain student engagement.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Using academic games</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for using academic games and inconsequential competition to maintain student engagement that address unique student needs and situations?	In addition to using academic games and inconsequential competition to maintain student engagement, how can you monitor the extent to which students focus on the academic content of the game?	How can you use academic games and inconsequential competition to maintain student engagement?	How can you begin to incorporate this strategy into your instruction?

**26. Managing Response Rates**

The teacher uses response rate techniques to maintain student engagement in questions.

**Teacher Evidence**

- Teacher uses wait time
- Teacher uses response cards
- Teacher has students use hand signals to respond to questions
- Teacher uses choral response
- Teacher uses technology to keep track of students' responses
- Teacher uses response chaining

**Student Evidence**

- Multiple students or the entire class responds to questions posed by the teacher
- When asked, students can describe their thinking about specific questions posed by the teacher

**Scale Levels:** *(choose one)*

| Innovating | Applying | Developing | Beginning | Not Using | Not Applicable

**Scale**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Managing response rates</b>	Adapts and creates new strategies for unique student needs and situations.	Uses response rate techniques to maintain student engagement in questions and monitors the extent to which the techniques keep students engaged.	Uses response rate techniques to maintain student engagement in questions.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Managing response rates</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new response rate techniques to maintain student engagement in questions that address unique student needs and situations?	In addition to using response rate techniques to maintain student engagement in questions, how can you monitor the extent to which the techniques keep students engaged?	How can you use response rate techniques to maintain student engagement in questions?	How can you begin to incorporate this strategy into your instruction?

**27. Using Physical Movement**

The teacher uses physical movement to maintain student engagement.

**Teacher Evidence**

- Teacher has students stand up and stretch or related activities when their energy is low
- Teacher uses activities that require students to physically move to respond to questions
  - Vote with your feet
  - Go to the part of the room that represents the answer you agree with
- Teacher has students physically act out or model content to increase energy and engagement
- Teacher use give-one-get-one activities that require students to move about the room

**Student Evidence**

- Students engage in the physical activities designed by the teacher
- When asked, students can explain how the physical movement keeps their interest and helps them learn

**Scale Levels: (choose one)**

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

**Scale**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Using physical movement</b>	Adapts and creates new strategies for unique student needs and situations.	Uses physical movement to maintain student engagement and monitors the extent to which these activities enhance student engagement.	Uses physical movement to maintain student engagement.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Using physical movement</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new physical movement techniques to maintain student engagement that address unique student needs and situations?	In addition to using physical movement to maintain student engagement, how can you monitor the extent to which these activities enhance student engagement?	How can you use physical movement to maintain student engagement?	How can you begin to incorporate this strategy into your instruction?

**28. Maintaining a Lively Pace**

The teacher uses pacing techniques to maintain students' engagement.

**Teacher Evidence**

- Teacher employs crisp transitions from one activity to another
- Teacher alters pace appropriately (i.e. speeds up and slows down)

**Student Evidence**

- Students quickly adapt to transitions and re-engage when a new activity is begun
- When asked about the pace of the class, students describe it as not too fast or not too slow

**Scale Levels:** *(choose one)*

| Innovating | Applying | Developing | Beginning | Not Using | Not Applicable

**Scale**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Maintaining a lively pace</b>	Adapts and creates new strategies for unique student needs and situations.	Uses pacing techniques to maintain students' engagement and monitors the extent to which these techniques keep students engaged.	Uses pacing techniques to maintain students' engagement.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Maintaining a lively pace</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new pacing techniques that address unique student needs and situations?	In addition to pacing techniques to maintain students' engagement, how can you monitor the extent to which students keep engaged?	How can you use pacing techniques to maintain students' engagement?	How can you begin to incorporate this strategy into your instruction?

**29. Demonstrating Intensity and Enthusiasm**

The teacher demonstrates intensity and enthusiasm for the content in a variety of ways.

**Teacher Evidence**

- Teacher describes personal experiences that relate to the content
- Teacher signals excitement for content by:
  - Physical gestures
  - Voice tone
  - Dramatization of information
- Teacher overtly adjusts energy level

**Student Evidence**

- When asked, students say that the teacher “likes the content” and “likes teaching”
- Students’ attention levels increase when the teacher demonstrates enthusiasm and intensity for the content

**Scale Levels:** *(choose one)*

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

**Scale**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Demonstrating intensity and enthusiasm</b>	Adapts and creates new strategies for unique student needs and situations.	Demonstrates intensity and enthusiasm for the content in a variety of ways and monitors the extent to which students’ engagement increases.	Demonstrates intensity and enthusiasm for the content in a variety of ways.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Demonstrating intensity and enthusiasm</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new techniques for demonstrating intensity and enthusiasm for the content that address unique student needs and situations?	In addition to demonstrating intensity and enthusiasm for the content in a variety of ways, how can you monitor the extent to which students keep engaged?	How can you demonstrate intensity and enthusiasm for the content in a variety of ways?	How can you begin to incorporate this strategy into your instruction?

**30. Using Friendly Controversy**

The teacher uses friendly controversy techniques to maintain student engagement.

**Teacher Evidence**

- Teacher structures mini-debates about the content
- Teacher has students examine multiple perspectives and opinions about the content
- Teacher elicits different opinions on content from members of the class

**Student Evidence**

- Students engage in friendly controversy activities with enhanced engagement
- When asked, students describe friendly controversy activities as “stimulating,” “fun,” and so on.
- When asked, students explain how a friendly controversy activity helped them better understand the content

**Scale Levels:** *(choose one)*

- | Innovating    | Applying    | Developing    | Beginning    | Not Using    | Not Applicable

**Scale**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Using friendly controversy</b>	Adapts and creates new strategies for unique student needs and situations.	Uses friendly controversy techniques to maintain student engagement and monitors the effect on students' engagement.	Uses friendly controversy techniques to maintain student engagement.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Using friendly controversy</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new techniques for using friendly controversy to maintain student engagement that address unique student needs and situations?	In addition to using friendly controversy techniques to maintain student engagement, how can you monitor the extent to which students keep engaged?	How can you use friendly controversy techniques to maintain student engagement?	How can you begin to incorporate this strategy into your instruction?

**31. Providing Opportunities for Students to Talk about Themselves**

The teacher provides students with opportunities to relate what is being addressed in class to their personal interests.

**Teacher Evidence**

- Teacher is aware of student interests and makes connections between these interests and class content
- Teacher structures activities that ask students to make connections between the content and their personal interests
- When students are explaining how content relates to their personal interests, the teacher appears encouraging and interested

**Student Evidence**

- Students engage in activities that require them to make connections between their personal interests and the content
- When asked, students explain how making connections between content and their personal interests engages them and helps them better understand the content

**Scale Levels:** *(choose one)*

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

**Scale**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Providing opportunities for students to talk about themselves</b>	Adapts and creates new strategies for unique student needs and situations.	Provides students with opportunities to relate what is being addressed in class to their personal interests and monitors the extent to which these activities enhance student engagement.	Provides students with opportunities to relate what is being addressed in class to their personal interests.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Providing opportunities for students to talk about themselves</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new techniques for providing students with opportunities to relate what is being addressed in class to their personal interests that address unique student needs and situations?	In addition to providing students with opportunities to relate what is being addressed in class to their personal interests, how can you monitor the extent to which these activities enhance student engagement?	How can you provide students with opportunities to relate what is being addressed in class to their personal interests?	How can you begin to incorporate this strategy into your instruction?

**32. Presenting Unusual or Intriguing Information**

The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement.

**Teacher Evidence**

- Teacher systematically provides interesting facts and details about the content
- Teacher encourages students to identify interesting information about the content
- Teacher engages students in activities like “Believe it or not” about the content
- Teacher uses guest speakers to provide unusual information about the content

**Student Evidence**

- Students’ attention increases when unusual information is presented about the content
- When asked, students explain how the unusual information makes them more interested in the content

**Scale Levels:** *(choose one)*

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

**Scale**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Presenting unusual or intriguing information</b>	Adapts and creates new strategies for unique student needs and situations.	Uses unusual or intriguing information about the content and monitors the extent to which this information enhances students’ interest in the content.	Uses unusual or intriguing information about the content.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Presenting unusual or intriguing information</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new techniques for using unusual or intriguing information about the content that address unique student needs and situations?	In addition to using unusual or intriguing information about the content, how can you monitor the extent to which this information enhances students’ interest in the content?	How can you use unusual or intriguing information about the content?	How can you begin to incorporate this strategy into your instruction?

**Student Interviews**

**Student Questions:**

- How engaged were you in this lesson?
- What are some things that keep your attention?
- What are some things that made you bored?

**33. Demonstrating “Withitness”**

The teacher uses behaviors associated with “withitness” to maintain adherence to rules and procedures.

**Teacher Evidence**

- Teacher physically occupies all quadrants of the room
- Teacher scans the entire room making eye contact with all students
- Teacher recognizes potential sources of disruption and deals with them immediately
- Teacher proactively addresses inflammatory situations

**Student Evidence**

- Students recognize that the teacher is aware of their behavior
- When asked, students describe the teacher as “aware of what is going on” or “has eyes on the back of his/her head”

**Scale Levels: (choose one)**

| Innovating | Applying | Developing | Beginning | Not Using | Not Applicable

**Scale**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Demonstrating “Withitness”</b>	Adapts and creates new strategies for unique student needs and situations.	Uses behaviors associated with “withitness” and monitors the effect on students’ behavior.	Uses behaviors associated with “withitness”.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Demonstrating “Withitness”</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new techniques for using behaviors associated with “withitness” that address unique student needs and situations?	In addition to, using behaviors associated with “withitness,” how can you monitor the effect on students’ behavior?	How can you use behaviors associated with “withitness”?	How can you begin to incorporate this strategy into your instruction?

**34. Applying Consequences for Lack of Adherence to Rules and Procedures**

The teacher applies consequences for not following rules and procedures consistently and fairly.

**Teacher Evidence**

- Teacher provides nonverbal signals when students' behavior is not appropriate
  - Eye contact
  - Proximity
  - Tap on the desk
  - Shaking head, no
- Teacher provides verbal signals when students' behavior is not appropriate
  - Tells students to stop
  - Tells students that their behavior is in violation of a rule or procedure
- Teacher uses group contingency consequences when appropriate (i.e. whole group must demonstrate a specific behavior)
- Teacher involves the home when appropriate (i.e. makes a call home to parents to help extinguish inappropriate behavior)
- Teacher uses direct cost consequences when appropriate (e.g. student must fix something he or she has broken)

**Student Evidence**

- Students cease inappropriate behavior when signaled by the teacher
- Students accept consequences as part of the way class is conducted
- When asked, students describe the teacher as fair in application of rules

**Scale Levels: (choose one)**

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

**Scale**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Applying consequences for lack of adherence to rules and procedures</b>	Adapts and creates new strategies for unique student needs and situations.	Applies consequences for not following rules and procedures consistently and fairly and monitors the extent to which rules and procedures are followed.	Applies consequences for not following rules and procedures consistently and fairly.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Applying consequences for lack of adherence to rules and procedures</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for applying consequences for not following rules and procedures consistently and fairly that address unique student needs and situations?	In addition to, applying consequences for not following rules and procedures consistently and fairly, how can you monitor the extent to which rules and procedures are followed?	How can you apply consequences for not following rules and procedures consistently and fairly?	How can you begin to incorporate this strategy into your instruction?

**35. Acknowledging Adherence to Rules and Procedures**

The teacher consistently and fairly acknowledges adherence to rules and procedures.

**Teacher Evidence**

- Teacher provides nonverbal signals that a rule or procedure has been followed:
  - Smile
  - Nod of head
  - High Five
- Teacher gives verbal cues that a rule or procedure has been followed:
  - Thanks students for following a rule or procedure
  - Describes student behaviors that adhere to rule or procedure
- Teacher notifies the home when a rule or procedure has been followed
- Teacher uses tangible recognition when a rule or procedure has been followed:
  - Certificate of merit
  - Token economies

**Student Evidence**

- Students appear appreciative of the teacher acknowledging their positive behavior
- When asked, students describe teacher as appreciative of their good behavior
- The number of students adhering to rules and procedures increases

**Scale Levels: (choose one)**

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

**Scale**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Acknowledging adherence to rules and procedures</b>	Adapts and creates new strategies for unique student needs and situations.	Acknowledges adherence to rules and procedures consistently and fairly and monitors the extent to which new actions affect students' behavior.	Acknowledges adherence to rules and procedures consistently and fairly.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Acknowledging adherence to rules and procedures</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for acknowledging adherence to rules and procedures consistently and fairly that address unique student needs and situations?	In addition to, acknowledging adherence to rules and procedures consistently and fairly, how can you monitor the extent to which new actions affect students' behavior?	How can you acknowledge adherence to rules and procedures consistently and fairly?	How can you begin to incorporate this strategy into your instruction?

**Student Interviews**

**Student Questions:**

- How well did you do at following classroom rules and procedures during this lesson?
- What are some things that helped you follow the rules and procedures?
- What are some things that didn't help you follow the rules and procedures?

**36. Understanding Students' Interests and Background**

The teacher uses students' interests and background to produce a climate of acceptance and community.

**Teacher Evidence**

- Teacher has side discussions with students about events in their lives
- Teacher has discussions with students about topics in which they are interested
- Teacher builds student interests into lessons

**Student Evidence**

- When asked, students describe the teacher as someone who knows them and/or is interested in them
- Students respond when teacher demonstrates understanding of their interests and background
- When asked students say they feel accepted

**Scale Levels: (choose one)**

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

**Scale**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Understanding students' interests and background</b>	Adapts and creates new strategies for unique student needs and situations.	Uses students' interests and background during interactions with students and monitors the sense of community in the classroom.	Uses students' interests and background during interactions with students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Understanding students' interests and background</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for using students' interests and backgrounds during interactions with students that address unique student needs and situations?	In addition to using students' interests and background during interactions with students, how can you monitor the extent to which a sense of community is formed in the classroom?	How can you use students' interests and background during interactions with students?	How can you begin to incorporate this strategy into your instruction?

**37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students**

When appropriate, the teacher uses verbal and nonverbal behavior that indicates caring for students.

**Teacher Evidence**

- Teacher compliments students regarding academic and personal accomplishments
- Teacher engages in informal conversations with students that are not related to academics
- Teacher uses humor with students when appropriate
- Teacher smiles, nods, (etc) at students when appropriate
- Teacher puts hand on students' shoulders when appropriate

**Student Evidence**

- When asked, students describe teacher as someone who cares for them
- Students respond to teachers verbal interactions
- Students respond to teachers nonverbal interactions

**Scale Levels:** (choose one)

| Innovating | Applying | Developing | Beginning | Not Using | Not Applicable

**Scale**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Using verbal and nonverbal behaviors that indicate caring for students</b>	Adapts and creates new strategies for unique student needs and situations.	Uses verbal and nonverbal behaviors that indicate caring for students and monitors the quality of relationships in the classroom.	Uses verbal and nonverbal behaviors that indicate caring for students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Using verbal and nonverbal behaviors that indicate caring for students</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for using verbal and nonverbal behaviors that indicate caring for students that address unique student needs and situations?	In addition to using verbal and nonverbal behaviors that indicate caring for students how can you monitor the quality of relationships in the classroom?	How can you use verbal and nonverbal behaviors that indicate caring for students?	How can you begin to incorporate this strategy into your instruction?

**38. Displaying Objectivity and Control**

The teacher behaves in an objective and controlled manner.

**Teacher Evidence**

- Teacher does not exhibit extremes in positive or negative emotions
- Teacher addresses inflammatory issues and events in a calm and controlled manner
- Teacher interacts with all students in the same calm and controlled fashion
- Teacher does not demonstrate personal offense at student misbehavior

**Student Evidence**

- Students are settled by the teacher's calm demeanor
- When asked, the students describe the teacher as in control of himself/herself and in control of the class
- When asked, students say that the teacher does not hold grudges or take things personally

**Scale Levels: (choose one)**

| Innovating | Applying | Developing | Beginning | Not Using | Not Applicable

**Scale**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Displaying emotional objectivity and control</b>	Adapts and creates new strategies for unique student needs and situations.	Behaves in an objective and controlled manner and monitors the effect on the classroom climate.	Behaves in an objective and controlled manner.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Displaying emotional objectivity and control</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for behaving in an objective and controlled manner that address unique student needs and situations?	In addition to behaving in an objective and controlled manner, how can you monitor the effect on the classroom climate?	How can you behave in an objective and controlled manner?	How can you begin to incorporate this strategy into your instruction?

**Student Interviews**

**Student Questions:**

- How much did you feel accepted and welcomed in the class today?
- What are some things that made you feel accepted and welcomed?
- What are some things that did not make you feel accepted and welcomed?

**39. Demonstrating Value and Respect for Low Expectancy Students**

The teacher exhibits behaviors that demonstrate value and respect for low expectancy students.

**Teacher Evidence**

- When asked, the teacher can identify the students for whom there have been low expectations and the various ways in which these students have been treated differently from high expectancy students
- The teacher provides low expectancy with nonverbal indications that they are valued and respected:
  - Makes eye contact
  - Smiles
  - Makes appropriate physical contact
- The teacher proves low expectancy students with verbal indications that they are valued and respected:
  - Playful dialogue
  - Addressing students in a manner they view as respectful
- Teacher does not allow negative comments about low expectancy students

**Student Evidence**

- When asked, students say that the teacher cares for all students
- Students treat each other with respect

**Scale Levels:** *(choose one)*

| Innovating    | Applying    | Developing    | Beginning    | Not Using    | Not Applicable

**Scale**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Communicating value and respect for low expectancy students</b>	Adapts and creates new strategies for unique student needs and situations.	Exhibits behaviors that demonstrate value and respect for low expectancy students and monitors the impact on low expectancy students.	Exhibits behaviors that demonstrate value and respect for low expectancy students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Communicating value and respect for low expectancy students</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for behaviors that demonstrate value and respect for low expectancy students that address unique student needs and situations?	In addition to exhibiting behaviors that demonstrate value and respect for low expectancy students, how can you monitor the impact on low expectancy students?	How can you exhibit behaviors that demonstrate value and respect for low expectancy students?	How can you begin to incorporate this strategy into your instruction?

**40. Asking Questions of Low Expectancy Students**

The teacher asks questions of low expectancy students with the same frequency and depth as with high expectancy students.

**Teacher Evidence**

- Teacher makes sure low expectancy students are asked questions at the same rate as high expectancy students
- Teacher makes sure low expectancy students are asked complex questions at the same rate as high expectancy students

**Student Evidence**

- When asked, students say the teacher expects everyone to participate
- When asked, students say the teacher asks difficult questions of every student

**Scale Levels: (choose one)**

| Innovating | Applying | Developing | Beginning | Not Using | Not Applicable

**Scale**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Asking questions of low expectancy students</b>	Adapts and creates new strategies for unique student needs and situations.	Asks questions of low expectancy students with the same frequency and depth with high expectancy students and monitors the quality of participation of low expectancy students.	Asks questions of low expectancy students with the same frequency and depth as with high expectancy students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Asking questions of low expectancy students</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for asking questions of low expectancy students that address unique student needs and situations?	In addition to asking questions of low expectancy students with the same frequency and depth as with high expectancy students, how can you monitor the quality of participation of low expectancy students?	How can you ask questions of low expectancy students with the same frequency and depth as with high expectancy students?	How can you begin to incorporate this strategy into your instruction?

**41. Probing Incorrect Answers with Low Expectancy Students**

The teacher probes incorrect answers of low expectancy students in the same manner as he/she does with high expectancy students.

**Teacher Evidence**

- Teacher asks low expectancy students to further explain their answers when they are incorrect
- Teacher rephrases questions for low expectancy students when they provide an incorrect answer
- Teacher breaks a question into smaller and simpler parts when a low expectancy student answers a question incorrectly
- When low expectancy students demonstrate frustration, the teacher allows them to collect their thoughts but goes back to them at a later point in time

**Student Evidence**

- When asked, students say that the teacher won't "let you off the hook"
- When asked, students say that the teacher "won't give up on you"
- When asked, students say the teacher helps them answer questions successfully

**Scale Levels: (choose one)**

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

**Scale**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Probing incorrect answers by low expectancy students</b>	Adapts and creates new strategies for unique student needs and situations.	Probes incorrect answers of low expectancy students in the same manner as with high expectancy students and monitors the level and quality responses of low expectancy students.	Probes incorrect answers of low expectancy students in the same manner as with high expectancy students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Probing incorrect answers by low expectancy students</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for probing incorrect answers of low expectancy students in the same manner as with high expectancy students that address their unique student needs and situations?	In addition to probing incorrect answers of low expectancy students in the same manner as with high expectancy students, how can you monitor the level and quality responses of low expectancy students?	How can you probe incorrect answers of low expectancy students in the same manner as with high expectancy students?	How can you begin to incorporate this strategy into your instruction?

## Student Interviews

### Student Questions:

- How does your teacher demonstrate that they care and respect you?
- How does your teacher communicate that everyone is expected to participate and answer difficult questions?
- What are some ways that your teacher helps you answer questions successfully?

**Art and Science of Teaching**

**Teacher Evaluation Model: Domain 2: Planning and Preparing**

The teacher plans for clear goals and identifies them in the plan; he or she describes methods for tracking student progress and measuring success

**Planning and Preparing for Lessons and Units**

42. Effective Scaffolding of Information within Lessons																	
<p>Within lessons, the teacher prepares and plans the organization of content in such a way that each new piece of information builds on the previous piece.</p>			<p>○ Innovating (4) ○ Applying (3) ○ Developing (2) ○ Beginning (1) ○ Not Using (0) ○ Not Applicable</p> <p><u>Scale</u></p>														
<p><b>Planning Evidence</b>  <input type="checkbox"/> Content is organized to build upon previous information  <input type="checkbox"/> Presentation of content is logical and progresses from simple to complex  <input type="checkbox"/> Where appropriate, presentation of content is integrated with other content areas, other lessons and/or units  <input type="checkbox"/> The plan anticipates potential confusions that students may experience</p>			<p><b>Teacher Evidence</b>  <input type="checkbox"/> When asked, the teacher can describe the rationale for how the content is organized  <input type="checkbox"/> When asked, the teacher can describe the rationale for the sequence of instruction  <input type="checkbox"/> When asked, the teacher can describe how content is related to previous lessons, units or other content  <input type="checkbox"/> When asked, the teacher can describe possible confusions that may impact the lesson or unit</p>														
<p><b>Scale</b></p> <table border="1"> <thead> <tr> <th></th> <th>Innovating</th> <th>Applying</th> <th>Developing</th> <th>Beginning</th> <th>Not Using</th> </tr> </thead> <tbody> <tr> <td><b>Effective Scaffolding of Information within Lessons</b></td> <td>The teacher is recognized leader in helping others with this activity</td> <td>Within lessons the teacher organizes content in such a way that each new piece of information clearly builds on the previous piece</td> <td>The teacher scaffolds the information but the relationship between the content is not clear</td> <td>The teacher attempts to perform this activity but does not actually complete or follow through with these attempts</td> <td>The teacher makes no attempt to perform this activity</td> </tr> </tbody> </table>							Innovating	Applying	Developing	Beginning	Not Using	<b>Effective Scaffolding of Information within Lessons</b>	The teacher is recognized leader in helping others with this activity	Within lessons the teacher organizes content in such a way that each new piece of information clearly builds on the previous piece	The teacher scaffolds the information but the relationship between the content is not clear	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity
	Innovating	Applying	Developing	Beginning	Not Using												
<b>Effective Scaffolding of Information within Lessons</b>	The teacher is recognized leader in helping others with this activity	Within lessons the teacher organizes content in such a way that each new piece of information clearly builds on the previous piece	The teacher scaffolds the information but the relationship between the content is not clear	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity												

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**Teacher Evaluation Model: Domain 2: Planning and Preparing**

<b>43. Lessons within Units</b>					
<p>The teacher organizes lessons within units to progress toward a deep understanding of content.</p>		<p> <input type="radio"/> Innovating (4)  <input type="radio"/> Applying (3)  <input type="radio"/> Developing (2)  <input type="radio"/> Beginning (1)  <input type="radio"/> Not Using (0)  <input type="radio"/> Not Applicable                 </p> <p><u>Scale</u></p>			
<p><b>Planning Evidence</b></p> <p> <input type="checkbox"/> Plans illustrate how learning will move from an understanding of foundational content to application of information in authentic ways  <input type="checkbox"/> Plans incorporate student choice and initiative  <input type="checkbox"/> Plans provide for extension of learning                 </p>		<p><b>Teacher Evidence</b></p> <p> <input type="checkbox"/> When asked, the teacher can describe how lessons within the unit progress toward deep understanding and transfer of content  <input type="checkbox"/> When asked, the teacher can describe how students will make choices and take initiative  <input type="checkbox"/> When asked, the teacher can describe how learning will be extended                 </p>			
<b>Scale</b>					
	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Lessons within Units</b>	The teacher is a recognized leader in helping others with this activity	The teacher organizes lessons within a unit so that students move from an understanding to applying the content through authentic tasks	The teacher organizes lessons within a unit so that students move from surface level to deeper understanding of content but does not require students to apply the content in authentic ways	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

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**Teacher Evaluation Model: Domain 2: Planning and Preparing**

<b>44. Attention to Established Content Standards</b>					
<p>The teacher ensures that lesson and unit plans are aligned with established content standards identified by the district and the manner in which that content should be sequenced.</p>		<p> <input type="radio"/> Innovating (4)  <input type="radio"/> Applying (3)  <input type="radio"/> Developing (2)  <input type="radio"/> Beginning (1)  <input type="radio"/> Not Using (0)  <input type="radio"/> Not Applicable                 </p> <p><u>Scale</u></p>			
<p><b>Planning Evidence</b></p> <p><input type="checkbox"/> Lesson and unit plans include important content identified by the district (scope)</p> <p><input type="checkbox"/> Lesson and unit plans include the appropriate manner in which materials should be taught (sequence) as identified by the district</p>		<p><b>Teacher Evidence</b></p> <p><input type="checkbox"/> When asked, the teacher can identify or reference the important content (scope) identified by the district</p> <p><input type="checkbox"/> When asked, the teacher can describe the sequence of the content to be taught as identified by the district</p>			
<b>Scale</b>					
	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Attention to Established Content Standards</b>	The teacher is a recognized leader in helping others with this activity	The teacher ensures that lessons and units include the important content identified by the district and the manner in which that content should be sequenced	The teacher ensures that lessons and units include the important content identified by the district but does not address the appropriate sequencing of content	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

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Teacher Evaluation Model: Domain 2: Planning and Preparing

Planning and Preparing for Use of Resources and Technology

45. Use of Available Traditional Resources					
<p>The teacher identifies the available traditional resources (materials and human) for upcoming units and lessons.</p>		<p> <input type="radio"/> Innovating (4)  <input type="radio"/> Applying (3)  <input type="radio"/> Developing (2)  <input type="radio"/> Beginning (1)  <input type="radio"/> Not Using (0)  <input type="radio"/> Not Applicable                 </p> <p><u>Scale</u></p>			
<p><b>Planning Evidence</b></p> <p><input type="checkbox"/> The plan outlines resources within the classroom that will be used to enhance students' understanding of the content</p> <p><input type="checkbox"/> The plan outlines resources within the school that will be used to enhance students' understanding of the content</p> <p><input type="checkbox"/> The plan outlines resources within the community that will be used to enhance students' understanding of the content</p>		<p><b>Teacher Evidence</b></p> <p><input type="checkbox"/> When asked, the teacher can describe the resources within the classroom that will be used to enhance students' understanding of the content</p> <p><input type="checkbox"/> When asked, the teacher can describe resources within the school that will be used to enhance students' understanding of the content</p> <p><input type="checkbox"/> When asked, the teacher can describe resources within the community that will be used to enhance students' understanding of the content</p>			
Scale					
	Innovating	Applying	Developing	Beginning	Not Using
Use of Available Traditional Resources	The teacher is a recognized leader in helping others with this activity	The teacher identifies the available traditional resources that can enhance student understanding and the manner in which they will be used	The teacher identifies the available traditional resources that can enhance student understanding but does not identify the manner in which they will be used	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

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**Teacher Evaluation Model: Domain 2: Planning and Preparing**

<b>46. Use of Available Technology</b>					
<p>The teacher identifies the use of available technology that can enhance students' understanding of content in a lesson or unit.</p>	<p> <input type="radio"/> Innovating (4)  <input type="radio"/> Applying (3)  <input type="radio"/> Developing (2)  <input type="radio"/> Beginning (1)  <input type="radio"/> Not Using (0)  <input type="radio"/> Not Applicable                 </p> <p><u>Scale</u></p>				
<p><b>Planning Evidence</b></p> <p><input type="checkbox"/> The plan identifies available technology that will be used:</p> <ul style="list-style-type: none"> <li>• Interactive whiteboards</li> <li>• Response systems</li> <li>• Voting technologies</li> <li>• One-to-one computers</li> <li>• Social networking sites</li> <li>• Blogs</li> <li>• Wikis</li> <li>• Discussion Boards</li> </ul> <p><input type="checkbox"/> The plan identifies how the technology will be used to enhance student learning</p>	<p><b>Teacher Evidence</b></p> <p><input type="checkbox"/> When asked, the teacher can describe the technology that will be used</p> <p><input type="checkbox"/> When asked, the teacher can articulate how the technology will be used to enhance student learning</p>				
<b>Scale</b>					
	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Use of Available Technology</b>	The teacher is a recognized leader in helping others with this activity	The teacher identifies the available technologies that can enhance student understanding and the manner in which they will be used	The teacher identifies the available technologies that can enhance student understanding but does not identify the manner in which they will be used	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

**Art and Science of Teaching**

**Teacher Evaluation Model: Domain 2: Planning and Preparing**

**Planning and Preparing for the Needs of English Language Learners**

<b>47. Needs of English Language Learners</b>					
<p>The teacher provides for the needs of English Language Learners (ELL) by identifying the adaptations that must be made within a lesson or unit.</p>			<p> <input type="radio"/> Innovating (4)  <input type="radio"/> Applying (3)  <input type="radio"/> Developing (2)  <input type="radio"/> Beginning (1)  <input type="radio"/> Not Using (0)  <input type="radio"/> Not Applicable                 </p> <p><u>Scale</u></p>		
<p><b>Planning Evidence</b></p> <p><input type="checkbox"/> The plan identifies the accommodations that must be made for individual ELL students or groups within a lesson</p> <p><input type="checkbox"/> The plan identifies the adaptations that must be made for individual ELL students or groups within a unit of instruction</p>			<p><b>Teacher Evidence</b></p> <p><input type="checkbox"/> When asked, the teacher can describe the accommodations that must be made for individual ELL students or groups of students within a lesson</p> <p><input type="checkbox"/> When asked, the teacher can describe the adaptations that must be made for individual ELL students or groups of students within a unit of instruction</p>		
<b>Scale</b>					
	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Needs of English Language Learners</b>	The teacher is a recognized leader in helping others with this activity	The teacher identifies the needs of English Language Learners and the adaptations that will be made to meet these needs	The teacher identifies the needs of English Language Learners but does not articulate the adaptations that will be made to meet these needs	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

**Art and Science of Teaching**

**Teacher Evaluation Model: Domain 2: Planning and Preparing**

**Planning and Preparing for Needs of Students Receiving Special Education**

48. Needs of Students Receiving Special Education					
<p>The teacher identifies the needs of students receiving special education by providing accommodations and modifications that must be made for specific students receiving special education.</p>			<p> <input type="radio"/> Innovating (4)  <input type="radio"/> Applying (3)  <input type="radio"/> Developing (2)  <input type="radio"/> Beginning (1)  <input type="radio"/> Not Using (0)  <input type="radio"/> Not Applicable                 </p> <p><u>Scale</u></p>		
<p><b>Planning Evidence</b></p> <p><input type="checkbox"/> The plan describes accommodations and modifications that must be made for individual students receiving special education or groups of students according to the Individualized Education Program (IEP) for a lesson</p> <p><input type="checkbox"/> The plan describes the accommodations and modifications that must be made for individual students receiving special education or groups of students according to the IEP for a unit of instruction</p>			<p><b>Teacher Evidence</b></p> <p><input type="checkbox"/> When asked, the teacher can describe the specific accommodations that must be made for individual students receiving special education or groups of students according to their IEP for a lesson</p> <p><input type="checkbox"/> When asked, the teacher can describe the specific accommodations and modifications that must be made for individual students receiving special education or groups of students according to their IEP for a unit of instruction</p>		
Scale					
	Innovating	Applying	Developing	Beginning	Not Using
Needs of Special Education Students	The teacher is a recognized leader in helping others with this activity	The teacher identifies the needs of students receiving special education and the accommodations and modifications that will be made to meet these needs	The teacher identifies the needs of students receiving special education but does not articulate the accommodations or modifications that will be made to meet these needs	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

**Art and Science of Teaching**

**Teacher Evaluation Model: Domain 2: Planning and Preparing**

**Planning and Preparing for Needs of Students Who Lack Support for Schooling**

<b>49. Needs of Students Who Lack Support for Schooling</b>																	
<p>The teacher identifies the needs of students who come from home environments that offer little support for schooling.</p>		<p> <input type="radio"/> Innovating (4)  <input type="radio"/> Applying (3)  <input type="radio"/> Developing (2)  <input type="radio"/> Beginning (1)  <input type="radio"/> Not Using (0)  <input type="radio"/> Not Applicable                 </p> <p><u>Scale</u></p>															
<p><b>Planning Evidence</b></p> <p><input type="checkbox"/> The plan provides for the needs of students who come from home environments that offer little support for schooling</p> <p><input type="checkbox"/> When assigning homework, the teacher takes into consideration the students' family resources</p> <p><input type="checkbox"/> When communicating with the home, the teacher takes into consideration family and language resources</p>		<p><b>Teacher Evidence</b></p> <p><input type="checkbox"/> When asked, the teacher can articulate how the needs of students who come from home environments that offer little support for schooling will be addressed</p> <p><input type="checkbox"/> When asked, the teacher can articulate the ways in which the students' family resources will be addressed when assigning homework</p> <p><input type="checkbox"/> When asked, the teacher can articulate the ways in which communication with the home will take into consideration family and language resources</p>															
<p><b>Scale</b></p> <table border="1"> <thead> <tr> <th></th> <th><b>Innovating</b></th> <th><b>Applying</b></th> <th><b>Developing</b></th> <th><b>Beginning</b></th> <th><b>Not Using</b></th> </tr> </thead> <tbody> <tr> <td><b>Needs of Students Who Lack Support for Schooling</b></td> <td>The teacher is a recognized leader in helping others with this activity</td> <td>The teacher identifies the needs of students who lack support for schooling and the adaptations that will be made to meet these needs</td> <td>The teacher identifies the needs of students who lack support for schooling but does not articulate the adaptations that will be made to meet these needs</td> <td>The teacher attempts to perform this activity but does not actually complete or follow through with these attempts</td> <td>The teacher makes no attempt to perform this activity</td> </tr> </tbody> </table>							<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>	<b>Needs of Students Who Lack Support for Schooling</b>	The teacher is a recognized leader in helping others with this activity	The teacher identifies the needs of students who lack support for schooling and the adaptations that will be made to meet these needs	The teacher identifies the needs of students who lack support for schooling but does not articulate the adaptations that will be made to meet these needs	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity
	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>												
<b>Needs of Students Who Lack Support for Schooling</b>	The teacher is a recognized leader in helping others with this activity	The teacher identifies the needs of students who lack support for schooling and the adaptations that will be made to meet these needs	The teacher identifies the needs of students who lack support for schooling but does not articulate the adaptations that will be made to meet these needs	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity												

**Art and Science of Teaching**  
**Teacher Evaluation Model: Domain 3: Reflecting on Teaching**

**Evaluating Personal Performance**

<b>50. Identifying Areas of Pedagogical Strength and Weakness</b>					
<p>The teacher identifies specific strategies and behaviors on which to improve from Domain 1 (routine lesson segments, content lesson segments and segments that are enacted on the spot).</p>			<p> <input type="radio"/> Innovating (4)  <input type="radio"/> Applying (3)  <input type="radio"/> Developing (2)  <input type="radio"/> Beginning (1)  <input type="radio"/> Not Using (0)  <input type="radio"/> Not Applicable                 </p> <p><u>Scale</u></p>		
<p><b>Teacher Evidence</b></p> <p><input type="checkbox"/> The teacher identifies specific areas of strengths and weaknesses within Domain 1</p> <p><input type="checkbox"/> The teacher keeps track of specifically identified focus areas for improvement within Domain 1</p> <p><input type="checkbox"/> The teacher identifies and keeps track of specific areas identified based on teacher interest within Domain 1</p> <p><input type="checkbox"/> When asked, the teacher can describe how specific areas for improvement are identified within Domain 1</p>					
<b>Scale</b>					
	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Identifying Areas of Pedagogical Strength and Weakness</b>	The teacher is a recognized leader in helping others with this activity	The teacher identifies specific strategies and behaviors on which to improve from routine lesson segments, content lesson segments and segments that are enacted on the spot	The teacher identifies specific strategies and behaviors on which to improve but does not select the strategies and behaviors that are most useful for his or her development	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

**Art and Science of Teaching**  
**Teacher Evaluation Model: Domain 3: Reflecting on Teaching**

<b>51. Evaluating the Effectiveness of Individual Lessons and Units</b>					
<p>The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement and identifies causes of success or difficulty.</p>		<p> <input type="radio"/> Innovating (4)  <input type="radio"/> Applying (3)  <input type="radio"/> Developing (2)  <input type="radio"/> Beginning (1)  <input type="radio"/> Not Using (0)  <input type="radio"/> Not Applicable                 </p> <p><u>Scale</u></p>			
<b>Teacher Evidence</b>					
<p> <input type="checkbox"/> The teacher gathers and keeps records of his or her evaluations of individual lessons and units  <input type="checkbox"/> When asked, the teacher can explain the strengths and weaknesses of specific lessons and units  <input type="checkbox"/> When asked, the teacher can explain the alignment of the assessment tasks and the learning goals  <input type="checkbox"/> When asked, the teacher can explain how the assessment tasks help track student progress toward the learning goals                 </p>					
<b>Scale</b>					
	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Evaluating the Effectiveness of Individual Lessons and Units</b>	The teacher is a recognized leader in helping others with this activity	The teacher determines how effective a lesson or unit was in terms of enhancing student achievement and identifies specific causes of success or difficulty and uses this analysis when making instructional decisions	The teacher determines how effective a lesson or unit was in terms of enhancing student achievement but does not accurately identify causes of success or difficulty	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

**Art and Science of Teaching**  
**Teacher Evaluation Model: Domain 3: Reflecting on Teaching**

<b>52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors</b>																	
<p>The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.</p>		<p> <input type="radio"/> Innovating (4)  <input type="radio"/> Applying (3)  <input type="radio"/> Developing (2)  <input type="radio"/> Beginning (1)  <input type="radio"/> Not Using (0)  <input type="radio"/> Not Applicable                 </p> <p><u>Scale</u></p>															
<p><b>Teacher Evidence</b></p> <p> <input type="checkbox"/> The teacher gathers and keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students (i.e., different socio-economic groups, different ethnic groups)  <input type="checkbox"/> The teacher provides a written analysis of specific causes of success or difficulty  <input type="checkbox"/> When asked, the teacher can explain the differential effects of specific classroom strategies and behaviors on specific categories of students                 </p>																	
<p><b>Scale</b></p> <table border="1"> <thead> <tr> <th></th> <th><b>Innovating</b></th> <th><b>Applying</b></th> <th><b>Developing</b></th> <th><b>Beginning</b></th> <th><b>Not Using</b></th> </tr> </thead> <tbody> <tr> <td><b>Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors</b></td> <td>The teacher is a recognized leader in helping others with this activity</td> <td>The teacher determines the effectiveness of specific strategies and behaviors regarding the achievement of subgroups of students and identifies the reasons for discrepancies</td> <td>The teacher determines the effectiveness of specific strategies and behaviors regarding the achievement of subgroups of students but does not accurately identify the reasons for discrepancies</td> <td>The teacher attempts to perform this activity but does not actually complete or follow through with these attempts</td> <td>The teacher makes no attempt to perform this activity</td> </tr> </tbody> </table>							<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>	<b>Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors</b>	The teacher is a recognized leader in helping others with this activity	The teacher determines the effectiveness of specific strategies and behaviors regarding the achievement of subgroups of students and identifies the reasons for discrepancies	The teacher determines the effectiveness of specific strategies and behaviors regarding the achievement of subgroups of students but does not accurately identify the reasons for discrepancies	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity
	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>												
<b>Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors</b>	The teacher is a recognized leader in helping others with this activity	The teacher determines the effectiveness of specific strategies and behaviors regarding the achievement of subgroups of students and identifies the reasons for discrepancies	The teacher determines the effectiveness of specific strategies and behaviors regarding the achievement of subgroups of students but does not accurately identify the reasons for discrepancies	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity												

**Art and Science of Teaching**  
**Teacher Evaluation Model: Domain 3: Reflecting on Teaching**

**Developing and Implementing a Professional Growth Plan**

<b>53. Developing a Written Growth and Development Plan</b>					
<p>The teacher develops a written professional growth and development plan with specific and measurable goals, action steps, manageable timelines and appropriate resources.</p>			<p> <input type="radio"/> Innovating (4)  <input type="radio"/> Applying (3)  <input type="radio"/> Developing (2)  <input type="radio"/> Beginning (1)  <input type="radio"/> Not Using (0)  <input type="radio"/> Not Applicable                 </p> <p><u>Scale</u></p>		
<p><b>Teacher Evidence</b></p> <p><input type="checkbox"/> The teacher constructs a growth plan that outlines measurable goals, action steps, manageable timelines and appropriate resources</p> <p><input type="checkbox"/> When asked, the teacher can describe the professional growth plan using specific and measurable goals, action steps, manageable timelines and appropriate resources</p>					
<b>Scale</b>					
	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Developing a Written Growth and Development Plan</b>	The teacher is a recognized leader in helping others with this activity	The teacher develops a written professional growth and development plan with clear and measurable goals, actions steps, timelines and resources	The teacher develops a written professional growth and development plan but does not articulate clear and measurable goals, action steps, timelines and appropriate resources	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

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<b>54. Monitoring Progress Relative to the Professional Growth and Development Plan</b>					
<p>The teacher charts his or her progress toward goals using established action plans, milestones and timelines.</p>		<p> <input type="radio"/> Innovating (4)  <input type="radio"/> Applying (3)  <input type="radio"/> Developing (2)  <input type="radio"/> Beginning (1)  <input type="radio"/> Not Using (0)  <input type="radio"/> Not Applicable                 </p> <p><u>Scale</u></p>			
<p><b>Teacher Evidence</b></p> <p><input type="checkbox"/> The teacher constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback)</p> <p><input type="checkbox"/> When asked, the teacher can describe progress toward meeting the goals outlined in the plan supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback)</p>					
<b>Scale</b>					
	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Monitoring Progress Relative to the Professional Growth and Development Plan</b>	The teacher is a recognized leader in helping others with this activity	The teacher charts his or her progress on the professional growth and development plan using established milestones and timelines and makes modifications or adaptations as needed	The teacher charts his or her progress on the professional growth and development plan using established milestones and timelines but does not make modifications or adaptations as needed	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

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**Teacher Evaluation Model: Domain 4: Collegiality and Professionalism**

**Promoting a Positive Environment**

<b>55. Promoting Positive Interactions with Colleagues</b>					
<p>The teacher interacts with other teachers in a positive manner to promote and support student learning.</p>	<p> <input type="radio"/> Innovating (4)  <input type="radio"/> Applying (3)  <input type="radio"/> Developing (2)  <input type="radio"/> Beginning (1)  <input type="radio"/> Not Using (0)  <input type="radio"/> Not Applicable         </p> <p><u>Scale</u></p>				
<p><b>Teacher Evidence</b></p> <p><input type="checkbox"/> The teacher works cooperatively with appropriate school personnel to address issues that impact student learning</p> <p><input type="checkbox"/> The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust</p> <p><input type="checkbox"/> The teacher accesses available expertise and resources to support students' learning needs</p> <p><input type="checkbox"/> When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning</p> <p><input type="checkbox"/> When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers</p>					
<b>Scale</b>					
	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Promoting Positive Interactions with Colleagues</b>	The teacher is a recognized leader in helping others with this activity	The teacher interacts with other colleagues in a positive manner to promote and support student learning and helps to extinguish negative conversations about other teachers	The teacher interacts with other colleagues in a positive manner to promote and support student learning but does not help extinguish negative conversations about other teachers	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

**Art and Science of Teaching**

**Teacher Evaluation Model: Domain 4: Collegiality and Professionalism**

<b>56. Promoting Positive Interactions about Students and Parents</b>					
<p>The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships.</p>		<p> <input type="radio"/> Innovating (4)  <input type="radio"/> Applying (3)  <input type="radio"/> Developing (2)  <input type="radio"/> Beginning (1)  <input type="radio"/> Not Using (0)  <input type="radio"/> Not Applicable                 </p> <p><u>Scale</u></p>			
<p><b>Teacher Evidence</b></p> <p> <input type="checkbox"/> The teacher fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness and trust  <input type="checkbox"/> The teacher ensures consistent and timely communication with parents regarding student expectations, progress and/or concerns  <input type="checkbox"/> The teacher encourages parent involvement in classroom and school activities  <input type="checkbox"/> The teacher demonstrates awareness and sensitivity to social, cultural and language backgrounds of families  <input type="checkbox"/> The teacher uses multiple means and modalities to communicate with families  <input type="checkbox"/> The teacher responds to requests for support, assistance and/or clarification promptly  <input type="checkbox"/> The teacher respects and maintains confidentiality of student/family information  <input type="checkbox"/> When asked, the teacher can describe instances when he or she interacted positively with students and parents.  <input type="checkbox"/> When asked, students and parents can describe how the teacher interacted positively with them  <input type="checkbox"/> When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about students and parents                 </p>					
<b>Scale</b>					
	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Promoting Positive Interactions about Students and Parents</b>	The teacher is a recognized leader in helping others with this activity	The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships and helps extinguish negative conversations about students and parents	The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships but does not help extinguish negative conversations about students and parents	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

**Art and Science of Teaching**

**Teacher Evaluation Model: Domain 4: Collegiality and Professionalism**

**Promoting Exchange of Ideas and Strategies**

<b>57. Seeking Mentorship for Areas of Need or Interest</b>					
The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors.			<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable  <u>Scale</u>		
<b>Teacher Evidence</b>					
<input type="checkbox"/> The teacher keeps track of specific situations during which he or she has sought mentorship from others <input type="checkbox"/> The teacher actively seeks help and input in Professional Learning Community meetings <input type="checkbox"/> The teacher actively seeks help and input from appropriate school personnel to address issues that impact instruction <input type="checkbox"/> When asked, the teacher can describe how he or she seeks input from colleagues regarding issues that impact instruction					
<b>Scale</b>					
	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Seeking Mentorship for Areas of Need or Interest</b>	The teacher is a recognized leader in helping others with this activity	The teacher seeks help and mentorship from colleagues regarding specific classroom strategies and behaviors	The teacher seeks help and mentorship from colleagues but not at a specific enough level to enhance his or her pedagogical skill	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

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**Teacher Evaluation Model: Domain 4: Collegiality and Professionalism**

<b>58. Mentoring Other Teachers and Sharing Ideas and Strategies</b>																	
<p>The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors.</p>		<p> <input type="radio"/> Innovating (4)  <input type="radio"/> Applying (3)  <input type="radio"/> Developing (2)  <input type="radio"/> Beginning (1)  <input type="radio"/> Not Using (0)  <input type="radio"/> Not Applicable                 </p> <p><u>Scale</u></p>															
<p><b>Teacher Evidence</b></p> <p> <input type="checkbox"/> The teacher keeps tracks of specific situations during which he or she mentored other teachers  <input type="checkbox"/> The teacher contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways  <input type="checkbox"/> The teacher serves as an appropriate role model (mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors  <input type="checkbox"/> When asked, the teacher can describe specific situations in which he or she has mentored colleagues                 </p>																	
<p><b>Scale</b></p> <table border="1"> <thead> <tr> <th></th> <th><b>Innovating</b></th> <th><b>Applying</b></th> <th><b>Developing</b></th> <th><b>Beginning</b></th> <th><b>Not Using</b></th> </tr> </thead> <tbody> <tr> <td><b>Mentoring Other Teachers and Sharing Ideas and Strategies</b></td> <td>The teacher is a recognized leader in helping others with this activity</td> <td>The teacher provides other teachers with help and input regarding classroom strategies and behaviors</td> <td>The teacher provides other teachers with help and input regarding classroom strategies and behaviors but not at a specific enough level to enhance their pedagogical skill</td> <td>The teacher attempts to perform this activity but does not actually complete or follow through with these attempts</td> <td>The teacher makes no attempt to perform this activity</td> </tr> </tbody> </table>							<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>	<b>Mentoring Other Teachers and Sharing Ideas and Strategies</b>	The teacher is a recognized leader in helping others with this activity	The teacher provides other teachers with help and input regarding classroom strategies and behaviors	The teacher provides other teachers with help and input regarding classroom strategies and behaviors but not at a specific enough level to enhance their pedagogical skill	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity
	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>												
<b>Mentoring Other Teachers and Sharing Ideas and Strategies</b>	The teacher is a recognized leader in helping others with this activity	The teacher provides other teachers with help and input regarding classroom strategies and behaviors	The teacher provides other teachers with help and input regarding classroom strategies and behaviors but not at a specific enough level to enhance their pedagogical skill	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity												

**Art and Science of Teaching**

**Teacher Evaluation Model: Domain 4: Collegiality and Professionalism**

**Promoting District and School Development**

<b>59. Adhering to District and School Rules and Procedures</b>					
<p>The teacher is aware of the district's and school's rules and procedures and adheres to them.</p>	<p> <input type="radio"/> Innovating (4)  <input type="radio"/> Applying (3)  <input type="radio"/> Developing (2)  <input type="radio"/> Beginning (1)  <input type="radio"/> Not Using (0)  <input type="radio"/> Not Applicable         </p> <p><u>Scale</u></p>				
<p><b>Teacher Evidence</b></p> <p> <input type="checkbox"/> The teacher performs assigned duties  <input type="checkbox"/> The teacher follows policies, regulations and procedures  <input type="checkbox"/> The teacher maintains accurate records (student progress, completion of assignments, non-instructional records)  <input type="checkbox"/> The teacher fulfills responsibilities in a timely manner  <input type="checkbox"/> The teacher understands legal issues related to students and families  <input type="checkbox"/> The teacher demonstrates personal integrity  <input type="checkbox"/> The teacher keeps track of specific situations in which he or she adheres to rules and procedures         </p>					
<b>Scale</b>					
	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Adhering to District and School Rules and Procedures</b>	The teacher is a recognized leader in helping others with this activity	The teacher is aware of district and school rules and procedures and adheres to them	The teacher is aware of district and school rules and procedures but does not adhere to all of these rules and procedures	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

**Art and Science of Teaching**

**Teacher Evaluation Model: Domain 4: Collegiality and Professionalism**

<b>60. Participating in District and School Initiatives</b>					
<p>The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability.</p>	<p> <input type="radio"/> Innovating (4)  <input type="radio"/> Applying (3)  <input type="radio"/> Developing (2)  <input type="radio"/> Beginning (1)  <input type="radio"/> Not Using (0)  <input type="radio"/> Not Applicable         </p> <p><u>Scale</u></p>				
<b>Teacher Evidence</b>					
<p> <input type="checkbox"/> The teacher participates in school activities and events as appropriate to support students and families  <input type="checkbox"/> The teacher serves on school and district committees  <input type="checkbox"/> The teacher participates in staff development opportunities  <input type="checkbox"/> The teacher works to achieve school and district improvement goals  <input type="checkbox"/> The teacher keeps tracks of specific situations in which he or she has participated in school or district initiatives  <input type="checkbox"/> When asked, the teacher can describe or show evidence of his/her participation in district and school initiatives         </p>					
<b>Scale</b>					
	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Participating in District and School Initiatives</b>	The teacher is a recognized leader in helping others with this activity	The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability	The teacher is aware of the district's and school's initiatives but does not participate in them in accordance with his or her talents and availability	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity