

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 # S374B120008

Grants.gov Tracking#: GRANT11188947

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:

07/26/2012

4. Applicant Identifier:

Washoe County School District

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:

Washoe County School District

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

88-6000919

* c. Organizational DUNS:

1000494690000

d. Address:

* Street1:

P.O. Box 30425

Street2:

425 E. 9th Street

* City:

Reno

County/Parish:

Washoe

* State:

NV: Nevada

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

89520-3425

e. Organizational Unit:

Department Name:

State & Federal Programs

Division Name:

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

Prefix:

Ms.

* First Name:

Kristen

Middle Name:

* Last Name:

McNeill

Suffix:

Title:

Interim Superintendent

Organizational Affiliation:

Washoe County School District

* Telephone Number:

775-348-0332

Fax Number:

775-333-5012

* Email:

kmcneill@washoeschools.net

Application for Federal Assistance SF-424

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

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

LEA

*** 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.):

WCSD TIF4 - Areas affected by Project.pdf

Delete Attachment

View Attachment

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

Washoe County School District Teacher Incentive Fund with Focus on STEM

Attach supporting documents as specified in agency instructions.

Add Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="(b)(6)"/>
* 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:



Washoe County School District
Every Child, By Name And Face, To Graduation

**Washoe County School District
Teacher Incentive Fund With a Focus on STEM
AREAS AFFECTED BY PROJECT**

This project will primarily affect and be conducted within the Washoe County School District, Cities of Reno and Sparks, Washoe County, Nevada.

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>Lauren Ohlin</p>	<p>* TITLE</p> <p>Interim Superintendent</p>
<p>* APPLICANT ORGANIZATION</p> <p>Washoe County School District</p>	<p>* DATE SUBMITTED</p> <p>07/26/2012</p>

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <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	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <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: Washoe County School District

* Street 1: P.O. Box 30425 * Street 2: 425 E. 9th Street

* City: Reno * State: NV: Nevada * Zip: 89520-3425

Congressional District, if known: NV002

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

8. Federal Action Number, if known: 	9. Award Amount, if known: \$
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10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: N/A Middle Name:

* Last Name: N/A Suffix:

* Street 1: * Street 2:

* City: * State: * Zip:

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

Prefix: * First Name: N/A Middle Name:

* Last Name: N/A Suffix:

* Street 1: * Street 2:

* City: * State: * Zip:

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

* Signature: Lauren Ohlin

* Name: Prefix: Ms. * First Name: Kristen Middle Name:

* Last Name: McNeill Suffix:

Title: Interim Superintendent Telephone No.: 775-348-0332 Date: 07/26/2012

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

WCSD GEPA TIF FY13.pdf		Delete Attachment	View Attachment
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Washoe County School District

425 East Ninth Street * P.O. Box 30425 * Reno, NV 89520-3425
Phone (775) 348-0200 * (775) 348-0304 * www.washoecountyschools.org

Board of Trustees: Ken Grein, President * John Mayer, Vice President * Estela Gutierrez, Clerk
Dan Carne * Barbara Clark * Scott Kelley * Barbara McLaury * Kristen McNeill, Interim Superintendent

**Teacher Incentive Fund – CFDA 84.374B
General Education Provisions Act (GEPA)
Section 427: Equitable Access and Participation**

The Department of Education’s General Education Provisions Act has been applied throughout this proposal for the Teacher and Principal Performance Growth System. The Washoe County School District Teacher Incentive Fund with Focus on STEM proposal concentrates on the following areas: 1) Pay for performance; 2) Teacher and principal professional development in STEM; 3) Career lattice for STEM teachers; and 4) Development of Student Learning Objectives. This initiative will allow the District to expand our Teacher Professional Growth System and Principal Professional Growth System. Washoe County School District has strong, collaborative working relationships with its associations including the Washoe Education Association (WEA- teachers) and the Washoe School Principals’ Association (WSPA). These associations have provided guidance in the development of the Teacher and the Principal Professional Growth Systems and evaluation rubrics.

Barrier: The Washoe Education Association and Washoe School Principal Association may object to how student growth is used to measure teacher and principal performance. **Solution:** Washoe Education Association and Washoe School Principals Association are partners in this grant, and we will make every effort to collaborate so all parties are represented fairly in how the district’s evaluation tool is developed.

(b)(6)

Rob Luna

for → Kristen McNeill

Interim Superintendent

July 3, 2012



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**

Washoe County School District

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

Prefix: Ms. * First Name: Kristen Middle Name:

* Last Name: McNeill Suffix:

* Title: Interim Superintendent

*** SIGNATURE:** Lauren Ohlin

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

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Ms.	Kristen		McNeill	

Address:

* Street1:	P. O. Box 30425
Street2:	425 East 9th Street
* City:	Reno
County:	Washoe
* State:	NV: Nevada
* Zip Code:	89520-3425
* Country:	USA: UNITED STATES

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

775-348-0332	775-333-5012
--------------	--------------

Email Address:

--

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

Exemption 1.

Please attach an explanation Narrative:

WCSD TIF4 Human Subjects.pdf

Delete Attachment

View Attachment

**Washoe County School District (WCSD)
Teacher Incentive Fund with a Focus on STEM CFDA 84.374B July 2012**

Human Subjects: Exempt—Reason No. 1

During this five year grant, the goal of this initiative is to increase the number of highly effective and competent certified teachers and principals who reflect the District's Mission, Vision, and Core Beliefs through the implementation of an effective and comprehensive evaluative growth system, particularly in the areas of STEM. The WCSD TIF initiative will provide the following strategies toward continuous improvement of the District's HCMS:

- Development and implementation of Student Learning Objectives;
- Professional development and career opportunities in STEM;
- In-depth training in classroom observations;
- The integration of a HCMS web-based system.

Exemption 1: Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as, (a) research on regular and special education instructional strategies, or (b) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods. Teachers, principals, or students will be individually identified. Information would include any increase in teachers' knowledge; and knowledge to develop effective hiring and evaluation tools. Benefits: Revise evaluation structures to ensure the most highly effective teachers and principals. No risks involved.

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Abstract

Application Type: Teacher Incentive Fund with a Focus on STEM

Name/Eligibility: Washoe County School District; Single Eligible Applicant - LEA

Partners: Washoe Educators Association, Washoe School Principals Association, Washoe Education Support Professionals, and Community Training and Assistance Center (CTAC).

Total Number of Schools in LEA: 102 (94 Public, 8 Charter)

Total Number of High Need Schools Served: Nine (1 high school, 1 middle school, and seven elementary schools).

Summary Statement: Washoe County School District (WCSD) has dramatically changed its Human Capital Management System (HCMS) incorporating a sustainable data-driven culture used to inform human resource decisions on recruiting, hiring, professional development, evaluation, promotions, retention, and reductions in workforce. This is being accomplished by incorporating research-based, best-practice, and innovative initiatives to drive HCMS decisions in order to make significant student achievement gains by building the capacity of highly effective teachers and leaders. *The goal of this initiative is to increase the number of highly effective and competent certified teachers and principals who reflect the District's Mission, Vision, and Core Beliefs through the implementation of an effective and comprehensive evaluative growth system, particularly in the areas of STEM (AP 1, AP 2, AP 3, and CP5).* The WCSD TIF initiative will provide the following strategies toward continuous improvement of the District's HCMS:

Development and implementation of Student Learning Objectives. In partnership with CTAC, develop a reliable, valid, equitable, and defensible SLO system which will expand

District capacity to examine student growth among teachers in non-tested subjects/grade levels leading to enhanced measurement of performance and increase opportunities for performance pay.

Professional development and career opportunities in STEM. In collaboration with the University of Nevada Reno, College of Education and College of Engineering (and other STEM organizations), provide professional development in STEM content and 21st Century learning skills. Develop a STEM Teacher Career Lattice and STEM training for paraprofessionals. Pay for performance incentives will be used. Additionally, WCSD will seek alternative recruitment methods to attract highly-qualified, highly effective STEM educators to the District.

In-depth training in classroom observations. Explicit training and certification for observers to ensure reliable, valid, and defensible classroom observations to inform teacher professional development needs and increase inter-rater reliability for teacher evaluations.

The integration of a HCMS web-based system. This will allow Human Resources, principals, and teachers to track employment events including housing SLOs, evaluations, observation notes, professional development plans, and teacher classroom artifacts. The system will also be used to provide timely, specific professional development suggestions and requests for teachers in areas they are experiencing difficulties.

Key findings incorporating the use of SLOs and certified observers in the Teacher and Principal Professional Growth System will provide WCSD with a comprehensive and sustainable data-driven system in which to base HCMS decisions. The creation of a STEM Teacher Career Lattice will help ensure students graduate STEM career and college ready and incentivize STEM teachers with opportunities for additional career opportunities and pay.

Competitive Preference 5: An Educator Salary Structure Based on Effectiveness

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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



Washoe County School District
Every Child, By Name And Face, To Graduation

**Teacher Incentive Fund
CDEA 84.384B**

Washoe County School District, NV

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

Faced with the challenges of one of the lowest per pupil funded and graduation rates in the United States, **Washoe County School District (WCSD)** redefined itself in an effort to make significant student achievement gains. WCSD dramatically changed its Human Capital Management System (HCMS) incorporating a sustainable data-driven culture used to inform human resource decisions on recruiting, hiring, professional development, evaluation, promotions, retention, and reductions in workforce. This is being accomplished by incorporating research-based, best-practice, and innovative initiatives to drive HCMS decisions in order to make significant student achievement gains by building the capacity of highly effective teachers and leaders. To continue improvement in WCSD’s HCMS, these challenges must be addressed:

- ✓ In this era of high stakes evaluation and pay for performance, WCSD needs a valid, reliable, and defensible performance evaluation system;
- ✓ With approximately 70% of WCSD teaching staff in non-tested grades and subjects, using Student Learning Objectives will be a critical part of the Professional Growth System;
- ✓ With high shortages of teachers in hard-to-fill areas (including STEM), a laser focus is needed to ensure WCSD students graduate STEM career and college ready;
- ✓ It is imperative WCSD offer opportunities in high-quality professional development, participation in STEM research projects, and involvement in leadership in order to attract and retain highly effective teachers and leaders;
- ✓ With WCSD’s commitment to performance management, it is necessary to implement a web-based human capital system to efficiently manage alignment, accountability, accessibility, and performance of personnel.

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

Vision of instructional improvement: The delivery of high quality instruction through

highly effective teachers and principals is the essence of WCSD’s instructional vision. Under

the strategic plan, *Envision WCSD 2015*, the *Teaching and Learning Framework* provides the foundation for instructional excellence. It outlines the most essential components of teaching and learning and provides educators the flexibility to exercise their professional judgment to ensure student success along *The Pathway to College and Highly-Skilled Career Readiness* (See Appendix, Strategic Plan). To further enhance this education system, and indeed instructional improvement, the Framework provides a process for continuous improvement. The *Plan Do Study Act* serves as an engine in elevating student achievement and the *Multi-Tiered Systems of Support (MTSS)* reflect a concentrated effort to provide for students' individual academic, social, and emotional needs. Of all the school-based factors contributing to student learning, the quality of teaching is the single most important variable (Danielson, 2007). Research validates there is no substitute for a highly effective teacher in every classroom. Within WCSD's Teacher and Principal Professional Growth Systems (PGS), there are mechanisms in place to identify areas of need for further professional development. While the use of evaluations should be necessary to make informed employment decisions, WCSD also recognizes the use of evaluations is necessary to make *informed professional development decisions* where instruction and leadership improvements are needed and educator professional growth opportunities are expanded. For example, in the Teacher Evaluation Rubric, critical attributes clearly define instructional effectiveness with examples of ineffective, minimally effective, effective, and highly effective attributes. The PGS also promotes professional learning through both collegial and collaborative structures.

Lessons Learned in Developing Professional Growth Systems: The TIF3 grant enabled WCSD to establish the **Teacher and Principal PGS** in collaboration with the Washoe Education Association (WEA), Washoe School Principals Association (WSPA), and the Washoe Education Support Professionals Association (WESPA). The PGS is instructional-centered, that is: 1)

Teachers need to have a keen focus on improving teaching and learning within a classroom and a self-awareness to improve each and every day; and, 2) Principals need the leadership skills and knowledge to be instructional leaders at all schools. What has become apparent to WCSD and its stakeholders is in order to continuously improve the PGS with results for highly effective teacher instruction, instructional leadership, and students who graduate STEM and career and college ready, intense HCMS partnerships are needed. One of the largest partnerships for this proposal will be with **Community Training and Assistance Center (CTAC)**, a leading U.S. non-profit company who can assist WCSD in developing robust Student Learning Objectives. Other collaborations, including with the **University of Nevada Reno**, will enable WCSD to embed STEM content and 21st Century learning skills into daily instruction. Finally, collaboration with an organization who has a successful track record of training and certifying classroom observers is needed to evaluate teachers reliably and inform professional development to improve teaching domains.

District Description: WCSD is the 58th largest school district nationally, with a *majority minority rate*, serving 62,220 students at 102 public and charter schools. WCSD is the largest employer in the county with more than 6,900 full-time equivalent employees. District-wide, 47.38% of teachers have at least a master’s degree, and 46.19% of teachers at Title I schools hold a masters or other advanced degree. Tables 1 and 2 demonstrate WCSD student demographics.

Table 1: WCSD Special Population Composition in SY 2011-2012					
Free/ Reduced Lunch	Individual Education Plans	Limited English Proficiency	Children in Transition (Homeless)		
43% ¹	13%	17%	2,200 ²		
<i>¹Increased from 30% in 2000; ²Increased from 1,467 CIT students in 2009-2010</i>					
Table 2: Racial/Ethnic Composition of WCSD in SY 2011-2012					
White/Non-Hispanic	Hispanic/Latino	Asian/Pacific Islander	Multiracial	Black/African American	American Indian/Alaska Native¹
48.1%	37.5%	4.7%	4.4%	2.6%	1.8%

¹Represents more than 1,095 students from 90+ tribes.

Newly appointed Superintendent Pedro Martinez and Board of Trustees supports HCMS reforms with the end goal of graduating students STEM career and college ready through improved instruction.

(a)(2) Likely to increase the number of effective educators in the LEA's schools, especially in high need schools, as demonstrated.

This proposal's initiatives are likely to increase the number of effective educators in WCSD schools through a robust PGS focused on: 1) Accurately and reliably evaluating the performance of our educators; 2) Continually collecting and analyzing educator and student performance data for strengths and gaps; and, 3) Tightly aligning professional development and strategic initiatives to address identified gaps and build upon strengths. WCSD has strategically selected one of its highest-need vertical zones¹ to receive TIF4 services, the **Sparks Vertical** (K-12). Table 3 shows Sparks Vertical school characteristics. The nine schools are all Title I eligible with eight being Title I funded². All of these schools have a high concentration of English Language Learners (ELL) and have implemented instructional strategies and professional development to support struggling learners. The vertical alignment structure positions teachers/principals to collaborate on intense STEM professional development which will also assist in the integration of STEM content across grade levels, especially in transitional years (i.e. 5th to 8th and 8th to 10th grades). It also allows for vertical accountability in that student must be prepared from elementary to middle school, middle to high school, and then prepared for college or career. Teachers/ principals will benefit from a higher level of observation and analysis of teaching and leadership, particularly when integrating 21st Century learning skills and STEM content, as well as having career opportunities like STEM Master Teacher or STEM Lead Site Mentor Teacher. Table 3 below outlines the high need characteristics of the schools in WCSD's TIF4 proposal:

¹WCSD is divided into **four zones** which align vertically (high schools align with middle and elementary feeder schools). Each zone has an Area Superintendent, Performance Manager Director, and support staff designed to deliver highly effective services to schools (See Appendix for Org Chart).

²Sparks High School is Title I eligible but not funded – only schools with 71% or higher FRL receive Title I funds.

Table 3: Characteristics of Teacher Incentive Fund Schools (SY 2010-2011)

School Name	AYP Status	% Proficient Math*	% Proficient Reading**	% LEP	% IEP	% Non-White Student Population	% of Free & Reduced Lunch
Drake ES	Adequate	84/76	82/78	35	19	70	64.1%
Greenbrae ES	Adequate	48/67	57/62	53	7	83	78.5%
Kate Smith ES	Adequate	57/41	70/58	56	7	82	85.2%
Lincoln Park ES	INOI Yr. 4	62/41	67/67	43	16	74	Provision II Status
Maxwell ES	Adequate	69/63	73/62	45	11	79	81.4%
Mitchell ES	INOI Yr. 3	27/38	60/50	55	15	80	86.3%
Risley ES	INOI Yr. 3	45/51	63/52	60	11	90	Provision II Status
Sparks MS	INOI Yr. 1	31	28	19	11	74	79.3%
Sparks HS	Watch	37	38	14	15	79	62.4%

**Math: ES = 3rd/5th; MS = 8th; HS = 10th ** Reading: ES = 3rd/5th; MS = 8th; HS = 10th*

Recruitment: WCSD Office of Human Resources (HR) will actively seek educators who have extensive experience in teaching STEM subjects both through the University of Nevada, Reno (UNR) and through national searches. HR will also recruit paraprofessionals who have received STEM certification (such as through NNELI – see Section g). WCSD’s HR will **develop recruitment materials and seek alternative methods** (i.e. online recruitment fairs, outreach to STEM teacher education programs, and/or college graduates with STEM degrees) in order to attract highly-qualified, highly effective STEM teachers and principals to WCSD.

(a)(2)(i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness based on the educator evaluation systems described in the application.

The Teacher and Principal PGS provide a structure for a number of critical human capital decisions including: 1) Rewarding of excellence for effective teaching and leadership that demonstrates improved student achievement; 2) Attracting teachers and principals to high-need areas (such as STEM); 3) Using thoughtful evaluation rubrics to drive personalized professional growth for each employee; and 4) Using information to hire, promote or retain. Specific human capital decisions include:

- **Pay for Performance** – Given to principals, teachers, and support staff if the school reaches school-wide performance targets. *Under TIF4, Pay for Performance incentives will be established for participating schools particularly in STEM subjects.*
- **Teacher Career Lattice Incentives** – This provides incentives for teachers to remain in the classroom while also providing leadership to the site. *Under TIF4, a Teacher STEM Career Lattice will be developed.*
- **Hiring Decisions** – Using a multiple measure system, “Hiring For Attitude,” an innovative selection process is used to assess more than just a candidate’s experience and education, adding a new component based on the work of Public Impact (<http://publicimpact.com>) that enables both human resource staff and interviewers to measure a candidate’s core beliefs. *Under TIF4, recruitment strategies will broaden searches for highly effective STEM educators through partnerships with higher education institutions.*
- **Evaluation** – Teacher and principal evaluation systems use qualitative and quantitative measures to inform all HCMS decisions. *Under TIF4, Student Learning Objectives will be developed for non-tested areas including STEM; trained and certified evaluators to accurately apply the Framework for Teaching in teaching practice; and, a web-based HCMS will be put in place to manage personnel documents (evaluations, observations, promotions, teacher artifacts).*
- **Professional Development** – Teachers and principals have *personalized growth plans* which outline strategies to support the need for highly effective teachers and leaders. *Under TIF4, professional development will expand to STEM education and incorporate of 21st Century learning skills, teacher peer observations, and principal observations.*
- **Career Opportunities** – Teacher and principal career opportunities are based partially on evaluations with student achievement data. *Under TIF4, a Teacher STEM Career Lattice*

would provide additional promotional opportunities for teachers; and certification in STEM for paraprofessionals will be incorporated into hiring.

Other HCMS decisions include the reduction of workforce, which must occur (based on a \$50.6 million deduction in state/district education funds for SY '11-12), and the first teachers to be reduced are those on First Year Only contracts with minimally effective or ineffective evaluations, rather than tenure (also supported in state legislation).

(a)(2)(ii) The weight given to educator effectiveness based on the educator evaluation systems described in the application when human capital decisions are made.

Weight given to educator effectiveness is 50-50, that is, 50% qualitative (*behavior or professional practices*) and 50% quantitative (*results or student learning*). The evaluation uses multiple measures to provide quality feedback and accurate and defensible summative ratings. To reach these dual purposes, the system must be rigorous, valid, reliable, and defensible.

Table 4: Weight Given for Education Evaluations						
Teaching Practice Component - 50%				Student Performance Component - 50%		
Danielson Framework				Student Growth	Status/Proficiency	Student Learning Objectives
Standard 1 Planning	Standard 2 Environment	Standard 3 Instruction	Standard 4 Professional Responsibility	State Assessments	State and Local Assessments	Defensible student learning outcome data

Quantitative Measurements: The student performance component includes growth measures based on the Student Growth Percentile Model (Betebenner, 2008), which normalizes student growth and performance and compares growth within similar scoring academic peer groups. Additionally, status measures or proficiency rates are used from the *Nevada Criterion Referenced Test (CRT)* assessment system. WCSD uses a data warehouse and performance management system that houses longitudinal student achievement data, other student academic and demographic information, and links unique student and teacher identifiers to inform teacher and principal evaluations. Where possible, the following considerations will be used in this portion of evaluation as appropriate:

- A weighted combination of school level, grade/department level, and classroom/course level performance growth, status, and other identified student achievement outcomes.
- Along with state tests, a combination of local measures will be used where appropriate, including early literacy indicators (e.g. DRA³), interim assessments (e.g. MAP⁴), end of course assessments, Advanced Placement test performance, credit attainment, and graduation rates for assigned students.

Careful consideration has gone into developing differentiated weights of student measures for teacher grade levels, course subject areas, and available assessments. For example, a 5th grade teacher can have differential weights tied to growth measures, CRT proficiency, and Writing Assessment at the school, grade, and classroom level. In contrast, there are no state Kindergarten tests, so growth may be measured as development on the Kindergarten Portfolio assessment and DRI⁵. Since these assessments are not as psychometrically sound as state CRTs, the weight of classroom assessments may decrease and be balanced by **Student Learning Objectives** (SLOs) and school-wide performance. Likewise, reading growth can be used as part of a 7th Grade Social Studies teacher evaluation, but the measure would be balanced by a SLO.

Qualitative measurements: The *teacher evaluation*, based on Charlotte Danielson’s *Framework for Teaching*, is a comprehensive, research-based definition of effective teaching respecting the complexity of teaching and its many different dimensions, and is used for all classroom teachers including Special Education and ELL teachers. The success of the system relies on skills of those doing the evaluating, as well as clearly articulated protocols and procedures in how to promote learning for teachers through self-assessment, reflection on practice, and professional conversations. *The need for highly skilled observers certified in*

³ DRA - Developmental Reading Assessment

⁴ MAP - Measures of Academic Progress

⁵ DRI - Developmental Reading Inventory

classroom observation will provide teachers and leaders with better methods to improve professional development and increase accuracy, reliability, defensibility of evaluations.

The *principal evaluation* uses the *McREL* (Mid-continent Research for Education and Learning Leadership Standards for Principals) and is designed to support the efforts of school leaders in developing/refining the skills needed to lead a school to the autonomous end of the continuum as outlined in the MPE⁶. Using the seven standards of leadership, the evaluation is designed to give feedback for improvement in leadership and helps with HCMS decisions on targeted and focused professional development for individual principals.

The weight of evaluation systems is mandated by Nevada Revised Statute (NRS 386.650, AB 222, AB 229) in these areas: 1) Use of student data must account for 50% of the evaluation, and 50% accounts for qualitative measures (i.e. observations and evaluation rubric); 2) Four differentiated designations that define levels of effectiveness; 3) Two consecutive minimally effective or ineffective evaluations can return the individual to probationary status; and, 4) Educators under probationary status must serve three years in probationary status and will need to receive a highly effective or effective evaluation rating in order to become post-probationary.

While weights given to educator effectiveness are key components in the HCMS decision-making process, other factors under WEA, WSPA, and WESPA collective bargaining agreements also factor into employment decisions. Also, state and WCSD leaders agree that nothing under this grant proposal shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school or school district employees under federal, state or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employers and their employees. WCSD and the local collective bargaining representatives agree

⁶ Managed Performance Empowerment – a theory of action which grants flexibility and decision-making authority to schools based on successful performance.

to confer in good faith over matters within the scope of this grant.

(a)(2)(iii) Feasibility of the HCMS, including LEA’s prior experience using information from the educator evaluation systems described to inform human capital decisions, and applicable LEA level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions.

Prior Experience: The use of an integrated evaluation system using qualitative and quantitative data has also led the District to discover continuous improvement is needed in order to make significant gains in student achievement. The PGS evaluation system was piloted in 17 schools (eight volunteer schools and the other nine designated as “persistently low achieving schools,” seven of which are SIG⁷ schools). Information from this pilot was used to make informed decisions about evaluation rubric refinement, the need for trained observers, a focus to begin the process of creating SLOs for non-tested subjects, and to pinpoint clear professional development to increase teacher and leader effectiveness.

The use of SLOs are not only a measure of an educator’s effectiveness, but also a lens through which to view an educator’s practice. The SLO structure and process is aligned to Danielson’s *Framework for Teaching*, so specific human capital decisions such as professional development and placement can be determined using SLOs as one of several measures.

The use of evaluation and retention data has directly led to the creation of a Teacher Career Lattice, provided criteria for pay for performance, and formation of the Peer Assistance Review, a mechanism for maintaining systemwide quality control and ensuring all WCSD principals and teachers responsible for teaching students receive appropriate support and meet WCSD standards of performance. Data from evaluation and other employment factors (i.e. hiring processes) has also provided structure to the PGS, changing the landscape on how WCSD recruits, hires, and retains highly effective and effective teachers/principals. “Hiring for Attitude” incorporates multiple measures that deeply embed WCSD’s core beliefs – a passion for teaching; persistence; being an advocate for all students; believing all students can learn and be successful; engaging

⁷ School Improvement Grant (SIG), funded through the Nevada Department of Education.

students and building relationships; and cultural awareness and responsiveness in the classroom (See Appendix). These strategies now inform employment decisions and strengthen teaching and leadership qualities in existing personnel. With the evaluation system set to roll out District-wide in SY 2012-13, WCSD leadership will continue to monitor data to improve instructional leadership effectiveness to ultimately improve achievement for all students.

LEA-Level Policies to facilitate modifications: The WCSD's Office of Human Resources has worked with employee associations to make policy changes supporting highly qualified, highly effective teachers, administrators, and other staff at high need schools. Major WCSD policies facilitating educator effectiveness as a factor in making human capital decisions include:

- In collaboration with WEA, WCSD leadership *negotiated modifications in the master agreement with teachers allowing the use of factors other than seniority* when addressing teacher overage and reductions in workforce. New language also allows WCSD to hold an opening at any school for the purpose of overage. This ensures teacher placement is dispersed throughout the District and not disproportionately in high need schools.
- Signed Memorandums of Agreement by the District and the WEA, WSPA, and WESPA for use of the Teacher Career Lattice and Pay for Performance. Pending state legislation makes it mandatory for Nevada school districts to have policies in place by SY '13-14.
- The Peer Assistance Review process allows for intense support for principals/teachers found to be minimally ineffective/ineffective with input from peers (mandated by state legislation).

(a)(2)(iv) Commitment of LEA's leadership to implementing described HCMS, including all component parts.

Key reforms have shifted the WCSD's organizational structure and culture. The Board of Trustees and all employee associations played key roles in moving the reform agenda forward. Shifts in WCSD's organizational culture to data decision-making and collaborative professional development, has changed the way it does business from central office to direct classroom

instruction, embracing a highly student-centered focus with the pledge of “*Every Child, by Name and Face, to Graduation.*” *Envision WCSD 2015* provides the framework for strong leadership in a student-centered culture aligned with key management systems through its five goals: 1) Provide continued academic success for every student; 2) Recruit and support highly effective personnel; 3) Engage families and community partners; 4) Value and strengthen a positive, self-renewing culture; and, 5) Align performance management systems. *Goal 2* objectives include: attracting, recruiting and hiring the most qualified personnel; providing quality training and professional development; motivating and retaining high-performing employees; and revising and using new personnel evaluation. Student performance drives HCMS decisions to having highly effective instructional and leadership practitioners at all levels of service.

(a)(2)(v) Adequacy of financial/nonfinancial strategies/incentives, including proposed PBCS, for attracting effective educators to work in (and retain in high-need schools. Modifications needed to existing HCMS and timeline for implementing must show award of PBC in schools no later than 3rd year of grant.

Financial Incentives: A pay for performance criteria and payment schedule was established and approved by WEA, WSPA, and WESPA and is available to schools funded under TIF3. Table 6 highlights criteria and performance pay scales for certificated employees, principals /assistant principals, and education support staff (*Requirement 1 and 6*).

Table 6: Washoe County School District Proposed Criteria for Earning Performance Pay at High-Need Schools

(Requirements 1 and 6)

For Requirement 1: Design Model 2 (1)

All Employees must meet the following criteria in order to receive performance pay:

- 1) Be at a school that met school-wide performance targets the previous year;
- 2) Receive an acceptable overall on their annual evaluation (*Requirement 1, Design Model 2(1)(A)*);
- 3) On the Evaluation Listing Report sent to the TIF school by the Office of Human Resources;
- 4) On the same Evaluation Listing Report at the same TIF school on November 1 of the year they will receive compensation; and
- 5) On the roster 85% of the days for the previous school year.

Performance Pay:

• **Certificated Employees**

- \$2,000 for 1.0 FTE (full-time)
- \$1,000 for .50 to .90 FTE (part-time)
- Career Ladder Positions Proposed at each site (*Requirement 1, Design Model 2(1)*):
 - STEM Master Teacher - \$10,000
 - STEM Lead Site Mentor Teacher - \$7,000

• **Principals and Assistant Principals**

- \$5,000 for principal
- \$3,000 for assistant principal

• **Education Support Professionals** (*Requirement 1, Optional PBCS feature*)

- \$500 for working at least six hours per day (minimum 30 hours per week)
- \$250 for working three hours up to 5.99 hours per day (15 hours to 29.9 hours per week)

Non-financial strategies and incentives: High-quality professional development, participation in research projects, and involvement in school and district leadership committees are available to attract, retain, and further develop skills for highly effective teachers and leaders. These strategies help to narrow achievement gaps and provide a pathway from PreK-12th grade.

Professional Development: WCSD currently provides a broad range of high quality professional development to principals and teachers which are tracked through an online monitoring system by the WCSD's In-service Department. WCSD offers two well-established professional development programs for new and veteran teachers, the *New Teacher Induction and Mentoring Program* and the *Implementation Specialist Program*. These programs contribute to educational practice in WCSD and consist of a broad range of intensive, sustained, job-embedded professional learning aligned to WCSD goals, curriculum, instruction, and assessment for the purpose of improving the quality of teacher performance and raising student achievement.

The *Principal Training Program* provides high quality professional development to support strong instructional leadership and offers Diversity Scholarships to help build equitable representation for diverse populations. WASL⁸ provides focused professional development to

⁸ WASL – Washoe Academy of School Leaders in partnership with the **SUPES Academy**, a national non-profit organization dedicated to the development of outstanding school leaders. WASL participants build capacity in leadership, leading the Teaching and Learning Framework, creating an accountable school, leading and managing

assistant principals, teachers and deans who are interested in becoming administrators. NISL⁹ serves a cohort of 12 principals in an intense, 18-month training. Principals who complete the program are certified in NISL and become trainers for other WCSD principals.

Other District professional development initiatives target specific age groups and student subpopulations, including Early Childhood Education, where work is being done in P-3 alignment and curriculum integration. District-wide ELL training for teachers incorporate model programs such as Sheltered Instruction Observation Protocol (SIOP) and Guided Language Acquisition Design (GLAD) to support effective teaching practices. Other incentives include funding for teaching endorsements (i.e. ESL, gifted/talented, special education).

Participation in Research Projects – Through UNR, teachers have an opportunity to work with research professors in the summer to gain firsthand knowledge of various subjects such as English Language Arts, Arts, Music, and STEM areas. This work has led to teachers authoring articles, white papers, and conducting research in their fields of interest. Examples include: Lemelson Teacher Cohort of Literacy, where master candidates conducted action research which helped improve literacy instructional strategies. There are 25 teachers enrolled in the first of its kinds, Lemelson STEM master cohort (See Section g).

Leadership Opportunities: At the site level, each school has a *Leadership Team* charged with crafting a *School Improvement Plan*, a thoughtfully designed document using student data to drive instructional goals. Each school also has an *Intervention Assistance Team (IAT)* that supports MTSS and serves as a collaborative, problem-solving unit building capacity within grade levels, departments, and schools. The PGS also offers a Teacher Career Lattice with

people, managing resources, and building relationships.

⁹ NISL – National Institute of School Leadership (Veteran Principal Training) offers high-quality, research-based professional development programs designed to give principals the critical knowledge and skills they need to be instructional leaders and improve student achievement in their schools.

opportunities to become a Master Teacher or a Lead Mentor Site Teacher.¹⁰ At the District level, committees are formed to work in areas such as, the student data decision-making process, PGS, integrating diversity and culture, and the Parent Involvement Council, all which require and welcome principal and teacher membership.

Modifications needed to existing HCMS and timeline for implementing:

Professional development and career opportunities in STEM. The creation of WCSD STEM Academies has propelled a high need to incorporate STEM skills and content knowledge as *highly valued* for effective educators.

Development and implementation of Student Learning Objectives. In partnership with CTAC, WCSD will develop a reliable, valid, and defensible SLO system which will expand student growth data to measure performance and increase opportunities for performance pay to those teachers in non-tested subjects/grade levels.

In-depth training in classroom observations. Explicit training and certification for Classroom Peer Observers is needed to ensure reliable, valid, and defensible classroom observations to inform teacher professional development needs and increase inter-rater reliability for teacher evaluations.

Recruitment of highly effective teachers and principals particularly in STEM. WCSD can advance recruiting efforts for STEM teachers and principals through partnerships with higher education institutions to attract highly qualified STEM candidates to the District.

The integration of a HCMS web-based system. This will allow HR, principals, and teachers

¹⁰ The **Master Teacher** is an exemplary classroom instructor demonstrating a high level of understanding and knowledge of the new WCSD Teacher Evaluation Rubric. In support of the Teacher Evaluation Rubric, is able to provide guidance and support for a teacher to meet the effective or highly effective rating standard. The Master Teacher opens his/her classroom to other faculty members for modeling instruction and demonstration lessons. The **Lead Mentor Teacher** has knowledge of all District support services to provide one-on-one support to the novice teacher, conducts classroom observation of novice teachers, and provides feedback to the novice teacher assisting in reaching needed standard. Provides novice teachers the opportunity to view demonstration lessons in the Master Teacher Classroom, or can accompany a teacher in a visitation to another model classroom.

to track employment occurrences including housing SLOs, evaluations, observation notes, professional development plans, and teacher classroom artifacts.

Goals, objectives, timeline and milestones are listed in Table 7.

Table 7: WCSD TIF4 Goals and Objectives Timeline			
Goal: Increase the number of highly effective and competent certified teachers and principals who reflect the Washoe County School District's Mission, Vision, and Core Beliefs through the implementation of an effective and comprehensive evaluative growth system, particularly in the areas of STEM. (AP 1, AP 2, AP 3).			
Objective 1.1 Work collaboratively with WCSD collective bargaining units (WEA, WSPA, WESPA) to establish consistent, reliable and fair principal and teacher performance evaluation policies. (AP 1, AP 2, AP 3, CP 5)			
Project Tasks	Person(s) Responsible	Timeline	Milestones
Develop differentiated levels of compensation for effective teachers, principals, and classified staff based on a set of criteria for participating TIF4 schools particularly in STEM subjects.	Chief HR Officer, TIF Coordinator, TIF4 Team Leaders, Association representatives	Year 1 October 1- May 2013 Requirement 1 & 6	Differentiated levels of compensation set particularly in STEM subjects. Pay for performance established for TIF 4 schools.
Develop a teacher STEM Career Lattice for incentive pay.	Chief HR Officer, TIF Coordinator, TIF4 Team Leaders, Association representatives	Year 1 October 1- May 2013	Teacher STEM Career Lattice for incentive pay created.
1.2 Determine student achievement growth goals in participating schools that align with WCSD Accountability Framework and WCSD Pathway To College Readiness key targets. [AP 1 (1), AP 2 (1) (2) (3)]			
Project Tasks	Person(s) Responsible	Timeline	Milestones
Collaborate with school leaders to develop a defensible system of STEM achievement growth targets at participating schools.	TIF Steering Committee, Dept. of Assessment	Year 1 Mar/April 2013	STEM achievement targets are established to help guide school improvement planning and enhance student learning in STEM subject areas.
Establish all growth targets at participating schools.	TIF Steering Committee Dept. of Accountability, Dept. of Assessment	Year 1 Mar/April 2013 <i>(Baseline annually thereafter)</i>	Schools have clear objectives for enhancing student achievement.
Set SLO targets at participating schools	SLO Steering Committee, TIF Steering Committee,	Year 2 (Pilot)	SLO growth targets are adopted into

	Dept. of Accountability, Office of Academics, CTAC	Mar/April 2013 <i>(Full scale implementati on annually thereafter)</i>	WCSD Accountability Framework and guide school improvement planning.
<i>1.3 Develop and implement defensible Student Learning Objectives process to improve student learning, to be used as a goal setting and quantitative evaluation for teachers and principals [AP 1 (1), AP 2 (1) (2) (3)]</i>			
Project Tasks	Person(s) Responsible	Timeline	Milestones
Establish and convene an SLO Steering Committee	TIF Coordinator, Office of HR, Dept. of Accountability, Office of Academics, Dept. of School Performance, Associations, CTAC	Year 1 Monthly beginning Oct. 2012 <i>(Meeting several times a year thereafter)</i>	SLO Steering Committee and working groups meet monthly to develop SLO system guided by in-depth training from CTAC.
Establish key SLO documents (SLO framework, process, quality rubric, appeals guidelines, etc.)	SLO Steering Committee, Office of Academics, Office of HR, CTAC	Year 1 Nov. 2012- Feb. 2013 <i>(Refined annually thereafter)</i>	All key SLO documents and processes, including an SLO framework, process, rubric for evaluating SLO quality, and appeals guidelines are in place and communicated to all stakeholders.
Train district and school leaders in SLO purpose and process.	SLO Steering Committee, TIF Coordinator, Associations, Dept. of Accountability, Dept. of Staff Development, CTAC	Year 1 Mar/April 2013 <i>(At least annually thereafter)</i>	Staff are competent in developing SLOs and SLO systems, monitoring progress on objectives, and evaluating SLOs for quality.
Develop and identify model SLOs for use in SLO bank.	SLO Steering Committee, TIF Coordinator, Dept. of Accountability, Office of Academics, CTAC	Year 1 Mar 2013- August 2013 <i>(Refined annually thereafter)</i>	An SLO bank containing well-validated, exemplar SLOs is established and used by teachers and administrators to improve student learning.

Implement SLOs that are teacher-written, administrator- approved, and overseen by SLO Steering Committee.	SLO Steering Committee, TIF Coordinator, Dept. of Accountability, Office of Academics, CTAC	Year 2 (Pilot) Oct 2013- June 2014 <i>(Full scale implementation annually thereafter)</i>	Defensible system of SLOs is in place at participating schools that improves student learning, teacher practice, and guides performance goal-setting.
Conduct SLO appeals.	SLO Steering Committee, TIF Coordinator, Dept. of Accountability, Office of HR, Office of Academics, CTAC	Year 2 June 2014 <i>(Annually thereafter, allowing for appeals after first semester where applicable)</i>	SLO appeals form and process are in place.
<i>1.4 Train administrators, principals, assistant principals on classroom observations for use in teacher evaluation and guidance for teacher professional development with an emphasis on 21st Century learning skills. [AP 1 (2), AP 2 (1) (2) (3), AP 3 (1) (2)]</i>			
Project Tasks	Person(s) Responsible	Timeline	Milestones
Purchase 360 degree cameras.	TIF Coordinator, TIF Principals, Dept. of Staff Development	Year 1	360 degree cameras installed and used in TIF4 schools to guide teacher professional development, observation and analysis of teaching.
Train principals and assistant principals, Implementation Specialists (ISs), Consulting principals, STEM Master and Lead Site Teachers, TIF & STEM Coordinators, Dept. of Staff Development personnel in classroom observation for the purpose of teacher evaluation.	TIF Coordinator, Office of HR, Dept. of Accountability, Dept. of Staff Development, Associations, Learning Forward	Year 1 SY 2012-2013	Increase the number of trained administrators including the TIF4 principals trained in classroom observation.
Develop observation videos that demonstrate the incorporation of 21 st Century learning skills in classroom instruction.	TIF Coordinator, Office of HR, Dept. of Accountability, Dept. of Staff Development, Division of 21 st Century Learning, NMC, Learning Forward	Year 2 SY 2013-2014	Classroom observation video bank established with a focus on STEM and/or 21 st Century learning skills.

Walkthroughs using observation skills used to evaluate teachers and to be used as guidance for teacher professional development.	TIF4 principals/assistant principals, ISs, Area Superintendents, Performance Director	Year 2 and throughout life of grant.	Principals / assistant principals use walkthroughs as part of evaluations and guidance for teacher professional development.
<i>1.5 Develop ongoing, embedded professional learning and support focused on individual performance growth and teacher retention in hard-to-fill schools particularly in the STEM subjects. Actively recruit STEM teacher candidates to WCSD. [AP 3 (1-5)]</i>			
Project Tasks	Person(s) Responsible	Timeline	Milestones
TIF personnel hired: Implementation Specialists, 21 st Century Learning / Technology Coaches, HCMS Manager, SLO Coord., STEM Coord.	TIF Coordinator, Dept. of IT, Division of 21 st Century Learning, Dept. of Curriculum and Instruction	Year 1	Staff hired.
21 st Century learning skills professional development (may include Project-Based Learning and Understanding by Design; UNR College of Education Raggio Research Center for STEM courses, Desert Research Institute (DRI), New Media Consortium, or other STEM conference).	TIF Coordinator, Division of 21 st Century Learning, Dept. of Curriculum and Instruction, Identified TIF4 schools' teachers and principals, UNR College of Education, DRI, Other STEM resources, NMC, Learning Forward	Years 2, 3, 4, 5 SY '13-14 SY '14-15 SY '15-16 SY '16-17	Teachers and principals trained in Project-Based Learning, Understanding by Design and other 21 st Century learning skills to deliver highly effective STEM instruction.
Train the Trainer model used to build capacity for Peer Observers for TIF4 schools.	TIF Coordinator, Office of HR, Dept. of Staff Development, Dept. of Accountability	Year 2 and continues through life of grant.	Peer Observers conduct classroom observations with no evaluative authority, but do provide feedback to teachers.
Implementation Specialists, STEM Master Teachers and STEM Lead Site Mentor Teachers build capacity with teaching staffs at TIF4 schools, in 21 st Century learning skills and STEM course work.	TIF Coordinator, Dept. of Staff Development, Division of 21 st Century Learning, Dept. of Curriculum and Instruction, Dept. of Accountability	Year 1 – ISs and ongoing. STEM Master & STEM Lead Site Mentor Teachers Year 2 SY '13-14 and ongoing.	Implementation Specialists and STEM Master and STEM Lead Site Mentor Teachers build capacity for teaching staffs to incorporate 21 st Century learning skills and STEM course at TIF4 schools.

Recruit highly skilled STEM teachers to WCSD.	Office of HR, Higher education partners	Year 1 and ongoing	Develop recruiting materials and actively recruit highly skilled pre-service STEM teacher candidates to teaching positions within WCSD. Build career pipelines for highly effective STEM teachers and principals to work within WCSD.
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1.6 Continue to develop fiscal sustainability for the Principal and Teacher Performance Growth System by leveraging district resources, federal, state and private funds. [AP 3 (4), CP 5 (c)]

Project Tasks	Person(s) Responsible	Timeline	Milestones
Ongoing operation and improvement of the Teacher and Principal PGS.	TIF Coordinator, Office of HR, Office of Academics, Dept. of Accountability, Associations	Year 1 and ongoing through grant period.	Streamline services for Teacher and Principal PGS, to sustain PGS district-wide.
Collaborate with STEM partners & other funding sources to expand / sustain Teacher and Professional Growth Systems particularly in STEM areas.	TIF Coordinator, Office of State & Federal Programs	Year 1 and ongoing through grant period.	Able to identify funding sources to support Teacher and Principal PGS district wide.

1.7 Implement robust, mixed-method evaluation that relies on formative and summative measure to guide decision-making and assess impact of project efforts.

Project Tasks	Person(s) Responsible	Timeline	Milestones
Hire external evaluation team.	Office of HR, TIF Coord., Dept. of Accountability, Office of Academics, State & Federal Programs	Year 1	External evaluation team hired.
Develop logic model and evaluation plan/timeline in collaboration with external evaluator.	TIF Steering Committee, External evaluation team	Mid-Year 2	Evaluation plan will align with TIF goals and objectives and support WCSD strategic plan.
Annual evaluation reports and presentations to TIF Steering Committee.	TIF Steering Committee External evaluation team	End of Year 2 and ongoing throughout grant	TIF Steering Committee has capacity to adjust and scale up programming based on valid, reliable evidence of progress.

Requirement 3 -- Documentation of High Poverty Schools:

Table 8: High-Poverty Schools Eligibility for Teacher Incentive Fund Schools as of 12/1/11

School Name	# of Free Lunch/# of Reduced Lunch Children	# of Children in Low-Income Families	% of Students who are Free/Reduced Lunch	Total Student	# of Administrators, Certified, Classified**
Drake ES	187/56	243	64.1%	379	1, 25, 17
Greenbrae ES	241/77	318	78.5%	405	1, 26, 7
Kate Smith ES	184/29	213	85.2%	250	1, 21, 10
Lincoln Park ES	263/42	305	Locked in Provision II Status	350	1, 24, 18
Maxwell ES	367/110	447	81.4%	586	2, 30, 20
Mitchell ES	291/49	340	86.3%	394	1, 28, 14
Risley ES	361/63	424	Locked in Provision II Status	501	2, 34, 13
Sparks MS	414/88	502	79.3%	633	3, 40, 17
Sparks HS	562/170	732	62.4%	1174	4, 73, 36

**From WCSD HR database on July 13, 2012.

Requirement 7 - Limitation on Using TIF Funds in High-Need Schools Served by Existing TIF Grant.

Washoe County School District provides assurance in this TIF4 grant application that if successful under this competition, funding from this grant award *will only be used to implement the goal and objectives set forth in the nine designated high-need schools not presently served under any other TIF funds.*

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

(1) LEA has finalized a high-quality evaluation rubric with at least 3 performance levels educators are evaluated.

Under the Teacher and Principal PGSs, evaluation rubrics have been created and use four performance levels as mandated by Nevada law. Both evaluation systems inform HCMS decisions about professional development programs, personnel selection procedures, and the adequacy of human and material resources being assessed. The structure of the evaluation process recognizes the complexities of the roles of both teachers and leaders and provides

opportunities for continuous improvement and strengths are recognized and nurtured.

Timetables for evaluations are listed in the Teacher and Principal PGS Handbooks (Appendix).

Teacher Evaluation Rubric - The Charlotte Danielson, *A Framework for Teaching* model, is the basis for the evaluation with some modifications to meet state mandates and district goals. This research-based framework uses a set of instructional components grounded in a constructivist view of learning and teaching and are aligned to the 10 principles of the Interstate New Teacher Assessment and Support Consortium (Danielson, 2009). This evaluation rubric is used for classroom-based teachers, including Special Education and ELL teachers. The *Critical Attributes and Possible Examples* document (See Appendix) provides examples of what an evaluator will look for when completing an observation and evaluation. One of four overall ratings is given for teacher performance: 1) *Ineffective*; 2) *Minimally effective*; 3) *Effective*, and 4) *Highly effective*.

To substantiate the need for valid, reliable, and defensible observations, there is a need for highly trained and certified evaluators for the purpose of teacher classroom observations. Reliability is important because without it classroom observations will paint an inaccurate portrait of teachers' practice (Kane et al., 2012).

Principal Evaluation Rubric - The McREL *Leadership Standards for Principals* is used to evaluate principals/assistant principals. This is a standards-based, evaluation system which identifies 21 leadership responsibilities with statistically significant relationships to student achievement, that when consistently implemented, can have a substantial impact on student achievement (Waters et. al 2003). These standards are combined with school achievement results and the school improvement process. There are four overall ratings for principal/assistant principal performance: 1) *Developing*, 2) *Proficient*, 3) *Accomplished*, and 4) *Distinguished* which will begin in SY 2012-2013.

(b)(2)(i) LEA has presented a clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels.

The WCSD will use the Student Growth Percentile (SGP) model developed by Damian Betebenner (2008) to measure and link student growth to teacher and principal evaluations. Student growth metrics used to differentiate performance levels for purposes of educator evaluations will include median SGP and the use of Adequate Growth Percentile (AGP).

Median SGP provides a snapshot of the ‘typical’ performance of a student in a school or classroom. Median SGPs are divided into three performance categories for purposes of principal/teacher evaluations: Typical student growth achieved (median SGP between 40-60), less than typical growth achieved (median SGP < 40), and more than typical growth achieved (median SGP > 60). For accountability and evaluation purposes, the proportion of students meeting their AGP can be used to describe performance in a classroom or school. The use of AGP allows educators and policy makers to use current and historical student performance to set achievable growth targets, by estimating what SGPs student needs to achieve to become proficient within a given timeframe. For example, the model might project a specific student scoring below standard in third grade would need to achieve an SGP of 68 for three years in order to reach proficiency by grade six (See Appendix Accountability Framework).

To differentiate performance levels, SGP and AGP levels are assigned values in an index to quantify performance. For instance, in a 100-point index, a “typical” median SGP in reading may be assigned 8 points (depending on grade level and subject area), whereas a “more than typical” median SGP could be assigned 12 (and less than typical could be assigned 4). Likewise, high, moderate, and low proportions of students meeting their AGP would be assigned high, medium and low point values in the index.

The quantitative component models will be evaluated for reliability and fairness each year. If the use of any of the growth metrics is shown to be an unreliable component in the educator

evaluation performance index, the use of different metrics using the same growth model (which has demonstrated reliability characteristics) can be used. For example, the percentage of students scoring typical or above might be used in place of median SGP, or additional discrete value categories might be used to complete the index.

(b)(2)(ii) Evidence (current research /best practices) supporting LEA’s choice of student growth models and demonstrating the rigor and comparability of assessments.

Student data is used to influence HCMS decisions for principal and teacher professional development. *The need to develop a robust system of SLO is needed to more effectively evaluate and provide professional development for teachers in non-subject areas.*

The SGP model adopted by all Nevada school districts and supported by Nevada Department of Education¹¹, has several advantages over other student growth models that make it a useful and practical tool for WCSD, specifically: 1) It has an established record as an effective measure of growth in school districts across the country, providing a wealth of information about best practices to guide successful implementation; 2) It is easily understood by educators, parents, and other stakeholders; 3) It has a strong technical capacity to measure student growth in multiple ways, including non-tested subject areas; and 4) It has statistical merit that makes it more robust to data anomalies common in education measurements. Its fundamental unit, the student growth percentile, is well-understood by educators who are generally familiar and comfortable with the interpretation of norm-referenced test data. WCSD has done extensive training for parents to understand percentile ranks and their meaning in terms of their own child’s academic achievement. Also, the SGP’s has a wide range of technical characteristics allowing for improved measurement of student performance. As demonstrated above, median SGP can be used to describe the performance of a typical student in a classroom or school. SGPs can be aggregated to different levels of

¹¹ Student Growth Model has also been adopted by Colorado and Arizona, among other states.

student populations, including special populations (IEP, LEP, FRL), grade levels, departments, classrooms, or schools to determine if different populations of students with similar characteristics are growing less or more than expected (Betebenner , 2008).

The model can also be used to compute Adequate Growth Percentiles (AGP) to describe proportions growing less or more than necessary to achieve proficiency or advanced levels within a specified amount of time (Betebenner, 2011). The uses of AGPs allow educators to achieve answers to the important question of “How much growth is enough?” In addition, the use of AGP to determine the level of growth necessary to *catch up* to proficiency or *move up* to advanced or college ready levels allows us to hold our system accountable for meeting student needs regardless of where they fall on the achievement spectrum. Finally, the SGP model has several statistical characteristics that support its adoption in WCSD and Nevada:

- It has a demonstrated robustness to outliers, which prevents its measures of central tendency from being distorted by extreme performance of a small number of students.
- Student growth percentiles are not correlated with prior achievement. Therefore, the measure of growth in any given year is not dependent, statistically, on growth or proficiency in the previous year, allowing for independence in the measure being used to measure effectiveness in the current school year.

Use of SLOs in Growth Model: Research supports the use of other measures including SLOs as a fundamental building block for [performance-based] compensation (CTAC, 2008). As states continue to implement performance-based teacher evaluation systems, one of the challenges they face is developing measures of student achievement growth in grades and subjects for which consistent statewide assessment data are not available (NCTQ, 2011). SLOs set achievement goals for groups of students based on a variety of available, objective state and LEA measures developed by teams of administrators, teachers and other like-

content teachers and specialists (NCTQ, 2011). When done correctly, SLOs can provide meaningful benchmarks to gauge teacher performance and also provide teachers in non-tested grades/subjects objective data to measure performance.

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

The WCSD has made progress in developing a high-quality plan for multiple teacher and principal observations. WCSD trained a pilot group of administrators, Implementation Specialists and other professional development staff with a Danielson group of consultants on observations for evaluation purposes. **However, the initial pilot suggests an observation protocol conducted by trained and certified observers will increase HCMS in teacher performance and professional development needs.** The PGS outlines a formalized schedule of multiple observations conducted annually. **Additionally, the use of a HCMS web-based system, developed specially for school district, will enable WCSD to streamline the evaluation process and succinctly track professional development making it more efficient for all users.**

Teacher Observations conducted by principals, assistant principals and/or other trained observers. The formal evaluation process is viewed as a tool for continuous improvement for teachers. Both the teacher and administrator gather data from the professional development years (post-probationary teacher) as well as from the formal evaluation year. These data serve as point of reference for the collaborative evaluation process. The evaluation year is a time when teachers reflect on progress made and potential areas for future professional growth.

Frequency of Observation: Principals/assistant principals formally observe classrooms at least *two* times a year. Formal observations include pre-conferences, observations, and post-conferences. The Teacher PGS outlines walkthroughs and informal observations as a valuable

part of classroom observations. Principals are required to do weekly classrooms visits for informal observations.

Events observed: This includes a variety of valid observation events and teacher instructional methods including classroom lessons, intervention group instruction, PLC meetings, parent conferences, and IEP meetings.

Rater accuracy: For the pilot study of the teacher evaluation, principals and assistant principals were trained in the *Danielson observation and analysis of teaching protocol*. Since teacher evaluations were only recently completed in spring 2012, inter-rater reliability statistics are not yet available. However, an examination of pilot evaluation scores found only 2.5% of the 240 teachers evaluated on the new teacher evaluation system received a “less than effective” rating from their supervisor. At one school, nearly 72% of teachers were rated as “highly effective,” the highest score a teacher can receive on the rubric and one typically reserved only for exemplar performances. These data suggest there is still a need to provide training and certification to classroom observers to ensure strong inter-rater reliability and improved capacity to distinguish between performance categories. With the rollout of the teacher evaluation District-wide beginning in SY 2012-2013, **WCSD will develop a Request for Proposal seeking a national training company that possesses expert knowledge and experience in training and certifying qualified observers linked to the Danielson *Framework for Teaching***. The company must have a system that facilitates the classroom observation process and uses classroom data collected in person or via video to help teachers analyze their teaching. This proficiency system must be designed to help WCSD train and test observers to accurately apply the *Framework* to teaching practice. *Principals and teachers in the Sparks Vertical and other TIF staff, WCSD Human Resources, and WCSD Staff Development will also be trained via online training beginning in Year 1.* The training will include scoring practice, assessment, and

application activities tied to the master-scored videos. Learning modules will include instruction on *bias awareness*, building common expectations, evaluation evidence, and scoring. A proficiency test will be given to challenge observers in demonstrating their observational skills and measure the depth and application of knowledge in rendering accurate judgment.

Teachers and Implementation Specialists will be included in this training so they can understand observation methods (**Peer Observers**), how they are linked to the *Framework for Teaching*, and deeply understand levels of performance. **360-degree cameras and iPod cameras** will be used by Implementation Specialists to record model classroom instruction, and guide teachers in their own instructional skills. Teachers can improve effectiveness with focused feedback from those trained in accurately applying an instructional framework to teaching practice.

Principal Observations: Evaluators for the formal evaluation of all principals are Area Superintendents within their supervisory zone. Assistant principals are evaluated by their respective principals. Formal evaluations and personalized professional growth activities (used between formalized evaluations are outlined in the PPGS Handbook -See Appendix).

Frequency of observation and events observed: In addition to goal setting meetings, four formal observations and summative evaluation meetings are held as well as other interactions as needed to document performance in relation to the McREL Leadership Standards and student achievement results. During an evaluation year, at least two formal observations are required. Formal observations require the person being observed having full knowledge of the observation, a written observation report is shared with the person, and the person has the right to respond to the observation report. It is recommended that observations should be a minimum of 30 minutes in length or longer, as appropriate. Examples of formal observations and visits include: staff meetings, student meetings, IAT meetings, monthly

monitoring visits, etc. In addition, during a formal evaluation year, the principal/assistant principal gathers data for three annual supervisory meetings with the Area Superintendent. These meetings will occur near the beginning, middle and the end of the school year to review data sources in order to set goals, review progress toward goals, and review summative performance in relation to the Seven Standards, school achievement results and the school improvement process.

Rater accuracy: Nevada state law mandates the minutes required for observations for probationary and post-probationary employees. Because SY 2011-2012 was the first year of implementation of the new principal evaluation, inter-rater reliability has not been established nor has training occurred to create standardization in the written narrative for the principal tool. This work is being done through the TIF Steering Committee and Principal PGS committee.

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

The WCSD has implemented and tested each of the components required to carry out the proposed educator evaluator system using the SGP. For the past three years, WCSD has built the capacity of teachers and administrators to use data in evaluating student achievement at both the school and classroom level. Since SGP has not yet been used in the District for school accountability or educator evaluation, we have had the ability to build capacity for understanding and interpreting the data without high stakes attached. WCSD has provided student growth data and technical support at the site- and teacher-level to each of its 102 schools every fall since 2009. During this time period, the Department of Accountability has been working internally to evaluate the psychometric characteristics of the model. In addition, the District has been collaborating with WestEd to study uses and characteristics of the model in school improvement and educator evaluation. With previous TIF funding, WCSD identified a group of eight voluntary “control group” schools, to pilot the newly adopted Teacher and

Principal PGS and used student growth measures to evaluate educator effectiveness.

Introduction to, and training on, the measures were provided to all teachers and principals at the eight pilot and nine TIF3 schools. The first round of quantitative evaluation data will be provided to all educators in September 2012 upon calculation of model and index values.

Since January 2012, WCSD HR and Accountability are building capacity to tie every teacher to each of their students and explore weighting or “dosage” (Isenberg 2008) assignments to teachers without straightforward rosters.

(b)(5)(i) In the case of teacher evaluations, evaluation system bases the overall evaluation rating for teachers in significant part on student growth.

The success and credibility of the teacher evaluation relies on the fair and transparency of student measures. The quantitative component of teacher and principal evaluations relies heavily on student growth at the classroom level using the SGP model. To ensure a well-rounded examination of growth is used to compute a teacher’s evaluation, growth measures include: a) median SGP, b) typical, less than typical and more than typical growth, and c) the use of adequate growth percentiles. The quantitative component will also include measures of status/proficiency. The exact weight student growth will carry in a teacher’s evaluation will differ depending on grade level, subject area and available assessments. For most teachers, the overall weight growth will carry in the evaluation will sum to approximately 60% of the quantitative component. This percentage will be lower in non-tested grades or subjects. The use of SLOs will be an integral component of WCSD’s evaluation approach because they measure student academic growth in both tested and non-tested grades and subject areas. SLOs provide a measure of and support for teachers’ instructional practices.

Teacher SLOs are carefully crafted goals for what a student will learn over a specific interval of time. With the support and oversight of principals, teachers must demonstrate critical, evidence-based thought about the academic needs of individual students and classrooms as a

whole. SLOs require a teacher to demonstrate a wide variety of professional practices including:

- 1) A detailed understanding of the content to be learned and the students who will learn it;
- 2) The alignment to CCSS, and other state/ local standards;
- 3) The research-based instructional practices most appropriate to mastering the learning content;
- 4) The assessment data most effective in establishing baselines and measuring student growth;
- and 5) Growth targets that are rigorous and comparable across classrooms and schools.

Pivotal to the SLO model is the use of pre- and post-assessment of student learning to determine the degree of student growth attained during the school year. The use of pre- and post-assessments for students, serves to capture a student's learning for a given course that year, rather than estimating a given estimation of growth, adding important educator and political validity to the evaluation system. To ensure excellence of practice and results with SLOs of teachers and administrators, **WCSD is partnering with CTAC** as the leading practitioner and evaluator of SLOs nationally. An **SLO Coordinator** will work with the target schools and CTAC to understand and develop SLOs. Their expertise, particularly around ensuring high quality SLOs through the use of rubrics, will elevate the practice of SLOs to a strong position of rigor and comparability (**budget includes: CTAC personnel, travel, training materials**).

(b)(5)(ii) Evaluation System evaluates the practice of teachers including general education teachers and teachers of special student populations in meeting the needs of special student populations including students with disabilities and English learners.

High expectations are established for all teachers and clarity of specific responsibilities are provided according to the educational setting and student need. Both Special Education and ELL teachers are *evaluated with the same rubric used for regular education teachers* and are held accountable to the high standards of the teacher evaluation. Both Special Education and ELL teachers have well-established, differentiated walkthroughs addressing expectations of the specialized classrooms. These expectations are cross-referenced with the Domains and Components on the evaluation rubric for general education teachers. Student achievement data

may differ due to different appropriate standardized test instruments, informal diagnostic, observations, and language assessments (such as for ELL SOPA, QSI, WIDA-ACCESS).

The use of Targeted SLOs will focus teacher practice exclusively on special needs and/or ELL students. Data analysis of the Targeted SLOs can also lead to a focus on additional student subgroups such as students below grade level or students with attendance or behavior histories that warrant such a focus.

(b)(6)(i) and (ii)(A) In the case of principal evaluations the proposed evaluation system; (i) Bases the overall evaluation rating in significant part on student growth; (ii) Evaluates, among other factors, a principal's practice in (A) Focusing every teacher, and the school community generally, on student growth.

The principal evaluation is aligned tightly with the WCSD Accountability Framework, WCSD Pathway and the Nevada School Performance Framework. These are platforms for principals and District administrators to set rigorous annual academic benchmarks based on student achievement data.

Principals' quantitative scores will be derived from multiple measures including student growth and student proficiency levels. In order to ensure a valid, reliable and defensible principal evaluation system is in place, principal SLOs will serve as a quantitative measure of instructional leadership, as well as overall leadership of the school. Centering on school-wide goals for his/her building, a principal sets a specific goal for student learning collaboratively with his/her area superintendent the principal is then held accountable for, and supported in attaining. While this quantitative measure serves as an important component of the principal's evaluation, the principal's leadership of the process is also aligned to McREL standards for evaluation. This allows formative data collection on specific aspects of leadership to be evaluated and then improved where needed, in parallel fashion to that of teachers' SLOs being used to indicate specific indicators of need in their *Framework for Teaching*.

Though an important measure of accountability, SLOs also provide an important vehicle for supporting school leaders – inclusive of teachers – in raising student achievement. Collectively,

the building faculty works toward its aligned classroom SLOs to improve both the classroom-specific and overall school learning performance for students. The SLO process becomes a vehicle for focusing every teacher – and the school community at large – on student growth through embedded, natural, ongoing activities, such as faculty and team meetings, parent/teacher/student conferences, and school communications. In this manner, SLOs serve as glue across multiple initiatives to focus all stakeholders on student growth. For example, student achievement data is presented at family events and individual student progress is at the center of parent conferences to ensure academic growth and success.

(b)(6)(ii)(B) Establishing a collaborative school culture focused on continuous improvement.

To graduate students STEM career and college ready, a collaborative school culture is critical. Attention to vertical alignment, opportunities to share knowledge, integration of inclusive practices and social emotional competencies, and strong partnerships with parents and community build a collaborative culture for WCSD.

Vertical Alignment: WCSD is divided into four zones with each high school aligned vertically with its feeder middle and elementary schools. This automatically creates an atmosphere for shared learning, continuous improvement, and accountability. Attention is given to critical student transition years (i.e. elementary to middle, middle to high school) to provide seamless instruction coordinated K-12 curriculum. For example, in the Sparks Vertical, Sparks HS has the Microsoft Academy of Excellence. Sparks HS and Sparks MS are working together to build STEM curriculum that starts preparation in middle school so students enter Sparks HS prepared for rigorous curriculum.

Shared Learning: District Implementation Specialists and Data Analysts work with schools to model highly effective instructional methods, and understand student data so instructional gaps can be identified. Standardized PLC time across all schools through *early-release*

Wednesdays provides teachers and principals time to review student data in order to differentiate instruction and pinpoint area of instructional needs.

Diversity and inclusion: The WCSD Diversity and Equity Leadership Team is improving cultural competency by incorporating inclusive practices for all students¹². Inclusive practices focus on research-based instruction, a student-centered approach to positive behavior classroom climate and culture, social and emotional competencies, and student growth, requiring WCSD to be dedicated to addressing all facets of prejudice and discrimination. WCSD's partnership with CASEL through the *Collaborating Districts Initiative* has provided collaboration on a national level to develop Social-Emotional Learning (SEL) Core competencies.

Parent and community partnerships: Strong partnerships with parents are essential to developing a shared culture. The WCSD's Family-Schools Partnership Department oversees *Parent University* in partnership with many community agencies and businesses and offers more than 240 courses annually. These classes include preparing families for college (financial aid and applications), infusing literacy into home life, as well as social and emotional courses.

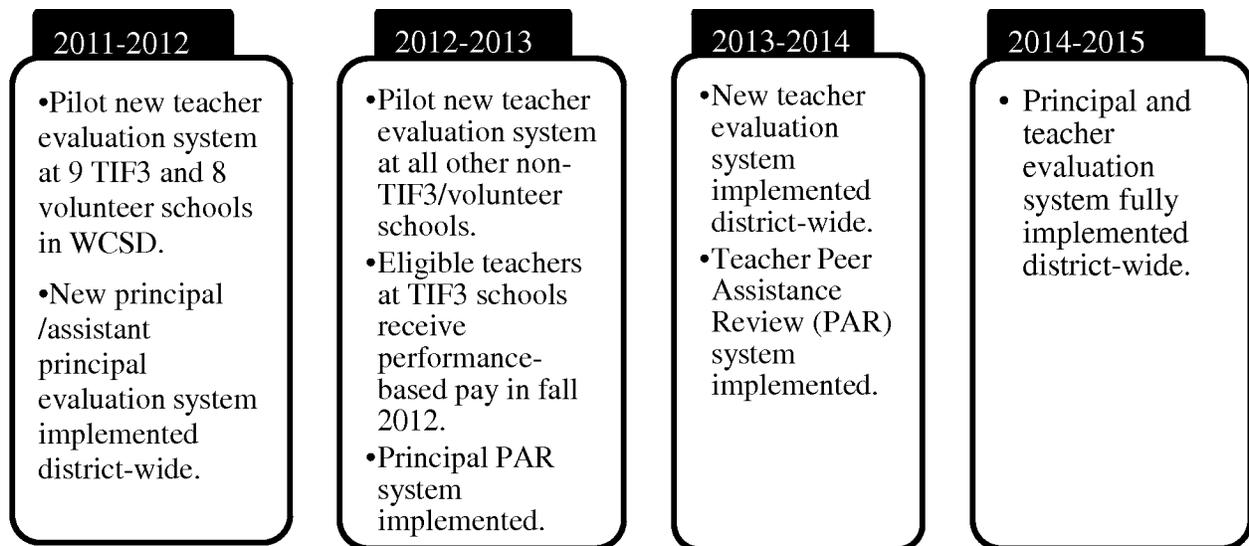
(b)(6)(ii)(C) Supporting academic needs of special student populations (IEP, ELLs), by creating systems to support successful co-teaching practices, providing resources for research-based intervention services, or similar activities.

The *Multi-Tiered Systems of Support (MTSS)* within the Teaching and Learning Framework reflects a concentrated effort to provide for students' individual academic, social, and emotional needs. Within the MTSS is *Response to Intervention (RTI)* and *Positive Behavior Invention Supports (PBIS)*. Both RTI and PBIS are proactive system approaches for establishing educational, behavioral supports and social culture that lead to greater social, emotional and academic success. Each school has an *Intervention Assistance Team* that supports RTI and PBIS at the school level and serves as a collaborative, problem-solving unit which in turn builds

¹² SEL Core Competencies¹² (Self-Awareness, Self-Management, Social-Awareness, Responsible Decision Making, and Relationship Skills)

capacity within grade levels, departments and schools. Specifically for Special Education, professional development is focused on inclusive practices which include four main areas: 1) differentiated instruction, 2) site-based leadership, 3) scheduling, and 4) co-teaching. ELLs also follow the same MTSS process with the same access to interventions and assessments as non-ELLs to identify possible learning disabilities. In addition, ELL teachers support English learners by collaborating with regular education teachers to provide authentic co-teaching experiences. All ELL students are exposed to common core and then provided with appropriate language support through the World Class Instructional Design and Assessment (WIDA) framework, using model performance indicators to allow students to show learning at their language proficiency level. Strategies used for ELL instruction include co-teaching, a pull out model framed around oral language development structures, SIOP components and GLAD.

Timeline for Washoe County School District Evaluation System¹³



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

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

The benefit of a robust HCMS tied to the District’s data warehouse gives educators the ability

¹³ *Timelines and implementation dependent on final actions by Teachers Leaders Council and Nevada Department of Education's plan for state-wide evaluation system for teachers and principals.*

to tie specific elements, components, and standards of the PGS to individual teachers, school, and the performance of students, as measured by student growth, status, local assessments and SLOs. The data system allows teachers and principals to disaggregate student data in order to inform decisions on professional development needs. Analysis of data can also identify the relationships between observable characteristics of teaching and student performance, including performance of underperforming or at-risk student groups. Administration of interim assessments (i.e. CBM, IRI, DRA2, QRI, MAP, Kindergarten Portfolio, SBLA, SOPA, and OPAWS¹⁴) are supported and monitored by the Assessment Department. Interim assessment data is gathered into the Student Monitoring Tool (SMT) and delivered to principals on a quarterly basis. The SMT allows principals to disaggregate data by grade, subpopulation and risk factor to pin point areas of strength and challenge. In addition, annual profiles are prepared for each school that detail student growth by both subpopulation and by teacher. This information supports principals in identifying teachers in need of differentiated support and monitoring to improve student outcomes. District Implementation Specialists assist administrators and teachers in using data to drive instructional decisions. SLO data will also be analyzed to reveal precise areas of strengths and needs for individual educators. With SLOs strongly aligning to the Danielson *Framework for Teaching*, specific indicators within the framework can be evaluated through a teacher's SLO. As areas of need are identified through the collective analysis of observational and SLO data reviews, teachers' specific needs for professional development will be identified to improve each educator's effectiveness. Among other aspects of the Danielson *Framework*, these reviews include close and methodical analyses of teachers' abilities to "unpack" and dive into the unique

¹⁴ CBM – Curriculum-Based Measurements; IRI – Informal Reading Inventory; DRA2 – Development Reading Assessment; QRI – Qualitative Reading Inventory; MAP – Measures of Academic Progress; Kindergarten Portfolio – Observational Survey; SBLA – Standards-Based Local Assessments; SOPA – Student Oral Proficiency Assessment; QSI – Qualitative Spelling Inventory; OPAWS – Oral Proficiency and Word Study Alignment.

aspects of their content area, teachers' abilities to develop high quality and tightly aligned lessons, and teachers' abilities to use assessments and other data to inform instruction and support student learning. In similar fashion, as SLOs are also aligned to the McREL evaluation elements, principal leadership can be assessed formatively throughout the year, with customized professional development offered, depending on the determined area(s) of need.

The WCSD's data system provides user-friendly reports and analysis of needs to principals, teachers and professional developers which allows for professional development planning directly aligned to improved school and student performance.

(c)(2) Provide professional development in a timely way.

Timeliness of professional development is improved through early use of data revealed in SLOs. By learning specific teacher and administrator needs early in the school year, opportunities will be provided more expediently than in years past to improve effectiveness. SLOs, observation and certification will be the emphasis of professional development in Years 1 and 2 for both District and site-based staff. During Year 3, more intense STEM training will occur at sites, however, school-based educators wishing to pursue STEM Teacher Career Lattice can begin STEM professional development in Years 1 and 2 (See Section g). Gradually, as staff becomes trained, the Trainer the Trainer model will be used to bring sustainability to the District.

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

A collaborative culture is in place moving the District from isolated changes to systemic innovation. It is the WCSD's belief everyone can make a difference and grow its professional capital. The development of a *STEM Career Lattice* will enable highly effective STEM teachers to become leaders in building the capacity and creating larger collaborative networks (school-wide), moving away from the pattern of occasional recognition of single teacher heroes. The world is changing in profound ways, and the need to focus on higher-order 21st century skills is

increasingly recognized (Senge, et. al 2012). STEM Master and STEM Lead Site Mentor teachers will model lessons and offer their classrooms as “learning laboratories” for other teachers to become proficient in incorporating STEM content and 21st Century skills into classroom instruction. They will work with site administrators to plan schoolwide STEM professional development. A *TIF STEM Teacher Career Lattice Committee* will be formed and include WEA, WSPA members, teachers, STEM experts, and higher education STEM faculty to fully develop criteria for this career track. STEM Teacher Lattice criteria will incorporate elements of highly effective instruction in STEM content and pedagogical understanding of 21st Century learning skills. WCSD will use lessons learned from creating the first Teacher Career Lattice in order to set rigorous criteria ensuring the most qualified educators are selected.

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

This will encompass three broad professional development: 1) STEM content and 21st Century learning pedagogy; 2) Understating, creating, and using SLOs; and 3) trained/certified **Classroom Peer Observers** for evaluation/enhancement of professional development.

STEM/21st Century learning skills: There is an urgent need for teachers and administrators to be prepared to instruct in 21st Century learning skills and STEM. High school students must graduate college/career ready and be prepared for the 21st Century global work force. The Partnership for 21st Century Skills advocates for 21st Century readiness for every student and advocates for U.S. educational systems to fuse the 3Rs with the 4Cs [*Critical thinking and problem solving, Communication, Collaboration, and Creativity and innovation* (P21, 2012)].

Preparing today’s students with these skills is a challenge for most K-12 educators. WCSD recognizes the importance of integrating **technology as a tool for instruction** and **student engagement**. The District has made a concerted effort to more fully integrate technology into the classroom to increase student engagement and provide students with the technology skill set

required to compete in a global market. When used appropriately, technology can significantly improve *student retention, student engagement, and academic performance* (Haystead & Marzano, 2010). Professional development that *blends technology-based and face-to-face learning* can have a significantly positive impact on teachers' confidence to more effectively use technology in their classrooms (Wexford Institute, 2011).

Understanding and using SLOs: Educator training in creating and using SLOs allows teachers to plan backward from an end vision of student success, ensuring instruction is pushing teachers and schools towards a common vision of good instruction and achievement (RISE, 2012). Specific teacher and administrator needs will be professionally developed as they are identified through the review of multiple measures of both observational and SLO data for each teacher. As mentioned in (c)(1), these reviews are able to go quite granularly through the specific aspects of practice for teachers and principals by way of data revealed through SLOs. As data is aggregated at the area and District levels, professional development will grow to include more opportunities tailored to the areas data demonstrates there is a need for training.

For example, a teacher's SLO developed in the fall may reveal that the teacher plans to use ancillary textbook materials, namely worksheets, to address the learning content throughout the interval. The teacher's principal would inquire and learn that the teacher is in need of understanding a broader awareness of resources (Component 1D), as well as incorporating higher levels of questioning and discussion techniques (Component 3B), to more effectively engage students (Component 3C). The principal then steers the teacher to school and District opportunities such as, peer observation and a three-week District course to improve those specific aspects of practice.

To demonstrate how this might work for principals, the area superintendent would visit during the SLOs approval window of time, usually October or November, to sit in on SLO

conferences and debrief with the principal. Through data points of observation and follow-up questioning, the area superintendent learns the principal needs growth in using distributive leadership (Standard 1D) and focusing more on a collaborative work environment (Standard 3A). The area superintendent then shares similar experiences, lessons from those experiences, and offers several suggestions as to how to establish a more distributive leadership style. A suggested reading is given with follow-up during regular meetings and visits to the school to support the principal in growing in those specific areas of their practice.

Trained and certified observers: WCSD needs qualified trained and certified classroom observers. Key findings from the *2012 Bill and Melinda Gates Foundation Measures of Effective Teaching (MET)* project include: 1) High-quality classroom observations will require clear standards, certified raters, and multiple observation per teacher; 2) Combining three approaches (classroom observations, student feedback [WCSD Tripod survey piloted in 2011-12], and valued-added student achievement gains) capitalizes on their strengths and offsets their weakness; and 3) Combining new approaches to measuring effective teaching –significantly outperforms traditional methods, providing better evidence that lead to better decisions.

(d) Involvement of Educators.

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

The Teacher and Principal PGS were developed by a core team of stakeholders including: representatives from WEA, WSPA, teachers, principals, District administrators, community / business representatives to transition the human assets system from a tenure-value plan to a performance-value approach. A steering committee and several working committees accomplished the scope of work and details within the Teacher and Principal PGS. *These committees are in place and will continue to meet as WCSD refines its HCMS.*

TIF Steering Committee: Comprised of principals, teachers, WEA, WSPA and WCSD

departments including Academics, HR, Accountability, Assessment, School Performance, Staff Development, Communications, and State & Federal Programs oversaw the development of the Teacher and Principal PGS. The TIF Steering Committee developed the Teacher Evaluation Rubric with input from key stakeholder groups.

Teacher Evaluation Rubric Implementation Team: Hosted by the WEA, this team included teachers, principals, the WEA president and Executive Director, WSPA president, and District-level staff. The Teacher Evaluation Rubric Team was charged with making recommendations to the TIF Steering Committee on evaluation implementation. In addition, a subcommittee of the team assisted in the development of the *TPGS Handbook* and evaluation forms.

The Principal/Assistant Principal Peer Assistance Review (PAR) Team: A team comprised of principals, assistant principals, including WSPA members, area superintendents, State and Federal program representatives, and HR worked with stakeholders and a Montgomery County consultant , (selected based on the success of PAR process in that district) to determine the PAR process, creating a timeline and process map for ensuring appropriate support and decisions for principals and assistant principals who need assistance. The principal PAR system will be implemented in SY 2012-2013. Based on the work of this team, WCSD will create a Teacher Peer Assistance Review Team in SY 2012-2013 to develop the process for teachers.

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

A signed Memorandum of Understanding by three of the employee associations (WEA, WSPA, and WESPA) and Letters of Support are in the Appendix of this application. **These employee associations are the recognized collective bargaining units for employee groups in WCSD.** These employee associations strongly support the continued work of TIF4 (as they did for TIF3 funding). These employee associations have served in numerous capacities and participated at high levels in to assist WCSD in building the Teacher and Principal PGS.

Efforts accomplished through WCSD's partnership with employee associations include: 1) *Teacher Career Lattice Committee* worked to develop: a) job descriptions, b) pay incentives, and c) criteria for incentives; 2) *The Pay For Performance Team* charged with determining pay for performance incentives for teachers, educational support personnel, and principals/assistant principals. *Memorandums of Agreement* for the *Teacher Career Lattice* and *Pay For Performance* were signed by WEA, WSPA, and WESPA and approved by the WCSD Board of Trustees in April 2012. Other evidence of collaboration by WCSD and educators include:

- In February 2012, the WEA President and Executive Director accompanied the TIF Coordinator to the national TIF Grantee meeting. *Knowledge gained was shared with working TIF committees to make needed adjustments to the PGS.*
- In May 2012, WCSD superintendent, WEA President, and Board of Trustee President attended a national conference “*Transforming the Teaching Profession*” hosted by the U.S. Department of Education¹⁵. The focus of this meeting examined the way school administrators, board members, and union leaders work together to improve teaching and learning. *The WEA President presented conference findings to TIF committees.*
- Teachers and Leaders Council – Created by the 2011 Nevada Legislature, the TLC is to make recommendations on adoption of regulations for a statewide performance evaluation system to the State Board of Education by December 2012. The governor-appointed positions include the WCSD superintendent and two WCSD teachers.

(e) Project Management.

(1) Clearly identifies and defines the roles and responsibilities of key personnel; (2) Allocates sufficient HR to complete project tasks; (3) Includes measurable project objectives and performance measure.

The proposed plan is designed to meet goals and objectives with measurable and specific outcomes on a defined timeline, within budget, and with clearly defined roles and responsibilities

¹⁵ US DOE partners on this conference included: the American Association of School Administrators, American Federation of Teachers, Council of the Great City Schools, Council of Chief State School Officers, Federal Mediation and Conciliation Service, National Education Association, and National School Boards Association.

for the **TIF Project Coordinator, HCMS Manager, SLO Coordinator, STEM Coordinator, STEM Implementation Specialists, 21st Century Learning/Technology Coaches, and Data Analyst**, to adequately fulfill the scope of work needed to achieve TIF outcomes. A formal partnership with **CTAC** (see MOU in Appendix) outlines its role of counsel to the SLO Steering Committee. Beginning with in-depth training of SLOs, **CTAC** will provide ongoing technical assistance to the TIF Steering Committee to support successful design, training, implementation, and analysis of an SLO model and process to tailor-fit the instructional vision of the WCSD. *UNR College of Education* and *College of Engineering*, through letters of commitment (See Appendix), will assist WCSD in developing STEM content and pedagogical understanding of STEM and 21st Century learning skills. WCSD's *HR, Academics, and Departments of Accountability*, and *21st Century Learning* will support the initiative's scope of work.

Project oversight will be led by Deputy Superintendent Dr. Jane Woodburn (10%), Chief Human Resources Officer Dawn Huckaby (20%), and TIF Project Coordinator Alyson Kendrick (100%) (see Resumes in Appendix). The **TIF Project Coordinator** will provide technical assistance and support to all project stakeholders to implement grant activities and oversee day-to-day operations with **.5 FTE Clerical Support**. Other Management Team members: New Teacher Mentor Program and Implementation Specialist Program Director, Sharyn Appolloni, and Director of Research and Evaluation, Ben Hayes, and Chief Strategies Officer, Kristen McNeill. The TIF Steering Committee will include District administrators, educators and members of the WEA, WSPA and WESPA who will provide guidance.

Deputy Superintendent Dr. Woodburn has been instrumental in restructuring central office operational support services in WCSD. She oversaw the Process Performance Management in partnership with American Productivity Quality Center (APQC) and Council of the Great City Schools (CGCS) focusing on Six Sigma, Lean Six Sigma, and Baldrige to

improve efficiency and cost-savings. In her vast experience in human resources, she has led numerous initiatives to increase the diversity and quality of the staff and the use of technology to upgrade HR processes.

Chief Human Resource Officer Dawn Huckaby has more than 20 years of experience in human resources including extensive experience overseeing the administration of staffing, recruitment and selection, compensation, classification, labor relations, employee services, risk management, benefits, continuous systems improvement, and HCMS.

TIF Project Coordinator Alyson Kendrick has 20 years of teaching and administrative experience in WCSD. Ms. Kendrick has been the principal of a Title I school and is experienced at implementing federal grants. She has been a District trainer on the Principal PGS and is a current member of the Washoe County cohort of the National Institute of School Leaders.

WCSD Education Specialist, Dr. Sharyn Appolloni oversees the In-service Department which includes the Induction and Mentoring Program and the New Teacher Academy. Dr. Appolloni has extensive experience as a classroom teacher, administrator, and staff developer. She has presented to local, state and national professional organizations, including numerous presentations at Learning Forward conferences.

WCSD Director of Research and Evaluation, Ben Hayes has overseen the research and evaluation group in the Department of Accountability since 2009. He has directed WCSD's data collection and research agenda in support of WCSD's strategic plan. Through collaborations with the University of Nevada, Reno, WestEd, AIR, and the REL West Regional Education Laboratory, Mr. Hayes has evaluated a number of key grant programs, policies and district initiatives for implementation, impact, and scaling up. In coordination with the Chief School Accountability Officer and Executive Cabinet, Mr. Hayes has overseen efforts to develop a New Accountability framework in the WCSD, which outlines the quantitative metric by which

schools, teachers, and school leaders are evaluated. Mr. Hayes is a key player in WCSD's effort to promote data competency among all stakeholders, producing WCSD's annual Data Summit and developing a system of data dashboards, scorecards, and profiles that enable schools to more effectively monitor student achievement and progress on key academic targets.

Chief Strategies Officer, Kristen McNeill oversees the development of Washoe K12 Education Foundation as well as all grant funded projects under State & Federal Programs including Title 1, II, III, VII, Dropout prevention, and Early Childhood Education. She was successful at implementing the large federal programs in the District under the American Recovery and Reinvestment Act. Her leadership has been instrumental in the implementation of large federally funded grants including the School Improvement Grant, High School Graduation Initiative, and Teacher Incentive Fund.

William J. Slotnik, Founder and Executive Director of Community Training and Assistance Center, has overseen the growth of the Center into one of the nation's foremost providers of technical assistance, evaluation services, and policy support in the fields of education and community development. CTAC annually assists more than 90 organizations, school districts, and state departments of education. He has provided extensive assistance to state education agency leaders, superintendents, state and local boards of education, unions and leadership teams throughout the United States. He has been the lead or co-lead author of numerous evaluations (including *Pathway to Result*, and *Catalyst for Change*, the first comprehensive, longitudinal evaluative studies of the impact of performance-based compensation on student achievement, teacher effectiveness and systems change) and articles, and provides briefings to members of the U.S. Congress, the U.S. Department of Education, state legislatures and departments of education, and the media (See Appendix for bios of other CTAC staff).

(e)(4) Includes an effective project evaluation plan;

A comprehensive evaluation of the WCSD TIF4 initiative will be conducted to provide

data on implementation and impact of the HCMS system. The local evaluation will be accomplished in a joint effort between a contracted external evaluation group and the WCSD research and evaluation team within the Department of Accountability. After an RFP process, the selected external evaluation group will possess expert knowledge and experience in evaluating teacher and principal performance management systems, including assessing longitudinal impact on student achievement and growth, and evaluation of the effectiveness of SLO systems. The WCSD Department of Accountability will also work with evaluators to coordinate evaluation activities, providing district specific information, and responding to other support needs as they emerge.

The local evaluation will incorporate *formative* and *summative methods* to examine fidelity to the TIF4 plan proposed, barriers to successful implementation, sustainability /scalability of the plan at other sites, short-term and intermediate outcomes, and the impact of HCMS on the district longitudinally. The comprehensive evaluation plan will be completed and implemented in a collaborative process led by the external evaluation group, WCSD research and evaluation team, and key program stakeholders (see Table 11 above). The formative evaluation during the first years of the grant will help to provide District and school leaders with information to guide policy and implementation adjustments and appraise summative evaluation findings with a clear understanding of the context within which data is collected. Formative evaluation measures will include surveys, key stakeholder interviews, document reviews, and other data sources as needed. The formative evaluation will focus on measures of fidelity to ensure the program model is implemented as intended and to expose areas of adaptation where they occur. To examine fidelity, the external evaluation group will evaluate against a detailed logic model and specific benchmarks for the implementation timeline upon receipt of the TIF award. The logic model will be regularly revisited with program leaders to clarify intended objectives and outcomes as well

as to revisit the overall program plan. Quantitative and qualitative data will be collected using several methods, such as interviews, surveys, and analysis of school, teacher and student level data. These data will be documented throughout the project so scale-up and replication efforts can occur efficiently.

The summative evaluation in the final years of the grant will help measure impact of HCMS on a) Student learning focused on STEM goals and targets; b) Teacher and principal effectiveness; and c) Recruitment and retention of effective teachers and principals. Using TIF3 funding, WCSD partnered with the technology consulting firm, Capstone BI, to build **a live data warehouse that merges data from HR, student assessment, student growth measures, accountability measures, business systems, professional development, and information technology** so school and District users can automatically generate dashboards, profiles, and scorecards for enhanced monitoring of academic and behavioral outcomes at the student-, classroom-, school-, or district-level. This data warehouse will be leveraged to help support the external evaluators in assessing short-, intermediate-, and long-term impact of TIF efforts. The data warehouse also facilitates longitudinal comparisons of teacher and principal performance growth alongside student achievement growth at the classroom and school level, permitting more efficient and reliable measurement of the relationship between staff performance, retention, and growth and student achievement and growth.

Impact of HCMS on student learning will be measured using a comparative interrupted time series analysis to measure the influence of TIF efforts on student achievement both before the initiative and after the initiative is in place. Because the HCMS system will be implemented at the same time as several other major WCSD initiatives (i.e. rollout of CCSS), time series analysis allows for the measurement of general trends in targeted schools and comparison schools prior to TIF4 efforts that may also have an impact on student outcomes at the time of

grant implementation. Comparison schools will be matched to the targeted schools on key characteristics (e.g. proportion of FRL and ELL students).

Impact of teacher-developed SLOs will be assessed by measuring teachers’ attainment of SLOs on an annual basis. Reliability analyses of the SLO and SLO rubrics will help to identify how well staff are able to distinguish between high quality SLOs and those that need enhanced clarity and specificity. Analyses comparing teacher scores on SLOs and SLO rubrics to levels of student growth and status performance at the school and classroom level will help will help to ascertain whether the process of developing SLOs has an impact on student learning.

A quasi-experimental design will be used to assess impact of HCMS efforts on retention and recruitment of highly effective staff, and particularly STEM educators, at TIF4 schools in comparison to rates among a comparison set of schools (matched on proportion of FRL and ELL students) who are not impacted by TIF4 efforts. The external evaluator will report semi- annually to the TIF Steering Committee on grant formative and summative outcomes to allow for enhanced data-based decision-making processes. Table 11 on pages 45-47 outline measureable program objectives and data sources to help gauge progress on TIF goals. Objectives and data sources may change once final evaluation plan is developed in collaboration with the external evaluation team.

(e) (5) Specifies realistic and achievable timelines ; (ii) Successful in completing project tasks and achieving objectives.

Table 11: WCSD TIF Program Objectives, Outcomes, Timeline			
Program Objective	Performance Objective/Indicator	Measure/Data Source	Timeline
<i>1. Work collaboratively with WCSD collective bargaining units (WEA, WSPA, WESPA) to</i>	1.a. System for differentiated compensation of STEM educators in place and functional at target schools.	District documentation	By end of Year 1.

<i>establish consistent, reliable and fair principal and teacher evaluation policies.</i>	1.b. STEM Career Lattice in place and functional at target schools.	District documentation School Staff Interviews	By end of Year 1.
<i>2. Determine student achievement growth goals in participating schools that align with new accountability framework.</i>	2.a. Alignment of professional development (PD) to student growth goals.	Reliability analyses of evaluation rubric, comparisons of qualitative and quantitative evaluation scores.	Beginning Year 2 and yearly throughout grant.
	2.b. Increased performance by schools on accountability framework measures	Growth and status levels (CRT, HSPE, & DRA2), and other accountability framework measures.	Beginning Year 2 and yearly throughout grant
<i>3. Develop and implement defensible Student Learning Objective process to improve student learning, to be used as a goal setting and quantitative evaluation for teachers and principals.</i>	3.a. Defensible Student Learning Objectives process to improve student learning is in place.	District Documentation	By end of Year 2
		Reliability analyses of SLO rubric School Staff Interviews	
	3.b. Increased percentage of principals, assistant principals proficient in conducting evaluations of SLO objectives	Pre/Post assessments School Staff Interviews	Baseline collected in Year 1 and annually throughout grant
	3.c. Teachers develop valid and reliable SLOs for deposit in SLO bank.	SLO evaluation rubric, focus groups with teachers	Beginning Year 1 and yearly throughout grant
	3.d. Increased percentage of teachers meeting objectives.	SLO evaluation rubric data	Beginning Year 1 and yearly throughout grant.
	3.e. Significant increases in school-wide student growth and status levels.	Student growth measures (SLOs, median SGP/growth categories, AGP, proficiency).	Baseline data collected in Year 1.

4. <i>Train administrators, principals, assistant principals on classroom observations for use in teacher evaluation and guidance for teacher professional development with an emphasis on 21st Century learning skills</i>	4.a. Increased percentage of staff certified to conduct teacher evaluations.	District Documentation Reliability studies on performance evaluation instruments	Baseline collected in Year 1 and annually throughout grant.
	4.b. Increased percentage of staff proficient in communicating performance evaluation findings to evaluated teachers and principals.	Pre/Post assessment Performance evaluation instruments	Baseline collected in Year 1 and annually throughout grant.
5. <i>Develop ongoing, embedded professional learning and support focused on individual performance growth and teacher retention in hard-to-fill schools particularly in the STEM subjects. Actively recruit STEM teacher candidates to WCSD.</i>	5.a. Increased percentage of teachers rated as effective and highly effective.	Teacher Evaluation Rubric, Pathway indicators	Baseline collected in Year 1 and annually throughout grant
	5.b. Increased percentage of highly qualified STEM teacher candidates apply to WCSD.	Human Resources Data	Baseline collected in Year 1 and annually throughout grant
	5.c. Increased retention rates of teachers in hard-to-fill schools.	Human Resources Data	Baseline collected in Year 1 and annually throughout grant Baseline collected in Year 1 and annually throughout grant
	5.d. Significant increases in student achievement levels and student growth.	Student growth percentile, CRT/HSPE scores	Baseline collected in Year 1 and annually throughout grant
6. <i>Continue to develop fiscal sustainability for the PGS by leveraging District resources, federal, state and private funds.</i>	6.a. Ongoing operation and improvement of the HCMS system.	District policy and documentation	Ongoing throughout grant.
		Evaluation artifacts	

(e)(5)(i) Realistic, achievable timeline for implementing components of the HCMS PBCS and educator evaluation systems including any proposal to phase in schools or educators .

WCSD has thoughtfully made decisions about key TIF positions and the collaboration of the offices of HR, Academics, Accountability (along with WCSD Assessment, School Performance, and Staff Development) to take the next steps to fully implement and integrate fully HCMS that using a data decision making process to drive human capital decisions. As with all initiatives of

this magnitude, WCSD first develops a framework and it is field tests (piloted) with a select group of schools. The Sparks Vertical will be piloting the use of SLOs, teacher observations for the purpose of professional development growth, and infusing STEM content and 21st Century learning pedagogy into instruction. All professional development in this TIF initiative is designed under the Train the Trainer model so trained Sparks Vertical educators and designated District support staff (i.e. HR, Accountability, Staff Development) can provide sustainability as the Teacher and Principal PGS is rolled out to all District schools. For example, the Area Superintendent can work with other three Area Superintendents in vertical implementation. The Sparks Vertical Team can share with the Wooster Vertical (within the same zone) SLOs and STEM content/pedagogy. WCSD current technologies, such as MOODLE, facilitate teacher professional development. This will be expanded to support teachers' transition to becoming facilitators of learning through online instruction and the development of online communities of practice. WCSD has been successful in using the *Train the Trainer* model to replicate and sustain professional learning district-wide. Upon successful integration of the HCMS web-based system, it will be first used with the Sparks Vertical and expanded to all District schools.

(e)(5)(ii) Realistic, achievable timeline for successfully completing project tasks and achieving objectives.

Presently, WCSD manages more than \$67 million in federal, state and local funds. WCSD has been successful in compliance and implementing all plans in carrying out the requirements of federal and state grants including completing project tasks and achieving program objectives. Fiscal administration of this grant will be under the direction of WCSD Chief Strategies Office and State & Federal Programs Department's Grant Fiscal Administrator. WCSD has been in compliance working with federal agencies in documenting and/or reporting, making progress toward grant goals and/or objectives for achieving expected results or outcomes/outputs under grants. Notable federal awards include TIF for \$9.045 million; High School Graduation Initiative, \$11.29 million; School Improvement Grant, \$8 million; Striving Readers, \$4.2 million;

ARRA Edujobs \$12 million; and other ARRA grants including COPS Secure Our Schools and Qualified School Construction Bonds.

(f) Sustainability.

(1) Identified and committed sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation system during and after grant period. (2) Likely to be implemented and result in sustained PBCS and educator evaluation systems after the grant period ends.

Financial and Non-Financial Commitments: WCSD will leverage many programs and funding sources to support an increasing share of the TIF Principal and Teacher PGS. WCSD will use *Title II Part A Teacher and Principal Training and Recruiting Fund* to support individual professional development needed by schools and teachers who need skill building to ultimately increase student achievement, as well as the *New Teacher Induction and Mentoring Program* and the *Implementation Specialist Program* (Title I, II, WCSD General Fund) to provide participating TIF school teachers with individual Professional Growth Plan professional development. Strong partnerships with local higher education systems (University of Nevada Reno, Truckee Meadows Community College, Desert Research Institute) will allow WCSD schools to be part of continuing research of the integration of STEM into K-12 curriculum. As well, WCSD has many professional partnerships in the HCMS field including with CTAC which will guide our SLO implementation. Additionally, WCSD State & Federal Programs Department will actively seek funding from national foundations such Gates and Wallace, as well as local and regional foundations that support teacher and principal development.

Sustained PBCS: Both the Teacher and Principal PGS have been developed and handbooks have been approved. Teacher and principal evaluations will be used by almost all educators beginning in SY 2012-13. Employing a Train the Trainer model will enable the District to train others once grant funding ends. Initial training on the PGS has already been held District-wide. Employee associations, including WEA, WSPA, and WESPA, are fully committed to assisting WCSD in developing a HCMS that is valid, reliable, and defensible. Pay for Performance and

Teacher Career Lattice have been established and approved by the WCSD Board of Trustees. Expansion, including a STEM Teacher Career Lattice, will follow similar steps for development and put in place protocols approved by all stakeholders (WCSD, WEA, WSPA, WESPA, WCSD Board of Trustees) so initiatives under this TIF proposal are sustainable.

Finally, as effective practices are revealed and demonstrated through SLOs, those practices can be shared with colleagues to improve system capacity. Where ineffective practices are demonstrated through an educator's crafting and implementation of an SLO, specific aspects can be targeted early and supports put in place at the beginning of the interval, rather than waiting a year for more traditional summative measures to inform HCMS decisions.

(g) PRIORITY 3 - Comprehensive Approach to Improving STEM Instruction.

(1) Extent to which financial and nonfinancial strategies/incentives, including proposed PBCS, are adequate for attracting effective STEM educators to work in high-need schools and retaining them in these schools.

Financial Incentives: Similar to what has already been established for the Teacher and Principal PGS, pay for performance criteria and pay schedules (See Table 6) will be established and approved by WEA, WSPA, and WESPA for STEM Master and STEM Lead Site Mentor Teachers. Financial incentives will be based on the criteria for credentials and scope of work to be performed by STEM Master and STEM Lead Site Mentor Teachers developed under this proposal.

Non-Financial Strategies and Incentives: High-quality professional development, work in STEM research projects, and involvement in school/District leadership committees are available to attract, retain, and develop skills for highly effective teachers/leaders.

Professional Development: WCSD offers professional development available for all teachers in 21st Century learning skills. This training gives teachers the understanding of the learning style of millennial students and incorporates effective strategies into classroom teaching to truly engage learners. An annual Technology Café in collaboration with higher education and

STEM partners allows teachers and students to showcase innovative instruction and learning and share with other WCSD teachers. The use of MOODLE, a high-quality, online professional development system, is being offered to support learning and effective teaching practice. In conjunction with a UNR Research Project, *Northern Nevada English Learning Initiative*, STEM training for *paraprofessionals* will be available via multi-modal digital tools to assist paraprofessionals in meeting state and local qualifications and to better improve instruction of ELLs. *WCSD Office of HR will work with UNR PI and Co-PIs to develop a STEM certification for paraprofessionals.* This STEM paraprofessional certificate will be offered in Year 3.

Participation in STEM Projects –Through partnership with UNR, teachers have numerous opportunities to work with research professors during the summer to gain firsthand knowledge in science and math fields. Other opportunities include working with Truckee Meadows Community College, Nevada Discovery Museum, and Desert Research Institute. These partnerships offer hands-on experiences in STEM for both teachers and students working with STEM professionals and researchers.

Leadership: Under this proposal, STEM Master and STEM Lead Mentor Site Teacher opportunities will be available for teachers who want to be District experts in STEM, including a deep content knowledge of STEM, how to infuse STEM content into core curriculum, and integrate 21st Century learning skills. These positions give teachers the ability to be school leaders, vertical team leaders, and a resource for the District-wide STEM initiative.

(g)(2) Professional development opportunities will:

- (a) Provide college level STEM skills and content knowledge to STEM teachers while modeling for teachers pedagogical methods for teaching those skills and that content at the appropriate grade level; and**
- (b) Enable STEM teachers to provide students in high need schools with increased access to rigorous, engaging STEM coursework appropriate for grade level, including college level material in high schools.**

Leading STEM researchers at the UNR’s College of Education and College of Engineering specializing in the integration of STEM content into K-12 curriculum have agreed to work with

WCSD to increase instructional rigor. These research professors will work with the Sparks Vertical principals and teachers to engage them in deep understanding of STEM content knowledge and pedagogical methods appropriate to K-12 grade levels. WCSD will support this work through: 1) Site-based ***STEM Implementation Specialists*** to model STEM instruction and assist teachers in integration of STEM content into daily instruction; 2) ***21st Century Learning /Technology Coaches*** to assist teachers in adapting, creating, and integrating new and emerging technologies in support of sound pedagogical approaches for teaching the STEM disciplines; and 3) A ***STEM Coordinator*** to oversee all professional development including management of Implementation Specialists and 21st Century Coaches. The STEM Coordinator will also work closely with UNR instructors to transform higher education by innovating, exploring, evaluating, and disseminating methods of good practice for teaching and learning with technology in the STEM content areas. *Funding through TIF will include **trainer fees, tuition, stipends, professional development materials, and travel for staff to attend trainings, staff mileage, staff computers, printing, professional dues, conference fees.***

Collaborative work with UNR: Federal- and state-funded STEM research projects at UNR's College of Education and College of Engineering which offer the rigor Sparks Vertical teachers need to effectively prepare students to graduate STEM career and college ready:

The Lemelson Elementary STEM Master's Cohort – This is a privately funded initiative for 20 K-8th teachers to complete a Master's degree in Elementary Education with an emphasis on STEM. This master's program is designed to deepen understanding of content knowledge and teaching pedagogy in math, science, and STEM disciplines. Major focus is on mathematics and science content and teaching understanding to improve classroom instruction with support courses in engineering design and integrating STEM disciplines for instruction (Completion of this program makes participants eligible for a Mathematics Endorsement and Science

Endorsement from Nevada Department of Education). Additionally, a Principals' STEM Academy will be offered in Summer 2013 and Sparks Vertical elementary principals will have the opportunity to participate.

Northern Nevada English Learning Initiative (NNELI) – Under the *UNR Raggio Research Center for STEM Education* and funded through the U.S. Department of Education Office of English Language Acquisition, the NNELI has a dual purpose: 1) Provide specific English as Second Language (ESL) training for undergraduates to procure an ESL Endorsement as part of their undergraduate teacher licensure program at the UNR; and 2) Provide both in-service and pre-service teachers with strategies for working with ELL students within STEM content-based disciplines. This will be accomplished by providing professional development through: a) sheltered instruction methods; b) training in inquiry instruction; c) inclusion of the CCSS as it relates to STEM and ELLs; and d) training in STEM academic language development through a systemically functional linguistics approach. UNR PI and Co-PIs will work collaboratively with WCSD to target both District-wide ELL trainers and site-based teachers within the Sparks Vertical cohort to receive this professional development.

Other STEM Courses – Leading researcher, Dr. David Crowther, PI for the NESSI,¹⁶ the NV Energy STEM Teacher Training Inquiry Institute,¹⁷ and in partnership with the UNR College of Engineering, will *design and teach in-service teacher workshops in STEM content*. These workshops will incorporate Project-Based Learning through inquiry-based methods. Rigorous training will be provided to teachers in the Sparks Vertical including deep content knowledge in STEM subjects using hands-on, problem-based, trans-disciplinary methodology.

¹⁶ Nevada Earth Space Science Initiative, funded under the Math & Science Partnership grant in collaboration with Desert Research Institute, UNR Mackay School of Earth Science, and Northwest Regional Professional Development Program (NW RPDP), is designed to enhance conceptual and activity-related Earth and space science content of 4th-10th grade teachers/pre-service teachers in northern NV. <http://wolfweb.unr.edu/homepage/crowther/>

¹⁷ NV Energy STEM Teacher Training Inquiry Institute, in collaboration with NW RPDP, NV Energy, Terry Lee Wells Nevada Discovery Museum provides STEM teacher training for northern Nevada teachers focused on critical thinking problem-solving instruction.

Having content and methodology taught together has proven successful in developing the pedagogical content knowledge of participants and a greater impact on student learning (Rhoton & Bowers 2001).

Raggio Research Center for STEM Education (RRC) - The mission of the RRC is the advancement of the theory and practice of STEM education focusing on underrepresented groups. This is accomplished through research, development, instruction, dissemination, leadership, and outreach. Recruitment of underrepresented populations, form interdisciplinary research teams and develop research rich experience for pre-service and in-service teachers, and to deepen and enhance STEM concepts and pedagogy (<http://www.unr.edu/raggio-center>).

WCSD principal/teacher support for STEM content and pedagogy: WCSD support staff, STEM Coordinator, STEM Implementation Specialists, and 21st Century Learning/Technology Coaches will mentor Sparks Vertical principals and teachers to enable these educators to gain a deep understanding of pedagogical methods for teaching 21st Century learning skills and become proficient in infusing rigorous and engaging STEM course work into daily instruction. **iPad classroom sets will be used to demonstrate technology integration.**

In Years 1 and 2, training will be provided for the TIF and STEM Coordinators, District and site-based Implementation Specialists, and WCSD Staff Development trainers in the infusion of STEM content and incorporation of 21st Century learning skills. This same training will follow in Years 2-5 for Sparks Vertical principals and teachers. Following is a brief outline of the types of training TIF staff will receive:

Understanding by Design (UbD): This professional development works well with **SLO**. Developed by Grant Wiggins and Jay McTighe (Association for Supervision and Curriculum Development), UbD uses “backward planning” that starts with classroom outcomes and then plans the curriculum, and choosing activities and materials that help determine student ability

and foster student learning (Hammon, 2007). UbD offers a planning process and structure to guide curriculum, assessment, and instruction focusing on two central ideas: 1) Focus on teaching and assessing for understanding and learning transfer and 2) Design curriculum “backward from those ends (Wiggins and McTighe, 2011). UdB is being used in one of WCSD’s STEM Academies with much success.

Project-Based Learning: This lends itself well to the instruction of STEM subjects. In Project-Based Learning, students go through an extended process of inquiry in response to a complex question, problem, or challenge. While allowing for some degree of student voice and choice, rigorous projects are carefully planned, managed, and assessed to help students learn key academic content, practice 21st Century skills, and create high-quality, authentic products (www.bie.org). Teachers must learn to develop rigorous projects which help students learn key academic content and practice 21st Century skills and comprehension of subject and vocabulary building (Ravitz, et al., 2012; Chu, et al., 2011; Finkelstein, et al., 2010).

Pathway to Nevada’s Future Project: A state-wide collaborative effort to develop 21st Century classrooms, offering online classes focused on creating 21st Century learning environments with the integration of 21st Century learning and Web 2.0 tools. These classes supplement teachers’ pedagogical transition to student-centered, technology-integrated classrooms that are the prerequisite for effective Project-Based Learning instruction.

Site-Based Support Staff: **STEM Implementation Specialists** will coordinate the transition to new site-based coaching (career lattice) opportunities, and provide situated mentoring to teachers on STEM content and classroom implementation. 21st Century Learning/ Technology Coaches will support STEM teachers and administrators in the pedagogical transformations associated with implementing STEM. Coaches will coordinate with sites and WCSD Departments, such as IT, to ensure appropriate use and availability of technology tools essential

to a 21st Century learning environments and the development of 4Cs skills, such as discussion forums, learning management systems, computers, and peripheral devices. These tools specifically support Project-Based Learning, a key component of STEM education.

(g)(3) Applicant will significantly leverage STEM-related funds across other Federal, State, and local programs to implement a high quality and comprehensive STEM plan.

WCSD will leverage many programs and funding sources available to support an increasing share of the TIF Principal and Teacher PGS. WCSD will use Title II Part A Teacher and Principal Training and Recruiting Fund to support individual professional development necessary for teachers who require additional skill building to ultimately increase student achievement, as well as the *New Teacher Induction and Mentoring Program* and the *Implementation Specialist Program* (Title I, II, WCSD General Fund) to provide participating TIF school teachers with individual Professional Growth Plan professional development. Additionally, we will seek funding from national foundations such Gates and Wallace as well as local and regional foundations that support teacher and principal development. The following chart illustrates STEM related funds to be leveraged by WCSD for this grant:

Table 12: WCSD Leveraged STEM-Related Funds	
Funding Source	Funding Use
Title I and Title II Part A	STEM professional development.
General Fund, Title I and Title IIA	Implementation Specialists to work with principal to develop school-wide professional development plans.
General Fund	Consulting Teachers to provide training, support and instructional strategies to teachers one-on-one.
Title I	Data Implementation Specialist to gather and interpret data; Substitute Days & Hourly Pay for teachers attending Assessment Symposium outside of contract hours; Travel and Mileage for Title I staff, GLAD and Implementation Specialists; Tuition and Professional Books for Title I Literacy Master’s Cohort; Supplies for GLAD and Implementation Specialists.
Title I and Title IIA	GLAD teachers to work with ESL training.
Title IIA	Consulting principal to provide guidance & support to school principals.
Title IIA	Principal Training Program to train current and future principals.
Title III	SIOP: Professional development for training in STEM academic

Table 12: WCSD Leveraged STEM-Related Funds	
Funding Source	Funding Use
	language development.
Lemelson Foundation	Lemelson Elementary STEM Master's Cohort.
NV Energy	NV Energy STEM Teacher Training Inquiry Institute provides researchers to develop teacher training in STEM.

(g)(4) Evidence LEA has / will develop extensive relationships with STEM experts and resources in industry, academic institutions, or associations to effectively implement its STEM plan and ensures that instruction prepares students to be college and career ready.

WCSD has extensive experience working with UNR College of Education and College of Engineering as evidenced in the Letters of Support found in the Appendix. WCSD has worked with trainers at UdB and The Buck Institute for Education in conjunction with other District schools with STEM Academies, particularly those schools funded through the School Improvement Grant and Title I. WCSD has been instrumental in the development of the *Pathways to Nevada's Future*. In the development of STEM content and pedagogical knowledge, WCSD will continue to seek collaborations with other agencies using established partnerships as precedence including with organizations such as: New Media Consortium, Desert Research Institute, Truckee Meadows Community College, KNPB Public TV, Challenger Board, Microsoft Licensing, International Gaming Technology, the Pennington Foundation, and other local, regional, and national STEM-affiliated organizations.

Summary of Washoe County School District's TIF Initiative with a STEM Focus

WCSD's TIF initiative with a STEM focus addresses the Absolute Priorities and Competitive Preference Priority 5 in order to continuously improve a HCMS and provide sustainability while providing a valid, reliable, defensible teacher and principal PGS.

The *integration of SLOs* will improve teacher and principal performance data especially in areas of non-tested subjects. This work will set precedence for all WCSD schools to establish SLOs in order to improve instructional practices and inform professional development decisions.

Trained and certified observers will provide teachers/leaders with methods to improve professional development and increase accuracy, reliability, and defensibility of evaluations.

Instructional rigor in STEM content and 21st Century learning skills will equip educators with the knowledge and skills needed to graduate all students STEM career and college ready.

A *STEM Teacher Career Lattice* will provide career opportunities and serve as a recruitment strategy to attract highly skilled STEM professionals to WCSD.

Pay for performance incentives will provide validation to school staffs in which school performance targets have been met.

The implementation of a HCMS web-based system will accelerate the District's ability to efficiently manage alignment, accountability, accessibility, and performance of personnel.

Inclusion of partners, CTAC, WEA, WSPA, WESP, and collaborators including UNR College of Education, College of Engineering, Buck Institute, and New Media Consortium, will increase sustainability throughout the District in key HCMS practices.

A *comprehensive evaluation* of the system will provide formative and summative data in which to base global changes to the HCMS including the PGS in order to create sustainability.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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



Teacher Incentive Fund
CDFA 84.384B
Washoe County School District, NV

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Teacher PGS Handbook
Principal PGS Handbook

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

Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Absolute Priority 1: HCMS To meet this priority, the applicant must include, in its application, a description of its LEA-wide HCMS, as it exists currently and with any modifications proposed for implementation during the project period of the grant.</p>	<p>(a) A Coherent and Comprehensive Human Capital Management System (HCMS) includes subsections: (1), (2)(i)(ii)(iii)(iv)(v).</p>	<p>p. 1-21</p>	<p><u>Other Attachments:</u> Teacher and Principal Professional Growth Systems Handbooks</p>

<p>(1) How the HCMS is or will be aligned with the LEA's vision of instructional improvement;</p>	<p>(a) A Coherent and Comprehensive Human Capital Management System (HCMS) includes subsection: (1), (2)(iv)</p>	<p>p. 1-4 Institution Vision p. 11-12 District Goals</p>	<p>Appendix: <u>Other Documents:</u> Strategic Plan-<i>Envision WCSD WCSD 2015</i> WCSD Org Chart TIF Org Chart</p>
<p>(2) How the LEA uses or will use the information generated by the evaluation systems it describes in its application to inform key human capital decisions, such as decisions on recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion;</p>	<p>(a) A Coherent and Comprehensive Human Capital Management System (HCMS) includes subsections: (2)(i).</p> <p>(g) Comprehensive Approach to Improving STEM Instruction includes subsections: (1),(2)(a)(b).</p>	<p>p. 5-7 Range of human capital strategies/HCMS Decisions</p> <p>p. 53-59 STEM HCMS Decisions</p>	<p><u>Other Attachments:</u> Teacher and Principal Professional Growth Systems Handbooks</p>

<p>(3) The human capital strategies the LEA uses or will use to ensure that high-need schools are able to attract and retain effective educators</p>	<p>(a) A Coherent and Comprehensive Human Capital Management System (HCMS) includes subsections: (2)(i)(iv)(v)</p> <p>(c) Professional Development Systems to Support the Needs of Teachers and Principals includes subsections: (2),(3).</p> <p>(g) Comprehensive Approach to Improving STEM Instruction includes subsections: (1), (2).</p>	<p>p. 5-7 Range of human capital strategies/HCMS decisions p. 12-16 PBCS</p> <p>p. 37-38 PD</p> <p>p. 53-59 STEM PD</p>	<p>Appendix: <u>Other Documents:</u> Hiring for Attitude article. Letters of Support</p>
<p>(4) Whether or not modifications are needed to an existing HCMS to ensure that it includes the features described in response to paragraphs (1), (2), and (3) of this priority, and a timeline for implementing the described features, provided that the use of evaluation information to inform the design and delivery of professional development and the award of performance-based compensation under the applicant’s proposed PBCS in high-need schools begins no later than the third year of the grant’s project period in the high-need schools listed in response to paragraph (a) of <u>Requirement 3--Documentation of High-Need Schools.</u></p>	<p>(a) A Coherent and Comprehensive Human Capital Management System includes subsections: (2)(i)(v).</p> <p>(c) Professional Development Systems to Support the Needs of Teachers and Principals Identified Through the Evaluation Process including subsection: (4).</p>	<p>p. 12-13 PBCS p. 15-16 Modifications p. 16-20 Timeline p. 4-5, 21 High needs schools</p> <p>p. 38-40 PD</p>	<p><u>Required Documents:</u> High Needs Schools Documentation</p> <p><u>Other Attachments:</u> Teacher and Principal Professional Growth Systems Handbooks</p>

Absolute Priority 2			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Absolute Priority 2: Educator Evaluation Systems</p> <p>To meet this priority, an applicant must include, as part of its application, a plan describing how it will develop and implement its proposed LEA-wide educator evaluation systems. The plan must describe-</p>	<p>(b) Rigorous, Valid, and Reliable Educator Evaluation Systems includes all subsections: (1), (2)(i) (ii), (3), (4), (5)(i)(ii), (6)(i)(ii)(A)(B).</p>	<p>p. 21-35</p>	<p><u>Other Attachments:</u> Teacher and Principal Professional Growth Systems Handbooks</p>
<p>(1) The frequency of evaluations, which must be at least annually;</p>	<p>(b) Rigorous, Valid, and Reliable Educator Evaluation Systems includes subsection: (3).</p>	<p>p. 26-28 Frequency of Teacher observations p. 28-29 Frequency of Principal observations</p>	<p><u>Other Attachments:</u> Teacher and Principal Professional Growth Systems Handbooks</p>
<p>(2) The evaluation rubric for educators that includes at least three performance levels and the following--</p>	<p>(b) Rigorous, Valid, and Reliable Educator Evaluation Systems includes subsections: (2)(i)(ii).</p>	<p>p. 21-22 Rubrics p. 23-26 Support of Rubrics</p>	<p><u>Other Attachments:</u> Teacher and Principal Professional Growth Systems Handbooks</p>
<p>(i) Two or more observations during each evaluation period;</p>	<p>(b) Rigorous, Valid, and Reliable Educator Evaluation Systems, includes subsection: (3).</p>	<p>p. 26-28 Teachers p. 28-29 Principals</p>	<p><u>Other Attachments:</u> Teacher and Principal Professional Growth Systems Handbooks</p>

<p>(ii) Student growth, which for the evaluation of teachers with regular instructional responsibilities must be growth at the classroom level; and</p>	<p>(b) Rigorous, Valid, and Reliable Educator Evaluation Systems includes subsections: (2)(i)(ii), (4), (5)(i).</p>	<p>p. 23-26 SGP model and SLOs p. 29-31 Teachers classroom level</p>	<p><u>Other Attachments:</u> Teacher and Principal Professional Growth Systems Handbooks</p>
<p>(iii) Additional factors determined by the LEA.</p>	<p>(b) Rigorous, Valid, and Reliable Educator Evaluation Systems includes subsections: (6)(i)(ii)(A)(B).</p>	<p>p. 33-35 ELL and IEP Evals</p>	<p>Appendix: <u>Other Documentation:</u> Strategic Plan, <i>Envision WCSD 2015</i></p>
<p>(3) How the evaluation systems will generate an overall evaluation rating that is based, in significant part, on student growth; and</p>	<p>(b) Rigorous, Valid, and Reliable Educator Evaluation Systems includes subsections: (5)(i), (6)(i)(ii) (A).</p>	<p>p. 30-31 Teachers p. 32-33 Principals</p>	<p><u>Other Attachments:</u> Teacher and Principal Professional Growth Systems Handbooks</p>
<p>(4) The applicant's timeline for implementing its proposed LEA-wide educator evaluation systems.</p>	<p>(b) Rigorous, Valid, and Reliable Educator Evaluation Systems includes subsection: (6)(ii)(C).</p>	<p>p. 35 Figure describing rollout of evaluation rubric</p>	<p><u>Other Attachments:</u> Teacher and Principal Professional Growth Systems Handbooks</p>

Absolute Priority 3			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Absolute Priority 3: 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>	<p>(c) Professional Development Systems to Support the Needs of Teachers and Principals Identified Through the Evaluation Process, includes subsections: (1), (2), (3), (4).</p> <p>(g) Comprehensive Approach to Improving STEM Instruction, includes subsections: (1), (2)(a)(b), (3), (4).</p>	<p>p. 35-40 SLO, observations, and STEM PD</p> <p>p. 53-60 STEM PD</p>	<p>Appendix: Letters of Support Resumes Job Descriptions</p>
<p>(1) How each LEA will develop a corps of STEM master teachers who are skilled at modeling for peer teachers pedagogical methods for teaching STEM skills and content at the appropriate grade level by providing additional compensation to teachers who—</p>	<p>(c) Professional Development Systems to Support the Needs of Teachers and Principals Identified Through the Evaluation Process, includes subsections: (3), (4).</p> <p>(g) Comprehensive Approach to Improving STEM Instruction includes subsections: (1), (2).</p>	<p>p. 37-40 STEM Career Lattice</p> <p>p. 53-59 STEM Master and STEM Lead Site teachers</p>	<p>Appendix: Letters of Support Resumes Job Descriptions</p>

<p>(i) Receive an overall evaluation rating of effective or higher under the evaluation system described in the application; (ii) Are selected based on criteria that are predictive of the ability to lead other teachers; (iii) Demonstrate effectiveness in one or more STEM subjects; and (iv) Accept STEM-focused career ladder positions;</p>	<p>(a) A coherent and Comprehensive human capital management system includes subsections: (2)(v).</p> <p>(c) Professional Development Systems to Support the Needs of Teachers and Principals Identified Through the Evaluation Process, includes subsections: (3), (4).</p> <p>(g) Comprehensive Approach to Improving STEM Instruction includes subsections: (1), (2).</p>	<p>p. 12-13 PBCS Pay for Performance Table</p> <p>p. 37-40 PD</p> <p>p. 53-59 STEM</p>	<p>Other Attachments: Teacher and Principal Professional Growth System Handbooks</p> <p>Appendix: Letters of Support Resumes Job Descriptions</p>
<p>(2) How each LEA will identify and develop the unique competencies that, based on evaluation information or other evidence, characterize effective STEM teachers;</p>	<p>(c) Professional Development Systems to Support the Needs of Teachers and Principals Identified Through the Evaluation Process, includes subsections: (3), (4).</p> <p>(g) Comprehensive Approach to Improving STEM Instruction includes subsections: (1), (2).</p>	<p>p. 37-40 PD</p> <p>p. 53-59 STEM</p>	<p>Appendix: Letters of Support Resumes Job Descriptions</p>
<p>(3) How each LEA will identify hard-to- staff STEM subjects, and use the HCMS to attract effective teachers to positions providing instruction in those subjects;</p>	<p>(a) A Coherent and Comprehensive Human Capital Management System (HCMS) includes subsections: (2)(ii).</p> <p>(g) Comprehensive Approach to Improving STEM Instruction includes subsection: (1).</p>	<p>p. 5 Recruitment</p> <p>p. 53-54 Incentives</p>	<p>Appendix: Letters of Support Resumes Job Descriptions</p>

<p>(4) How each LEA will leverage community support, resources, and expertise to inform the implementation of its plan;</p>	<p>(g) Comprehensive Approach to Improving STEM Instruction includes subsections: (3), (4).</p>	<p>p. 59-60 Leveraged Resources</p>	<p>Appendix: Letters of Support Resumes Job Descriptions</p>
<p>(5) How each LEA will ensure that financial and nonfinancial incentives, including performance-based compensation, offered to reward or promote effective STEM teachers are adequate to attract and retain persons with strong STEM skills in high-need schools; and</p>	<p>(e) Project Management includes subsections: (3), (4)(i)(ii). (f) Sustainability includes subsections: (1), (2). (g) Comprehensive Approach to Improving STEM Instruction includes subsection: (1).</p>	<p>p. 46-52 Evaluation of HCMS p. 52-53 Sustainability p. 53-54 Financial/nonfinancial incentives</p>	<p>Other Attachments: Teacher and Principal Professional Growth System Handbooks</p>
<p>(6) How each LEA will ensure that students have access to and participate in rigorous and engaging STEM coursework.</p>	<p>(g) Comprehensive Approach to Improving STEM Instruction includes subsection: (2)(a).</p>	<p>p. 54-59 STEM, PBL, and 21st Century Learning Skills PD</p>	<p>Appendix: Letters of Support Resumes Job Descriptions</p>

Competitive Preference Priority 4			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Competitive Preference Priority 4: New and Rural Applicants (if applicable) To meet this priority, an applicant must provide at least one of the two following assurances, which the Department accepts:</p>			
<p>(a) An assurance that each LEA to be served by the project has not previously participated in a TIF-supported project.</p>	<p><u>Requirement 7 - Limitation on Using TIF Funds in High-Need Schools Served by Existing TIF Grant.</u></p>	p. 21 Assurance Statement	
<p>(b) An assurance that each LEA to be served by the project is a rural local educational agency (as defined in the NIA).</p>	N/A		

Competitive Preference Priority 5			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Competitive Preference Priority 5: An Educator Salary Structure Based on Effectiveness (if applicable)</p> <p>To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--</p>	<p>(a) A Coherent and Comprehensive Human Capital Management System includes subsections: (2)(v).</p>	<p>p. 12-13 PBCS Schedule (Requirement 1 and 6) p. 16-20 Timeline</p>	<p>Other Attachments: Teacher and Principal Professional Growth System Handbook</p>
<p>(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;</p>	<p>(a) A Coherent and Comprehensive Human Capital Management System includes subsections: (2)(i)(v).</p>	<p>p. 5-7 Range of HCMS decisions p. 12-13 PBCS Schedule (Requirement 1 and 6)</p>	<p>Other Attachments: Teacher and Principal Professional Growth System Handbook</p>
<p>(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</p>	<p>(a) A Coherent and Comprehensive Human Capital Management System includes subsections: (2)(i)(v).</p> <p>(g) Comprehensive Approach to Improving STEM Instruction includes subsection: (1).</p>	<p>p. 5-7 Range of HCMS decisions p. 12-13 PBCS Schedule (Requirement 1 and 6) p. 53-54 STEM Incentives</p>	<p>Other Attachments: Teacher and Principal Professional Growth System Handbook</p>

<p>(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.</p>	<p>(a) A Coherent and Comprehensive Human Capital Management System includes subsections: (2)(iii) (iv).</p>	<p>p. 10-12 Strategic Plan</p>	<p>Other Attachments: Teacher and Principal Professional Growth System Handbook</p>
	<p>(d) Involvement of Educators, includes subsections: (1), (2).</p>	<p>p. 40-42 Stakeholder Investment</p>	
	<p>(e) Project Management includes subsections: (1), (2 (3), (4), (5), (i) (II)).</p>	<p>p. 42-52 Stakeholder Support, WCSD capacity, and evaluation measurements.</p>	
	<p>(g) Comprehensive Approach to Improving STEM Instruction includes subsection: (3), (4).</p>	<p>p. 59-60 STEM Stakeholder Support</p>	

Requirement 1

Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Requirement 1: Performance-Based Compensation for Teachers, Principals, and Other Personnel.</p> <p>In its application, an applicant must describe, for each participating LEA, how its proposed PBCS will meet the definition of a PBCS set forth in the NIA.</p>	<p>(a) A Coherent and Comprehensive Human Capital Management System (HCMS), includes subsection: (2)(v).</p>	<p>p. 12-13 Description of Incentives p. 16-20 Timeline</p>	<p>Other Attachments: Teacher and Principal Professional Growth System Handbook</p>
<ul style="list-style-type: none"> Design Model 1 or 2 	<p>a) A Coherent and Comprehensive Human Capital Management System (HCMS), includes subsection: (2)(v).</p>	<p>p. 12-13 Design Model 2</p>	<p>Other Attachments: Teacher and Principal Professional Growth System Handbook</p>
<ul style="list-style-type: none"> PBCS Optional Features 	<p>a) A Coherent and Comprehensive Human Capital Management System (HCMS), includes subsection: (2)(v).</p>	<p>p. 12-13 Design Model 2</p>	<p>Other Attachments: Teacher and Principal Professional Growth System Handbook</p>

Requirement 2

Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Requirement 2: Involvement and Support of Teachers and Principals In its application, the applicant must include-- (a) Evidence that educators in each participating LEA have been involved, and will continue to be involved, in the development and implementation of the PBCS and evaluation systems described in the application;</p>	<p>(d) Involvement of Educators includes subsections: (1), (2).</p>	<p>p. 40-42 Education Associations Commitment</p>	<p>Appendix: MOUs Letters of Support</p>
<p>(b) A description of the extent to which the applicant has educator support for the proposed PBCS and educator evaluation systems; and</p>	<p>(d) Involvement of Educators includes subsections: (1), (2).</p>	<p>p. 40-42 Education Associations Commitment</p>	<p>Appendix: MOUs Letters of Support</p>
<p>(c) A statement indicating whether a union is the exclusive representative of either teachers or principals in each participating LEA.</p>	<p>(d) Involvement of Educators includes subsections: (2).</p>	<p>p. 41 Collective bargaining</p>	<p>Appendix: MOUs Letters of Support</p>

Requirement 3

Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Requirement 3: Documentation of High-Need Schools Each applicant must demonstrate, in its application, that the schools participating in the implementation of the TIF-funded PBCS are high-need schools (as defined in the NIA), including high-poverty schools (as defined in the NIA), priority schools (as defined in the NIA), or persistently lowest-achieving schools (as defined in the NIA). Each applicant must provide, in its application--</p>	<p>(a) A Coherent and Comprehensive Human Capital Management System (HCMS) including subsections (2)(v). Requirement 3: Documentation of high-poverty schools.</p>	<p>p. 4-5 High Needs Schools p. 12-13 PBCS Schedule (Requirement 1 and 6) p. 21 Requirement 3</p>	<p>Appendix: <u>Required Documents</u> High Need School Documentation</p>
<p>(a) A list of high-need schools in which the proposed TIF-supported PBCS would be implemented;</p>	<p>(a) A Coherent and Comprehensive Human Capital Management System (HCMS) including subsections (2)(v). Requirement 3: Documentation of high-poverty schools.</p>	<p>p. 4-5 High Needs Schools p. 12-13 PBCS Schedule (Requirement 1 and 6) p. 21 Requirement 3</p>	<p>Appendix: <u>Required Documents:</u> High Need School Documentation</p>

<p>(b) For each high-poverty school listed, the most current data on the percentage of students who are eligible for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act or are considered students from low-income families based on another poverty measure that the LEA uses (see section 1113(a)(5) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6313(a)(5))). <i>[Data provided to demonstrate eligibility as a high-poverty school must be school-level data; the Department will not accept LEA- or State-level data for purposes of documenting whether a school is a high-poverty school; and</i></p>	<p>(a) A Coherent and Comprehensive Human Capital Management System (HCMS) including subsections (2)(v). Requirement 3: Documentation of high-poverty schools.</p>	<p>p. 4-5 High Needs Schools p. 12-13 PBCS Schedule (Requirement 1 and 6) p. 21 Requirement 3</p>	<p>Appendix: <u>Required Documents:</u> High Need School Documentation</p>
<p>(c) For any priority schools listed, documentation verifying that the State has received approval of a request for ESEA flexibility, and that the schools have been identified by the State as priority schools.</p>	<p>N/A</p>		

Requirement 3 - High Need Documentation

Table 8: High-Poverty Schools Eligibility for Teacher Incentive Fund Schools as of 12/1/11

School Name	# of Free Lunch/# of Reduced Lunch Children	# of Children in Low-Income Families	% of Students who are Free/Reduced Lunch	Total Student	# of Administrators, Certified, Classified**
Drake ES	187/56	243	64.1%	379	1, 25, 17
Greenbrae ES	241/77	318	78.5%	405	1, 26, 7
Kate Smith ES	184/29	213	85.2%	250	1, 21, 10
Lincoln Park ES	263/42	305	Locked in Provision II Status	350	1, 24, 18
Maxwell ES	367/110	447	81.4%	586	2, 30, 20
Mitchell ES	291/49	340	86.3%	394	1, 28, 14
Risley ES	361/63	424	Locked in Provision II Status	501	1, 34, 13
Sparks MS	414/88	502	79.3%	633	3, 40, 17
Sparks HS	562/170	732	62.4%	1174	4, 73, 36

Washoe County School District
Memorandum of Understanding for Teacher Incentive Fund Grant CFDA 84.374B

This Memorandum of Understanding (MOU) is entered into by and between the following entities:

Washoe County School District, Washoe Educators Association, Washoe School Principals Association, and Washoe Education Support Professionals

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

I. Scope of Work

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

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

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

III. Lead Applicant and Fiscal Agent

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

IV. Use of Funds

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

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

V. Participating LEA Responsibilities

Each participating LEA agrees to--

- 1) Serve as the lead applicant. As the lead applicant, WCSD will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded.
- 2) Implement the human capital management system (HCMS), evaluation systems, performance-based compensation system (PBCS), and other project components described in the approved application.
- 3) Participate, as requested, in any evaluations of this grant conducted by ED or by evaluators working at the request of the group.
- 4) Provide professional development time for teachers and administrators for the purpose of understanding and developing student learning objectives for the educator evaluation systems.
- 5) Provide identified TIF partners with access to data and key personnel to implement scope of work set forth in the grant application.

VI. Other Members' Responsibilities

WEA, WSPA, and WESP and support the elements included in the TIF proposal. These employee associations have actively served and participated at high levels in numerous capacities to assist WCSD in building comprehensive Teacher and Principal Professional Growth System and are committed to continuous improvement of the Human Capital Management System. WEA, WSPA, WESPA, and WCSD leaders agree that nothing under this grant proposal shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school or school district employees under federal, state or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employers and their employees. WCSD and the local collective bargaining representatives agree to confer in good faith over matters within the scope of this grant.

VII. Joint Responsibilities for Communications and Development of Timelines

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

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

VIII. Working Relationship Among Group Members

- 1) WCSD will establish a steering or core committee to guide program implementation. WEA, WSPA, and WESPA will participate on this body in an of counsel capacity.
- 2) WCSD and WEA, WSPA, WESPA will meet at least quarterly to review issues, timelines and any necessary mid-course corrections that may adjust the design or implementation set forth in the grant application.

IX. Assurances

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

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

X. Modifications

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

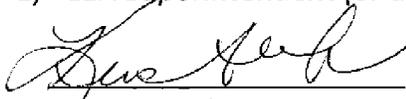
XI. Effective Date/Duration/Termination

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

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

XII. Signatures

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

 7/24/12
Signature/Date

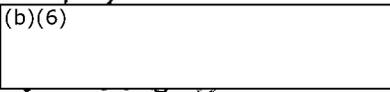
Kristen McNeill, Interim Superintendent, Washoe County School District
Print Name/Title/Name of LEA

2) *Employee Associations*

(b)(6)  July 23, 2012
Signature/Date

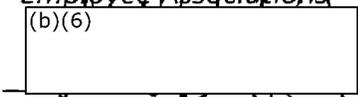
Dana Galvin, President, Washoe Education Association
Print Name/Title/Name of organization

3) *Employee Associations*

(b)(6)  7/24/12
Signature/Date

Dave Fullenwider, President, Washoe School Principals Association
Print Name/Title/Name of organization

4) *Employee Associations*

(b)(6)  07-23-12
Signature/Date

Michael Horner, President Washoe Education Support Professionals
Print Name/Title/Name of organization

Memorandum of Understanding

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

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

I. Scope of Work

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

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

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

III. Lead Applicant and Fiscal Agent

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

IV. Use of Funds

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

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

V. Participating LEA Responsibilities

Washoe County School District agrees to:

- 1) Serve as the lead applicant. As the lead applicant, WCSD will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded.
- 2) Implement the human capital management system (HCMS), evaluation systems, performance-based compensation system (PBCS), and other project components described in the approved application.
- 3) Participate, as requested, in any evaluations of this grant conducted by ED or by evaluators working at the request of the group.
- 4) Provide professional development time for teachers and administrators for the purpose of understanding and developing student learning objectives for the educator evaluation systems.
- 5) Implement professional development systems to support educator's needs identified through the evaluation process.
- 6) Provide CTAC with access to data and key personnel as required to advance the SLO process in WCSD.

VI. Other Members' Responsibilities

Community Training and Assistance Center agrees to:

- 1) Serve as technical advisor to WCSD with respect to the design and implementation of Student Learning Objectives (SLOs).
- 2) Build capacity within the district by providing the necessary training on developing and implementing SLOs and the overall SLO process.
- 3) Develop the necessary SLO process support documents, frameworks, rubrics and developmental tools in collaboration with WCSD.
- 4) Provide counsel on the integration of SLOs with the evaluation and performance-based compensation systems.

VII. Joint Responsibilities for Communications and Development of Timelines

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

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

VIII. Working Relationship Among Group Members

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

IX. Assurances

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

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

X. Modifications

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

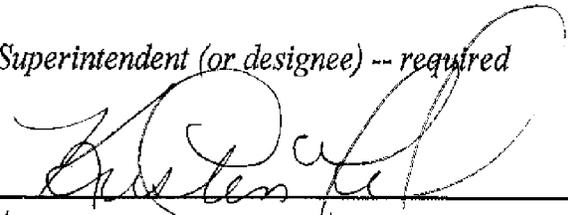
XI. Effective Date/Duration/Termination

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

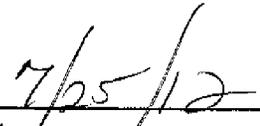
This MOU shall be effective beginning with the date of the last signature hereon, and, if a TIF grant is received, ending upon the expiration of the grant project period. Because any award of TIF funds by ED to support the group application is contingent upon the execution of this MOU by each party to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

XII. Signatures

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



Signature



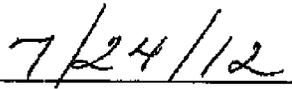
Date

Kristen McNeill, Interim Superintendent
Washoe County School District

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

(b)(6)


Signature



Date

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

United States Senate

WASHINGTON, DC 20510 7012

July 16, 2012

The Honorable Deborah Delisle
Assistant Secretary
Office of Elementary and Secondary Education
Department of Education
Washington, D.C. 20202

Dear Ms. Delisle,

I am writing in support of the Washoe County School District (WCSD) and their application for funding through the *Teacher Incentive Fund with Focus on STEM* grant. This initiative will allow WCSD to expand the Teacher and Principal Professional Growth Systems that provide professional development for teachers to become STEM experts to deliver high quality instruction to students and mentor other STEM teachers.

WCSD works to educate all students and hopes to prepare them with the skills necessary to thrive in post-secondary education and then in the workforce. This grant will assist WCSD in training teachers and principals to build students' 21st century learning skills including interactive communication, scientific inquiry and technology literacy. Through this grant WCSD teachers will also be better prepared for their professional evaluations which rate teachers based on student achievement, observations and professional growth.

As Nevada's senior senator, the education and well-being of Nevada's children has always been one of my top priorities during my career in Congress. Currently, Nevada has one of the lowest high school graduation rates in the nation. In the past two years WCSD has successfully increased their graduation rate from 56% to 70%. WCSD will build on this accomplishment by better preparing teachers and students to teach and learn in a STEM centered environment.

I strongly support the Washoe County School District's application and hope that you keep my recommendation in mind when making your funding decision. Thank you for your time and consideration.

Sincerely,



HARRY REID
Majority Leader



Washoe County School District

425 S. Virginia Street • P.O. Box 30420 • Reno, NV 89520-3420
Phone (775) 346-0200 • (775) 346-0304 • www.washoecountyschools.org

Board of Trustees: Ken Grinn, President • John Mayer, Vice President • Estela Gutierrez, Clerk
Dan Carlin • Barbara Clark • Scott Kelley • Barbara McHenry • Kristen McNeill, Interim
Superintendent

July 2, 2012

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

Dear Ms. Lund and TIF Review Committee,

On behalf of **Washoe County School District**, I am pleased to support the application for the **Teacher Incentive Fund with a Focus on STEM (CFDA 84.374B)** grant.

The Washoe County School District Teacher Incentive Fund with Focus on STEM proposal concentrates on the following areas: 1) Pay for performance; 2) Teacher and principal professional development in STEM; 3) Career lattice for STEM teachers; and 4) Development of Student Learning Objectives. This initiative will allow the District to expand our Teacher Professional Growth System and Principal Professional Growth System. Washoe County School District has strong, collaborative working relationships with its associations including the Washoe Education Association (WEA- teachers) and the Washoe School Principals' Association (WSPA). These associations have provided guidance in the development of the Teacher and the Principal Professional Growth Systems and evaluation rubrics.

The expansion of the Teacher and the Principal Professional Growth Systems is timely. Washoe County School District have developed STEM Academies at all levels (elementary, middle and high school). This grant will assist Washoe County School District in closing the gap for teachers and principals to fully understand and instruct students on how to use 21st Century Learning Skills: interactive communication, critical and creative thinking, problem solving, collaboration, data analysis, scientific inquiry, and technology literacy.

The quality of the interaction between individual students, the materials, and their teachers is key to the District's reform agenda. This reform rests on the quality of the people hired to teach in Washoe County School District schools, their persistence or can-do attitude, the quality of the professional development they receive, and the collective responsibility for student learning within the school building. Both the Teacher and the Principal Performance Growth Systems provide a framework to guide human capital decisions from recruiting and hiring, professional development, mentoring/coaching, and a multi-tiered level of evaluation, which includes student achievement growth.

On behalf of Washoe County School District's teachers, principals, students and staff, please give every possible consideration to the enclosed application.

Sincerely,

Kristen McNeill
Interim Superintendent





WASHOE EDUCATION ASSOCIATION

Dana Galvin, President
Elaine Lancaster, Executive Director
Chuck Fletcher, UniServ Director

July 2, 2012

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

Dear Ms. Lund and Teacher Incentive Fund Grant Review Committee:

I am pleased to write this letter of support for the Washoe County School District *Teacher Incentive Fund with a Focus on STEM* to expand the Principal and Teacher Performance Growth System. The **Washoe Education Association** works to protect rights and due process for education professionals serving the Washoe County School District. As an association, our main goal is to advocate for members in the classroom, at the school site, within the District, as well as at state and national levels.

The **Washoe Education Association** has developed a strong and committed relationship with Washoe County School District and we are excited to partner on this project to support the implementation of the *Teacher Incentive Fund with a Focus on STEM* grant. This initiative will concentrate on the following areas: 1) Pay for performance; 2) Teacher and principal professional development in STEM; 3) Career lattice for STEM teachers; and 4) Development of Student Learning Objectives. This initiative will allow Washoe County School District to expand the Teacher Professional Growth System and the Principal Professional Growth System. We will provide guidance in the development of this initiative using the District's Human Capital strategy which includes professional development, core values, and processes that provide meaningful formative feedback for principals and meaningful differentiation in summative rating among teachers based on their effectiveness.

We look forward to participating and offering our expertise in the coming grant period and beyond by supporting the grant's program with a strong commitment to educating our students so they, in turn, can educate our K-12 community.

The **Washoe Education Association** encourages you to give every possible consideration to the enclosed application.

Sincerely,
(b)(6)



Dana Galvin
President
Washoe Education Association

1890 Donald Street, Reno, Nevada 89502, (775) 828 9282 Fax (775) 828-6748 www.weatoday.org

W
S
P
A

Washoe School Principals' Association

July 2, 2012

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

Dear Ms. Lund and Teacher Incentive Fund Grant Review Committee:

I am pleased to write this letter of support for the Washoe County School District *Teacher Incentive Fund Focus on STEM* to expand the Principal and Teacher Performance Growth System. The **Washoe School Principals' Association** works to protect rights and due process for education professionals serving the Washoe County School District. As an association, our main goal is to advocate for members at the school site, within the District, as well as at state and national levels.

The **Washoe School Principals' Association** has developed a strong and committed relationship with Washoe County School District and we are excited to partner on this project to support the implementation of the *Teacher Incentive Fund Focus on STEM* grant. This initiative will concentrate on the following areas: 1) Pay for performance; 2) Teacher and principal professional development in STEM; 3) Career lattice for STEM teachers; and 4) Development of Student Learning Objectives. This initiative will allow our District to expand the Teacher Professional Growth System and the Principal Professional Growth System. We will provide guidance in the development of this initiative using the District's Human Capital strategy which includes professional development, core values, and processes that provide meaningful formative feedback for principals and meaningful differentiation in summative rating among principals based on their effectiveness.

We look forward to participating and offering our expertise in the coming grant period and beyond by supporting the grant's program with a strong commitment to educating our students so they, in turn, can educate our K-12 community.

The **Washoe School Principals' Association** encourages you to give every possible consideration to the enclosed application.

Sincerely,

(b)(6)

David L. Fullenwider, President
Washoe School Principals' Association

Board Members

David L. Fullenwider
President

Gloria Geil
Vice President

Stacey Ting
Secretary

Laura Petersen
Treasurer

Alyson Kendrick
Elementary Representative

Lisa Hansen
Elementary Representative

Ginny Knowles
Past President

P.O. Box: 7697
Reno, NV 89510
Tel: 775-850-8005
Fax: 775-850-8050



Washoe Education Support Professionals

July 23, 2012

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

Dear Ms. Lund and Teacher Incentive Fund Grant Review Committee:

I am pleased to write this letter of support for the Washoe County School District *Teacher Incentive Fund with a Focus on STEM* to expand the Principal and Teacher Performance Growth System. The **Washoe Education Support Professionals** work to protect rights and due process for support professionals serving the Washoe County School District. As an association, our main goal is to advocate for classified personnel in the classroom, at the school site, within the District, as well as at state and national levels.

The **Washoe Education Support Professionals** has developed a strong and committed relationship with Washoe County School District and we are excited to partner on this project to support the implementation of the *Teacher Incentive Fund with a Focus on STEM* grant. This initiative will concentrate on the following areas: 1) Pay for performance; 2) Teacher and principal professional development in STEM; 3) Career lattice for STEM teachers; and 4) Development of Student Learning Objectives. This initiative will allow Washoe County School District to expand the Teacher Professional Growth System and the Principal Professional Growth System. We will provide guidance in the development of this initiative using the District's Human Capital strategy which includes professional development, core values, and processes that provide meaningful formative feedback for principals and meaningful differentiation in summative rating among teachers based on their effectiveness.

The **Washoe Education Support Professionals** looks forward to participating and offering our expertise in the coming grant period and beyond by supporting the grant's program and encourages you to give every possible consideration to the enclosed application.

Sincerely,

(b)(6)

Michael R. Horner

President, Washoe Education Support Professionals

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Washoe County School District
Teacher Incentive Fund CFDA # 84.374B
Appendix July 2012

PR/Award # S374B120008

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College of Engineering
University of Nevada, Reno

Emmanuel "Manos" Maragakis, Ph. D.
Dean

July 20, 2012

Indira Chatterjee, Ph.D.
Associate Dean

Miriam Lund
U.S. Department of Education
400 Maryland Ave, SW
Room 3E245, IJB Building
Washington, DC 20202-6200

Dear Ms. Lund and TIF Review Committee,

I am pleased to write this letter of support for the Washoe County School District *Teacher Incentive Fund with a Focus on STEM* to expand the Principal and Teacher Performance Growth System. The College of Engineering at the University of Nevada Reno (UNR) fully embraces and will actively contribute to the goals of this initiative to increase teacher knowledge in 21st Century learning skills and STEM.

We fully endorse the mission of the College of Education at the University of Nevada and the school district to prepare teachers and administrators to the highest standards of the profession. Collaborative efforts between the College of Engineering and the Washoe County School District have a long history of success, and we are united in a deep commitment to providing superior education to the children of Nevada.

The Washoe County School District Teacher Incentive Fund with Focus on STEM proposal concentrates on the following areas: 1) Pay for performance; 2) Teacher and principal professional development in STEM; 3) Career lattice for STEM teachers; 4) Development of Student Learning Objectives; and 5) Highly trained and certified evaluation observers. The UNR College of Engineering has played an active role in the development of these Professional Growth Systems. We are currently specifically partnering with the College of Education in creating a course specifically geared towards teachers in the school district that will focus on engineering education in K-12. We also have active outreach programs in the College of Engineering via our highly successful Mobile Engineering Education Laboratory, engineering summer camps and MESA (Mathematics, Engineering, Science Achievement) programs open to students in the school district.

This grant will assist Washoe County School District in closing the gap for teachers and principals to fully understand and instruct students in STEM using 21st Century learning skills.

The UNR College of Engineering is looking forward to being a partner in this process.

Sincerely,

(b)(6)

Manos Maragakis, Ph.D.
Dean, College of Engineering

Dean's Office
University of Nevada, Reno-0256
Reno, Nevada 89557-0250
(775) 784-6925
(775) 784-4466 fax
<http://ceugr.unr.edu>



University of Nevada, Reno

July 20, 2012

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

Dear Ms. Lund and TIF Review Committee,

I am pleased to write this letter of support for the Washoe County School District *Teacher Incentive Fund with a Focus on STEM* to expand the Principal and Teacher Performance Growth System. **The University of Nevada, Reno- Raggio Research Center for STEM Education** fully embraces and will actively contribute to the goals of this initiative to increase teacher knowledge in 21st Century learning skills and STEM.

We share a mission with the school district to prepare teachers and administrators to the highest standards of the profession. Collaborative efforts between the Raggio Research Center and Washoe County School District have a long history of success, and we are united in a deep commitment to providing superior education to the children of Nevada.

The Washoe County School District Teacher Incentive Fund with Focus on STEM proposal concentrates on the following areas: 1) Pay for performance; 2) Teacher and principal professional development in STEM; 3) Career lattice for STEM teachers; 4) Development of Student Learning Objectives; and 5) Highly trained and certified evaluation observers. The UNR Raggio Research Center for STEM Education has played an active role in the development of these Professional Growth Systems.

The Raggio Research Center for STEM Education is committed to advancing the theory and practice of STEM education focusing on underrepresented groups. This mission is accomplished through research, development, instruction, dissemination, leadership, and outreach. One such project on which we are serving underrepresented groups through research and development is the Northern Nevada English Learning Initiative (NNELI) grant procured through the Office of English Language Acquisition. The goals and objectives of the NNELI project are to improve qualifications of pre-service and in-service teachers to meet the needs of English language learners, in STEM subjects, and to place them in an instructional setting to serve English learners within local educational agencies. Some of the courses offered will include instruction targeting: Language Acquisition, Development & Learning; Teaching Methods; Teaching Spanish

Jacque Ewing-Taylor, PhD, Director
Raggio Research Center for STEM Education
4114 William Raggio Building
University of Nevada, Reno/432
Reno, NV 89557
Office: (775) 784-7784 Fax: (775) 682-6201

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Washoe County School District
Teacher Incentive Fund CFDA # 84.374B
Appendix July 2012

PR/Award # S374B120008

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Speakers; Second Language Assessment; STEM through Sheltered Instruction and STEM- related Academic Language Development. Additionally, the NNELI project includes a program for paraprofessionals that will increase their skills in working with English language learners in the STEM-focused classroom.

This TIF4 grant will assist Washoe County School District in closing the gap for teachers and principals to fully understand and instruct students in STEM using 21st Century learning skills. The UNR Raggio Research Center for STEM Education is looking forward to being a partner in this process.

Sincerely,

A handwritten signature in cursive script that reads "Jacque".

Jacque Ewing-Taylor, PhD



College of Education
University of Nevada, Reno

July 23, 2012

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

Christine O. Cheney
Dean and Professor
College of Education
University of Nevada, Reno/278
Reno, NV 89557-028
(775) 784-4345 office
(775) 784-6298 fax
<http://www.unr.edu/education>

Dear Ms. Lund and TIF Review Committee:

I am pleased to write this letter of support for the Washoe County School District *Teacher Incentive Fund with a Focus on STEM* to expand the Principal and Teacher Performance Growth System. The University of Nevada, Reno College of Education fully embraces and will actively contribute to the goals of this initiative to increase teacher knowledge in 21st Century learning skills and STEM.

We share a mission with the school district to prepare teachers and administrators to the highest standards of the profession. Collaborative efforts between the College of Education and Washoe County School District (WCSD) have a long history of success, and we are united in a deep commitment to providing superior education to the children of Nevada.

The Washoe County School District Teacher Incentive Fund with Focus on STEM proposal concentrates on the following areas: 1) Pay for performance; 2) Teacher and principal professional development in STEM; 3) Career lattice for STEM teachers; 4) Development of Student Learning Objectives; and 5) Highly trained and certified evaluation observers. The UNR College of Education has played an active role in the development of these Professional Growth Systems.

We have ongoing collaborations with WSSD in providing STEM teacher preparation that will provide a foundation for the activities of the grant. The Lemelson STEM Master's Cohort Program currently involves 28 WCSD elementary teachers who will have advanced study in STEM and can assume teacher leadership roles in the district. We provide professional development in STEM to teachers through projects such as NESSI (Nevada Earth Space Science Initiative) and others. We also have a funded project that will address the teacher pipeline by increasing STEM teaching skills for preservice teachers, focusing on English language learners.

The UNR College of Education is looking forward to being a partner in this process.

Sincerely,

(b)(6)

Christine Cheney, Ed.D.
Dean





Washoe County School District

425 East Ninth Street * P.O. Box 30425 * Reno, NV 89520-3425
Phone (775) 348-0200 * (775) 348-0304 * www.washoecountyschools.org

Board of Trustees: Ken Grein, President * John Mayer, Vice President * Estela Gutierrez, Clerk
Dan Carne * Barbara Clark * Scott Kelley * Barbara McLauray * Dr. Heath Morrison, Superintendent

July 23, 2012

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

Dear Ms. Lund and TIF Review Committee:

I am pleased to write this letter of support for the Washoe County School District *Teacher Incentive Fund with a Focus on STEM* to expand the Principal and Teacher Performance Growth System. The Office of Human Resources fully embraces and will actively contribute to the goals of this initiative to increase teacher knowledge in 21st Century learning skills and STEM.

The Washoe County School District Teacher Incentive Fund with Focus on STEM proposal concentrates on the following areas: 1) Pay for performance; 2) Teacher and principal professional development in STEM; 3) Career Lattice for STEM teachers; 4) Development of Student Learning Objectives; and 5) Highly trained and certified evaluation observers. The Office of Human Resources has played an active role in the development of these Professional Growth Systems.

The Office of Human Resources will fully support the initiatives of the TIF4 grant and work collaboratively and cross-functionally with departments, schools and associations to achieve the results our students need and deserve. Having a fair and robust professional growth system is a priority in order recruit, select, retain and provide support to our teachers and school leaders. Ensuring our students graduate with 21st Century Learning Skills requires a focus on STEM and highly skilled teachers and leaders to ensure our students' individual success.

This grant will assist Washoe County School District in closing the gap for teachers and principals to fully understand and instruct students in STEM using 21st Century learning skills.

The Office of Human Resources is looking forward to working with all Washoe County School District personnel to further develop the Teacher and Principal Professional Growth Systems.

Sincerely,

(b)(6)

Dawn Huckaby
Chief Human Resources Officer



Certificate No. #1433



July 23, 2012

Miriam Lund
U.S. Department of Education
400 Maryland Ave, SW
Room 3F245, LBJ Building
Washington, DC 20202-6200

Dear Ms. Lund and TIF Review Committee,

I am pleased to write this letter of support for the Washoe County School District *Teacher Incentive Fund with a Focus on STEM* to expand the Principal and Teacher Performance Growth System. The Office of Academics fully embraces and will actively contribute to the goals of this initiative to increase teacher knowledge in 21st Century learning skills and STEM.

The Washoe County School District Teacher Incentive Fund with Focus on STEM proposal concentrates on the following areas: 1) Pay for performance; 2) Teacher and principal professional development in STEM; 3) Career lattice for STEM teachers; 4) Development of Student Learning Objectives; and 5) Highly trained and certified evaluation observers. The Office of Academics has played an active role in the development of these Professional Growth Systems.

The Office of Academics includes the departments of curriculum and instruction, assessment, and professional development. By nature of this organizational structure, the Office is well poised to support the *Teacher Incentive Fund with a Focus on STEM*, as high degrees of communication and collaboration across these departments will allow for a successful implementation.

This grant will assist Washoe County School District in closing the gap for teachers and principals to fully understand and instruct students in STEM using 21st Century learning skills.

The Office of Academics is looking forward to working with all Washoe County School District personnel to further develop the Teacher and Principal Professional Growth Systems.

Sincerely,

(b)(6)

Scott Bailey
Chief Academic Officer

Washoe County School District
Office of Academics
Scott Bailey, Chief Academic Officer
Vickie Bailey, Executive Assistant

425 E. Ninth ST
PO Box 30425
Reno, Nevada 89520-3425
775.333.3703



July 23, 2012

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

Dear Ms. Lund and TIF Review Committee,

I am pleased to write this letter of support for the Washoe County School District *Teacher Incentive Fund with a Focus on STEM* to expand the Principal and Teacher Performance Growth System. The Information Technology Department fully embraces and will actively contribute to the goals of this initiative to increase teacher knowledge in 21st Century learning skills and STEM.

The Washoe County School District Teacher Incentive Fund with Focus on STEM proposal concentrates on the following areas: 1) Pay for performance; 2) Teacher and principal professional development in STEM; 3) Career lattice for STEM teachers; 4) Development of Student Learning Objectives; and 5) Highly trained and certified evaluation observers. The Information Technology Department has played an active role in the development of these Professional Growth Systems.

The Information Technology Department has partnered with the One to One Institute, Intel, and HP to provide resources and training for staff to prepare them for the change to a 21st Century learning environment, which will benefit not only our teachers but our entire student population.

This grant will assist Washoe County School District in closing the gap for teachers and principals to fully understand and instruct students in STEM using 21st Century learning skills.

The Information Technology Department is looking forward to working with all Washoe County School District personnel to further develop the Teacher and Principal Professional Growth Systems.

Sincerely,

(b)(6)

Edward Grassia, Chief Information Officer
Office of Information Technology



Washoe County School District

425 East Ninth Street • P.O. Box 30425 • Reno, NV 89526-3425
Phone (775) 348-0200 • (775) 348-0300 • www.washoecountyschools.org

Board of Trustees: Ken Green, President • John Mayer, Vice President • Estela Gutierrez, Clerk
Don Carne • Barbara Clark • Scott Kelley • Barbara McLaughry • Dr. Heidi Morrison, Superintendent

July 23, 2012

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

Dear Ms. Lund and TIF Review Committee:

I am pleased to write this letter of support for the Washoe County School District *Teacher Incentive Fund with a Focus on STEM* to expand the Principal and Teacher Performance Growth System. The Office of School Performance and Accountability fully embraces and will actively contribute to the goals of this initiative to increase teacher knowledge in 21st Century learning skills and STEM.

The Washoe County School District Teacher Incentive Fund with Focus on STEM proposal concentrates on the following areas: 1) Pay for performance; 2) Teacher and principal professional development in STEM; 3) Career lattice for STEM teachers; 4) Development of Student Learning Objectives; and 5) Highly trained and certified evaluation observers. The Office of School Performance and Accountability has played an active role in the development of these Professional Growth Systems.

Our office includes three departments (School Performance, Accountability, and Family School Partnerships & Diversity), all of whom have contributed to the development of our Professional Growth Systems and all of whom look forward to supporting our efforts as we go forward. This includes but is not limited to active monitoring of school level implementation, program evaluation, and professional development and technical support for schools.

This grant will assist Washoe County School District in closing the gap for teachers and principals to fully understand and instruct students in STEM using 21st Century learning skills.

The Office of School Performance and Accountability is looking forward to working with all Washoe County School District personnel to further develop the Teacher and Principal Professional Growth Systems.

Sincerely,

(b)(6)

Paul M. LaMarca, Ph.D.
Chief School Accountability Officer





nmc.org

T 512-445-4200
F 512-445-4205
E info@nmc.org

nmc.org

New Media Consortium
6101 West Courtyard Drive
Building One, Suite 100
Austin, Texas 78730

July 20, 2012

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

Dear Ms. Lund and TIF Review Committee,

I am pleased to write this letter of support for the Washoe County School District Teacher Incentive Fund with a Focus on STEM to expand the Principal and Teacher Performance Growth System. The New Media Consortium (NMC) fully embraces and will actively contribute to the goals of this initiative to increase teacher knowledge in 21st Century learning skills and STEM.

We fully endorse the goals Washoe County School District has set forth in this application and look forward to this collaborative partnership around technologies and applications that make learning more relevant and more engaging.

The Washoe County School District Teacher Incentive Fund with Focus on STEM proposal concentrates on the following areas: 1) Pay for performance; 2) Teacher and principal professional development in STEM; 3) Career lattice for STEM teachers; 4) Development of Student Learning Objectives; and 5) Highly trained and certified evaluation observers.

NMC has been deeply involved with STEM education around the world with the HP Catalyst Initiative and the Challenge Based Learning Project. Two of the HP Catalyst projects which are showcased on the NMC site, <http://catalyst.nmc.org>, include: *Using Technology to Support Teacher and Student Conceptual Learning in Mathematics and Science* by Kenyatta University and *STEM, Social Entrepreneurship and Glocaledge* (Global Practices Applied to Local Knowledge) by Learning Links Foundation. Challenged Based Learning is an engaging multidisciplinary approach to teaching and learning that encourages students to leverage the technology they use in their daily lives to solve real-world problems.

This grant will assist Washoe County School District in closing the gap for teachers and principals to fully understand and instruct students in STEM using 21st Century learning skills.

The NMC community engages in research that catalyzes discussions, convenes people around new ideas, and builds communities and networks that encourage exploration and experimentation. We look forward to being a partner in this process.

Sincerely,

(b)(6)

Dr. Larry Johnson
Chief Executive Officer
NMC

JANE LAI WOODBURN, Ph.D.

(b)(6)

Accomplished, passionate, student achievement-oriented leader with strong interpersonal skills and an inclusive style eager to lead a district with progressive, forward-thinking initiatives/programs to ensure every child graduates college and/or highly-skilled career ready.

Summary of Qualifications

Academic side:

- Special Education/Inclusion
- English Language Learners
- Reading Specialist
- School Guidance & Counseling
- Parent & Community Outreach
- Alternative Programs
- Baldrige-Guided School Improvement Plans
- Diversity/Cultural Competency
- Supervision of Administrators

Operations side:

- Human Resources
- Information Technology
- Supervision of Operational District Offices
- Six Sigma/Lean Six Sigma Process Performance Management
- APQC Process Performance Management
- Baldrige Process Performance Management
- Benchmarking with Council of the Great City Schools' Key Performance Indicators

Professional Experience

Washoe County School District, Reno, Nevada (64,000 students, 101 schools)

Deputy Superintendent

2011-present

- Assisted superintendent to implement systemwide initiatives to improve student performance
- Served as acting superintendent
- Supervised, supported, & evaluated Chiefs of Academics, Human Resources, Information Technology, Innovations, Logistics & Operations, School Performance & Accountability, and Student Services
- Supervised central offices to ensure outstanding customer service to schools and implementation of our strategic plan, Envision 2015
- Developed and implemented organizational structures (Academic/Operational Leadership Teams & Joint Chiefs) to improve communication/collaboration among Executive Cabinet staff
- Led Executive Cabinet in collaborative budgeting process to address the \$2 million of central reductions totaling \$9.5 million in the past two years
- Established second cohort of central office staff trained by American Productivity Quality Center (APQC) in Process Performance Management to continue building the capacity of our workforce for process improvement
- Promoted first cohort of WCSD's APQC Teams' presentation at Knowledge Sharing Conference in Houston, Texas
- Collaborated with president of Truckee Meadows Community College (TMCC) and staff from University of Nevada Reno (UNR) to plan/implement the administration of Accuplacer to WCSD seniors
- Created four racial/ethnic Employee Networking Support Groups to start a Diversity Pipeline to support employees of color in their advancement throughout the organization
- Conducted school/central office visits to "listen and learn" to ensure outstanding customer service
- Conducted conflict resolution meetings with parents to address their concerns
- Bringing Crucial Conversation training to district staff as a result of participation on the Culture of Respect Committee
- Served on Internal Audit Committee to ensure continuous improvement efforts in response to audit findings
- Attended Board of Trustee Meetings, Work Sessions, and National School Board Association Conferences
- Attended national conferences on 21st Century Learning/1:1 to promote this initiative in WCSD
- Attended Council of the Great City Schools (CGCS) conferences to network/share/obtain best practices/benchmark KPIs
- Member of the central office team at the University of Virginia's Turnaround Specialist Model Boot Camp
- Developing a Grow Your Own Teacher partnership with TMCC and UNR as part of our Diversity Pipeline to increase the diversity of our workforce

(b)(6)

- Serving on Kathleen Sandaval's *Crossover Youth Practice Model Implementation Team* to better support students returning from Juvenile Justice/Child Welfare system
- Collaborating with National Institute of School Leaders (NISL) to include WCSD as one of the school districts in their federal grant

Chief Operating Officer 2010-2011

- Assisted superintendent to implement systemwide initiatives to improve customer service and student performance (increased graduation rate by 7 percentage points)
- Served as acting superintendent
- Supervised, supported, and evaluated Chiefs of Operational Departments in central office
- Led Process Performance Management initiative throughout central offices to improve processes for greater efficiency and cost-savings to enable \$7.5 million reduction to central services
- Connected staff to national organizations such as the Council of the Great City Schools (CGCS), Washington D.C., and the American Productivity Quality Center (APQC), Houston, Texas to network and bring best practices back to WCSD
- Conducted visits to schools/central offices to get feedback for our continuous improvement
- Obtained training from Institute for Industrial Engineers (IIE) and APQC for Central Office representatives on Six Sigma, Lean Six Sigma, and APQC Education Process Performance Management to build workforce capacity
- Led central offices in creating Department Plans identifying the departments' vision, mission, functions, trends, accomplishments, key mandates, and Key Performance Indicators (KPIs) for measuring outcomes leading to a cultural shift in change management focusing on Process Performance Management
- Created a Diversity Equity Leadership Team to bring diversity recruitment/issues on a systemwide level to address diversity issues/cultural competency in schools and central offices
- Recruited Cultural Competency experts, Glen Singleton and Donna Graves, to provide training to administrators
- Brought *Hiring for Attitude/Excellence* project to Human Resources and teacher evaluation/Professional Growth System concepts to develop our award-winning Teacher Incentive Fund (TIF) grant
- Assisted in the development of district's Strategic Plan, Envision 2015
- Served on Capital Projects Oversight Committee
- Attended Board of Trustee Meetings, Work Sessions, and National School Board Association Conferences

Montgomery County Public Schools, Rockville, Maryland (139,000 students; 199 schools)

Human Resources Director 2005-2009

Office of Human Resources

- Initiated online recruitment through the use of videoshorts targeting Gen X, Y & Millennials and Career Changers through social networks and Skype interviews which decreased our recruitment costs and cycle-time for recruitment/selection
- Led the department through the Baldrige process to improve customer satisfaction and staffing results using data-driven processes; as a result, customer satisfaction surveys indicated improved service from Human Resources to schools/central offices and opening of schools with positions filled
- Supervised Human Resources Office on the recruitment and staffing of schools with highly effective personnel
- Managed Human Resources budgets
- Served as acting associate superintendent of human resources
- Served as representative at the Maryland Negotiation Services Conferences
- Collaborated with *Teach for America* and *The New Teacher Project* staff to develop a *Hiring for Attitude/Excellence* project to improve teacher selection process
- Collaborated with the Maryland State Department of Education and major universities (Univ. of Maryland, Johns Hopkins, George Washington, Montgomery College) to develop *Grow Your Own Teacher/alternative* programs to increase workforce diversity and fill critical staffing areas
- Led Department's Project Management Team to transition to an online Applicant Tracking and Onboarding Systems to improve efficiency and cost-savings
- Used the district's Professional Growth System to support/evaluate employee performance
- Served on the *Hiring for Excellence* and *Asian & Hispanic Leadership Development* Districtwide Committees

School Performance Director 2001-2005

Office of School Performance

- Supervised/supported principals in using data, conducting instructional walk-throughs/program reviews, and building professional learning communities to improve student performance

(b)(6)

- Served as acting community superintendent
- Used the district's Professional Growth System to support/evaluate employee performance
- Provided principals information/feedback on the development of their adoption of the Baldrige Guided School Improvement Plans
- Served as Team Leader for the Baldrige Summer School Improvement Plan (SIP) Workshop
- Co-led the *Student and Stakeholder Focus* Writing Team for MCPS's second Baldrige application
- Supervised Vertical Articulation Teams in 4 high schools and feeder schools to ensure alignment of services to students
- Created brochure for School Performance Support Team to provide better customer service to principals with one point of contact in central office departments
- Initiated the development of a Saturday Family Academy at Broad Acres ES which helped to transform the school from the lowest performing to the most improved school in the district (from 42-64% to 68-94% in Maryland State School Assessments for reading/math)
- Evaluated School Improvement Plans and provided feedback to principals
- Served on Assistant Principal Development Teams at elementary, middle and high schools
- Facilitated Study Circles in schools to improve student achievement
- Resolved conflicts with students, staff, parents, and community members
- Served on Middle School Reform, Latino Education Coalition, Baldrige Leadership Team, Year-Round Education, and SAT Planning Committees and the Think Tank for Developing the Framework for Teaching & Learning

Administrative Assistant to Associate Superintendent of Student/Community Services 2000-2001
Office of Student and Community Services

- Supervised the Directors of Student Services, Special Education, Family & Community Partnerships, and Alternative Programs
- Assisted the Associate Superintendent in the development/implementation of systemwide initiatives and at Executive Leadership Team, Board of Education, and County Council Meetings
- Assisted in the development of the Office strategic plan and budget
- Drafted written communications for superintendent/executive staff responding to stakeholder concerns
- Resolved conflicts with parents referred from superintendent's office
- Supported the development/expansion of the Saturday Schools, George B. Thomas Learning Academies, in MCPS
- Served as the school district liaison in building relationships with leaders in the African-American, Asian American, and Hispanic communities to support school district initiatives
- Served as facilitator at the superintendent's Town Hall meetings with Asian American parents/community members
- Co-led the *Student and Stakeholder Focus* Writing Team for MCPS's first Baldrige application and served on the Baldrige Assessment Team
- Presented Early Childhood Initiative at Executive Leadership Team and served on the Early Childhood Collaboration Team with the county Department of Health and Human Services
- Established the Washington-Metropolitan Chapter of the National Association for Asian Pacific American Education (NAAPAE) and served as president for two years

Human Resources Personnel Specialist 1997-2000
Office of Human Resources

- Recruited/hired special education teachers, guidance counselors, speech pathologists, occupational/physical therapists, pupil personnel workers, and school psychologists with vacancies filled on opening day of schools
- Collaborated with principals in staffing their schools with the best matches to improve student performance
- Experienced with online computer applicant tracking system (Resumix)
- Conducted personnel investigations which resulted in appropriate disciplinary actions

Secondary School/Resource Counselor 1991-1997
Thomas S. Wootton High School; John F. Kennedy High School

- Supervised, supported, and evaluated high school guidance and counseling staff
- Provided academic, social-emotional, and college counseling to students
- Conducted group counseling sessions for students and parents

Special Education Resource Room Teacher 1988-1989
Piney Branch Elementary School

Jane Lai Woodburn

4

(b)(6)

- Assisted teachers in scaffolding instruction to meet students' needs
- Individualized instruction for intermediate (grades 4-6) special education students in a pull-out resource room program

Prince George's County Public Schools, Upper Marlboro, Maryland (125,000 students; 205 schools)

Special Education Itinerant Resource Teacher 1985-1986

Office of Special Education

- Served as liaison between central special education office and schools to resolve issues
- Wrote an award-winning grant to obtain calculators for a special education inclusion math class

Special Education Department Chairperson/Vocational Education Teacher 1980-1984

Parkdale High School

- Supervised, supported, evaluated, and hired special education staff for resource room, self-contained, inclusion, work-study, speech, and orthopedic units
- Taught special education students in inclusion/self-contained classrooms and community-based workstudy program

Special Education Department Chairperson/Resource Room Teacher 1973-1980

Concord Elementary School

- Individualized instruction for intermediate (grades 4-6) special education students in a pull-out resource room program
- Created/implemented a woodworking incentive program which was successful in motivating students to perform as evidenced by nonreaders who advanced 2-3 grade levels within one year

Adult ESOL Teacher Fall 1975

Adult Evening School at Bladensburg High School, Prince George's County Public Schools

- Taught English as a Second Oral Language to Asian American and Hispanic adults

University of Maryland College Park Reading Clinic, College Park, Maryland

Reading Clinician Summer of 1978 & 1979

- Taught students with reading disabilities how to read during the summer program

Education

2012	Ph.D.	Education, Policy & Leadership <i>Middle School Principals' Teacher Selection Criteria</i>	University of Maryland College Park
2001	Certification	Administration & Supervision	Trinity College, Washington D.C.
1991	M.Ed.	Counseling & Personnel Services <i>Group Counseling with Asian-American Adolescents</i>	University of Maryland College Park
1979	M.Ed.	Early Child-Elem Ed/Reading Specialist <i>Review of Age-Appropriate Books for Below-Level Readers</i>	University of Maryland College Park
1973	B.S.	Special/Elementary Education	University of Maryland College Park

Certification

Nevada License for Educational Personnel:	School Administrator, Generalist (K-12) Teaching (K-8) Substitute (K-12)
Maryland Advanced Professional Certificate:	Superintendent Administration I Counseling & Guidance (K-12) Reading Specialist (K-12) Special Education Teacher (K-12) Elementary Education Teacher (1-8)
National Board of Certified Counselors Certificate	
Six Sigma, Green Belt Certificate	
Lean Six Sigma, White Belt Certificate	

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Professional Development/Trainings Completed

- A Framework for Understanding Poverty* by Ruby Payne
- Courageous Conversations About Race* by Glenn Singleton
- Facilitating Study Circles* by MCPS Staff Development
- Instructional Leadership Through Data-Driven Decision-making* by Maryland State Department of Education
- School Development Program* by James P. Comer's staff
- School, Family, and Community Partnerships and National Network of Partnership Schools* by Joyce Epstein
- Skill Teacher* by Jon Saphier/Research for Better Teaching
- Observing and Analyzing Teaching (OAT)* by Jon Saphier/Research for Better Teaching
- Observing and Analyzing Leadership (OAL)* by Jon Saphier/Research for Better Teaching

Professional Affiliations

- Association for Supervision and Curriculum Development (ASCD)
- Golden Key International Honour Society for Academic Achievement
- National Board of Certified Counselors (NBCC)
- Nevada Association of School Administrators (NASA)

Publications & Presentations

Mawhinney, H. B., Cornish, M.A., Kim, P., Lockard, S., Stuart, P. J., Slade, D., and Woodburn, J. L. (2003). *Design principles for learner-centered schools: Promising approaches to data based decision making to improve student learning*. Report Commissioned by Council of Educational Administrative and Supervisory Organizations of Maryland.

Mawhinney, H. B., Abedin, G., Bramblett, S., Kubic, K., and Woodburn, J. L. (2004). *Design principles for learner-centered schools: Scaffolding instruction for improved student learning*. Report Commissioned by Council of Educational Administrative and Supervisory Organizations of Maryland.

Presentations:

- What's New with Curriculum in WCSD?* (9/21/10). Soroptimis Club, Reno, Nevada.
- WCSD Initiatives to Increase Diversity and Promote Cultural Competency* (9/30/11). Nevada Hispanic Services Adelante Awards. Reno, Nevada.
- WCSD Library Partnerships-Using Six Sigma, Doing More with Less* (10/7/11). Nevada Library Association Conference, Carson City, Nevada.
- Early Childhood Education in WCSD* (12/1/11). Reno Association for the Education of Young Children, Reno, Nevada.
- WCSD's Commitment to Higher Education using Accuplacer to Strengthen our Partnership with TMCC* (12/9/11). Truckee Meadows Community College Linking the Pathways, Reno, Nevada.
- Sharing My Autobiographical Story* (5/17/12). Nevada Partnership for Inclusive Education Inspiration Awards, Reno, Nevada.

Knowledge of Foreign Language

Cantonese Chinese

References

- Robert Carlson, Director, Council of the Great City Schools, Washington, DC. (202) 465-1897
- Dr. Carol Dahlberg, retired principal, Montgomery County Public Schools, Maryland (301) 524-1417
- Michael Durso, Board of Education member, Montgomery County Public Schools, Maryland (301) 646-6900
- Rick Harris, Chief Logistics & Operations Officer, Washoe County School District, Nevada (775) 846-3993
- Carolyn Talasck, Sr. Vice President, American Productivity Quality Center (APQC) in Education, Houston, Texas 1-800-766-9676

Kristen M. McNeill

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PROFESSIONAL SUMMARY: Possess twenty years of experience in the public education sector. Positions of professional responsibility include classroom teacher, principal, department director, and chief officer. Demonstrated record of progress on with increased responsibility through career in numerous areas. Responsibilities at the classroom, school leadership, department and central office levels include student achievement, accountability, fiscal compliance and reporting, resource acquisition and budgeting, district program development and evaluation, curriculum development, human capital management and reform, parent engagement, and government/community relations at federal, state, and local levels.

PROFESSIONAL EXPERIENCE

Washoe County School District-Chief Strategies Officer

2013 Present

- *Oversee all District Special Revenue Sources (federal, state, and local) totaling \$6+ million in FY 11 and projected at \$6 million for FY 12*
- *Responsible for grant compliance oversight including program and agency reporting for more than 240 grants*
- *Lead District efforts to secure the first ever \$4 million Strong Reader grant to improve literacy instruction*
- *Facilitated and organized the District's successful bid to become a member of the Collaborative of Academics and Social Emotional Learning Cross-District Initiatives (CASELI)*
- *Act as Superintendent on Teachers and Leaders Council (TLC) to set and monitor of the Indicator Measures and Models Task Forces for the TLC*
- *Speakehead community outreach to receive feedback and guidance on District Key Performance Indicators*
- *Lead and facilitate implementation of the Tripart Student Survey pilot - securing needed funding of \$75,000*
- *Assist of the Superintendent with the creation and development of the Washoe K-12 Education Foundation working funding and pledges in the amount of \$800,000 for FY 12-13*
- *Assisted in successful creation of Memorandum of Agreement with RFA, WSP, and ALSP on Career Pathways and pilot Pay for Performance programs*
- *Lead District efforts to expand Full Day Kindergarten and Tuition-based Full Day Kindergarten*
- *Lead District efforts to expand Pre-Kindergarten and P-3 Program*
- *Speakehead successful negotiation of a contract for Principal Pipeline development including Washoe Administrators School Leadership program and Summit Institute of School Leadership*
- *Assisted in launching Signature Academics and secured resources for funding of programs*
- *Lead District efforts in \$12 million Fidelity implementation process and full accounting of funds provisions*
- *Assisted in successful bid to fully fund Parent University for FY 11*
- *Lead District efforts to secure \$9 million in competitive School Improvement grants*
- *Assisted District efforts to secure \$15 million in competitive High School Graduation Initiative funding*
- *Assisted District efforts to secure \$9 million in competitive Teacher Incentive Fund funding*
- *Assisted District efforts to secure \$1.5 million in competitive Professional Development for Art Educators funding and \$1.6 million for Teaching American History funding*
- *Assisted in Superintendent's reorganization of Executive Cabinet and Central Services*
- *Lead District reorganization of Child and Family Services Department to include Children in Transition and Children Education and Family Resources Centers*
- *Successfully persuaded Nevada Department of Education to approve District's Strategic Plan Extension (CSD 2015) as District Improvement Plan for both SYs 11-12 and 12-13*
- *Oversight of School Improvement Department and led District efforts to streamline compliance documents for schools*
- *Lead District efforts to secure Senate Appropriation funding for Monitoring Implementation of Specialized Drop-Out Prevention*
- *Current member of Executive Cabinet, Chiefs Council, Academic Leadership Team, and Operations Leadership Team*

Washoe County School District-Director, State and Federal Programs/K-16 Initiatives 2008-2010

- Led District efforts to secure \$40 million through 1001 Committee, and through programs including state and local offerings in Title I, Title III, Title I, Part B, McKinney-Vento, Books, and 21st Century
- Led efforts to receive the Nevada Legislative Council on Education awarding 4000 points
- The Regional Districts' Examiners of Title I and Courts to the State of Nevada
- Led District in signing the new Title I points to support school improvement Plans, youth Child and Education and City for a Transition
- Led District in a round of Title I, V programing to improve alignment to local initiatives
- Led District in reorganizing resources of Title I schools in order to remain funding for Title I schools
- Led District efforts in implementing District and school level programs through SBES funding

Washoe County School District-Principal, Marvin Moss Elementary School 2005-2008

- *Implementation of "Back to Basics" grade elementary school including several District programs for special student populations*
- *Successful in leading school to increases in student achievement scores on state and District assessments*
- *Initiated Response to Intervention processes and practices*
- *Overhauled District Policy and continued consistent management plans for classrooms*
- *Developed Staff Handbook*
- *Implemented CLEP training for all teachers*
- *Developed and implemented new literacy and math programs training for teachers*
- *Responsible for leading on Evaluation processes for exempt and at risk positions*
- *Successfully raised and put funding to improve technology in the classrooms and teacher professional development*
- *Recruited teacher education candidates to school district in intermediate grades*
- *Initiated more to be nationally model for all students*
- *Principal's Learning Partnership*
- *District Principal Member*
- *Served on several District committees including Board, Education, Communities, National Conference Planning, National Projected Initiative*

Washoe County School District-Principal, Lois Allen Elementary School 2000-2005

- *Implementation of K-6 Title I School*
- *Successful in leading school to increases in student achievement scores on state and District assessments*
- *Successful in one of the first schools to implement the Best Start in the Classroom Program*
- *Successful implementation of school-wide programs in literacy and math*
- *Overhauled existing policies to provide more consistency and accountability for staff, students, and parents*
- *Successfully raised grants for school funding of programs and personnel*
- *Successfully increase parent program over through Parent Nights focusing on literacy and math*
- *Recruited majority of school staff*

RELATED EXPERIENCE

<i>Washoe County School District-4th Grade Teacher, Libby Booth ES</i>	1998-2000
Testing Coordinator, Administrative Team, Grade Level Chairperson	
<i>Washoe County School District-3rd Grade Teacher, Southridge ES</i>	1996-1998
Site Leadership Team, Superintendent's Goals 2003 Committee	
<i>Clark County School District-6th Grade Teacher, Becker MS</i>	1995-1996
Math Department Chairperson	
<i>Clark County School District-4th Grade Teacher, J.E. Mann ES</i>	1993-1995
Grade Level Chairperson, Leadership Committee, Clark County Teachers Association, Public Relations Chairperson	
<i>Clark County School District-Graduate Student Worker</i>	1991-1992
Office of Superintendent for Community Relations	
<i>Golden Nugget Hotel and Casino, Assistant Training Manager</i>	1989-1991
Graduated from the Management Assistant Program, trained hotel and casino employees on guest relations, wrote and edited company newsletter, planned employee functions.	

EDUCATION

University of Nevada, Reno 2008-Present
 Graduate School
 College of Education
 Department of Educational Leadership
 Executive Doctorate Program, Ed.D. AED

University of Nevada, Reno 1997-2001
 College of Education
 Department of Educational Leadership
 Administrative Consultant

University of Nevada, Las Vegas 1991-1996
 College of Education
 Teacher Licensure Program
 Master's in Elementary Education, Library Instruction
 Master's Thesis: *Classroom Teacher's Experience Using an Instructional Approach to Reading*

University of Nevada, Las Vegas 1986-1990
 William F. Harrah College of Hotel Administration
 Bachelor of Science

COMMITTEE/COUNCIL MEMBERSHIP

Teachers and Leaders Team, Task Force for Models and Leaders: Measures Present
 Accountability Review Team: USA Waiver Present
 District Leadership Team, University of Virginia, Partners in Leadership for Education Present
 University of Nevada, Reno, Early Childhood Literacy Seal of Quality Present
 Broad Teacher Affinity Group Present
 National Governors' Association, Nevada's Policy Team Teacher/Principal Effectiveness Present
 Accountability Framework Design Team Present
 Teacher Incentive Fund Steering Committee 2011-Present
 Teacher Incentive Fund Pilot Performance Committee 2011-Present
 Teacher Incentive Fund Implementation Committee 2011-Present
 Teacher Incentive Fund Peer Assistance, Review, Development Committee 2011-Present
 High School Graduation Initiative Steering Committee 2010-Present
 Regional Job Network Committee 2011
 District Negotiating Team Washoe School Principals Association 2011
 Blue Ribbon Class of 2011 Race to the Top state implementation writing team 2010-2011
 Washoe County 2011 Strategic Plan Committee Performance Management 2011
 Empowerment School Design Team 2008

PRESENTATIONS

Budget Town Hall Meeting, Reno High School 2012
 School Site Tripped Presentations 2012
 Washoe K-7 Educators' Education Tripped 2012
 Teachers and Leaders Council, WCSS Teacher Incentive Fund 2011
 Broad Affinity Groups, WCSS Strategic Plan and New Hire Orientation 2011
 University of Nevada, Reno, Educational Leadership Evaluation Systems 2011
 Elite Ribbon Class of 2011, Session A - Vision for State 2010
 School Improvement Grant Funding - Community Parent School 2010
 Legislative Council on Education: ARRA Funds and WCSS Users 2010
 Assessment Forum 2009
 Administrative Summer Workshop Presenter 2008-2009
 Success for All National Conference, Las Allen Elementary School 2007
 National Year-Round School Conference: Scheduling and Student Activities 2006

ACCOMPLISHMENTS

Nevada Women's Fund Women of Achievement, WSJ Award	2012
Nominee, Women in Leadership Award, National School Board Association	2011
Educator of the Month, Reno Relay	2011
Area V Collegial Champion	2002-2003, 2005-2008
Participant, Me.M.E. Balanced Leadership Training	2008
Participant, Principals' Academy Principals' Training Program	2004-Present
National Principals' Institute	2004-2008
Nominee for University of Nevada, Reno Outstanding K-12 Administrator	2001
Meritor Administrator	2002

PROFESSIONAL AFFILIATIONS - CURRENT

- National Association of Federal Education Program Administrators
- Association of School Business Officials
- National TCEA Association
- National School Board Association
- National Association of Elementary School Principals
- Nevada Association of School Administrators
- Nevada Association of Federal Education Program Administrators

CERTIFICATIONS

- Nevada Teachers K-8 License expires 2016
- Nevada Administrators Endorsement expires 2016
- Nevada Substitute Teachers K-12 Expires 2016

VOLUNTEER ACTIVITIES - CURRENT

- Vice Chair, Board of Directors, Junior Achievement of Northern Nevada

COMPLETE REFERENCE LIST AVAILABLE UPON REQUEST

Dawn Huckaby

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CHIEF HUMAN RESOURCES OFFICER

- ◆ **Dedicated Professional in Human Resources** with an extensive 20-year HR career distinguished by commended performance and proven results.
- ◆ **Extensive background in HR leadership**, including experience in employee recruitment and retention, staff development, mediation, conflict resolution, benefits and compensation, HR records management, HR policies development and legal compliance.
- ◆ **Demonstrated success in HR**, implementing process performance management systems and creating a renewed commitment to customer service.

PROFESSIONAL EXPERIENCE

WASHOE COUNTY SCHOOL DISTRICT — Reno, NV

04/2003 – present

Chief Human Resources Officer, 03/2012 – present

Interim Chief Human Resources Officer, 08/2011 – 03/2012

Oversee all aspects of managing human capital for WCSD including recruitment, selection, employee services, labor relations, and benefits/risk management.

Key Results

- ◆ Implemented change management from transactional, compliance-driven office, to strategic partner aligned to *Envision 2015*.
- ◆ Created Office and Department Plans aligned to *Envision 2015* with key processes and key performance indicators
- ◆ Oversaw implementation of Human Resources audit
- ◆ Process owner for APQC team of cross-functional stakeholders which resulted in a new hiring process reducing hiring steps from fourteen (14) to five (5).
- ◆ Core team member and key administrator in implementing Teacher Incentive Fund (TIF) grant initiatives
- ◆ Assisted with rollout of four (4) Employee Network Support Groups: Asian/Pacific Islanders, Native Americans, African American/Blacks, and Hispanic/Latinos
- ◆ Negotiations team members making dramatic changes in collective bargaining agreements regarding teacher and principal effectiveness (utilizing evaluations in overage placement, reductions in force).
- ◆ Southwest Comprehensive Center (SWCC) Teacher Effectiveness Team member
- ◆ Implemented significant changes impacting human capital based on 2011 legislative session (related to evaluation systems, four tiers of effectiveness, reversion to probationary status).
- ◆ Culture of Respect district team lead
- ◆ Trained in University of Virginia Model: Behavioral Event Interview process for Turnaround Leaders
- ◆ Team lead for new central office evaluation system

Human Resources Coordinator, 02/2008 – 8/2011

Acted as Assistant to Chief Human Resources Officer in the management of a full spectrum of HR operations, systems and programs. Oversaw a comprehensive program of recruitment, selection and hiring processes of employees and related human resources services. Supervision of Substitute Services, Licensing/HQ, SunGard/HRIS, and mentored HR Specialist in Employee Services. Worked closely with executive management in the areas of human capital management, involving key stakeholders in the process.

Key Results:

- ◆ Created new selection processes for teachers, assistant principals and principals, including new screening processes and rigorous selection processes.

- ◆ Member of Teacher Effectiveness statewide workgroup
- ◆ Implementation team for Envision 2015, team lead for Goal 2 objectives for recruitment/selection
- ◆ Developed Office plans in alignment to district's strategic plan
- ◆ Member of Management Review Team for Continuous System Improvement program
- ◆ Member of Project Guidance Team for implementation of Deloitte Compensation study
- ◆ Steering Committee member for SunGard implementation
- ◆ Certified in mediation and serve on the Board of Directors of the Neighborhood Mediation Center.
- ◆ Shared Services representative for WCSD in city/county joint commission
- ◆ Member of various Task Forces for Nevada Dept of Education Commission on Professional Standards
- ◆ Member of district negotiations team
- ◆ Diversity initiatives: Member of DELT (Diversity and Equity Leadership Team), group facilitator for Courageous Conversations About Race book study
- ◆ Performed analysis of data, making recommendations for action
- ◆ Counseled administrators and employees, listening to concerns and complaints and responding in a manner which created understanding and fairness

Human Resources Specialist, 4/2003 – 02/2008

Supervised employees in the Employee Services area of HR, Records, and Substitute Services, HR administrator for ESIP, CPR, Charter School Audits, Bi-tech HR-related data tables and HR screens, HR reports, employee transactions (requisitions, leaves, salary changes, district stipends). Data integrity includes areas of employee pay, leaves, licensure, highly qualified status, benefits, and separation.

Key Results:

- ◆ Represented WCSD at unemployment hearings with high success rates
- ◆ Subject Matter Expert and Project Team Lead for upgrade to HR/Finance Accountability System
- ◆ District committee for implementation of ISO certification, implemented CSI in HR Employee Services/Substitute Services and record management
- ◆ Maintained high level of morale in area of supervision
- ◆ Member of district negotiations team

ELDORARDO HOTEL/CASINO, Reno, NV

Human Resources Manager, 1994 – 04/2003

Supervised HR department, overseeing daily operations including interviewing, applicant processing, record-keeping and retention, identification and employment authorization. Responsible for company's background checks, credit checks and drug testing program for pre-employment, post-accident and reasonable suspicion testing. Oversaw employee performance issues, counseled supervisors on disciplinary action. Received and mediated employee complaints. Conducted internal investigations. Liaison between management and front-line employees. Filed NERC responses to claims and communicated with NERC on informal settlement meetings. Acted as administrator for Employment Security Division DETR unemployment benefits.

Key Results:

- ◆ Maintained successful recruitment program, coordinated on and off-site recruitment fairs, including media TV, print, radio, PSAs. Traveled on recruiting trips to CA, OR, ID, WA working with employment offices, colleges and universities.
- ◆ Developed training program for supervisors/managers on interviewing skills, negligent hiring, progressive discipline/documentation, personnel transaction forms, nationally TIPS certified trainer.
- ◆ Successful unemployment administrator with estimated unemployment insurance savings to company valued at over \$200,000 per year.
- ◆ Awarded Nevada Women's Fund Woman of Achievement recognition and company Supervisor of the Quarter.

EDUCATION

University of Nevada, Reno — Reno, NV

Master of Arts (MA) in Speech Communications, May 1989

Angela Kendrick
1357 Nevada Community College, NV 89438

(775) 250-8452
akendrick@washoeschools.net



Objective

I would like to work on educational reform initiatives within the Washoe County School District.

Experience

- | | |
|---|----------------------------|
| Teacher Incentive Fund (TIF) Coordinator | July 2012-Present |
| Coordinating all aspects of the TIF Grants in WCSD | |
| Principal, Jerry Whitehead Elementary | August 2009-Present |
| Performing all supervisory and administrative duties associated with an Elementary principal. | |
| Principal, Sun Valley Elementary | July 2004-July 2009 |
| Performed all supervisory and administrative duties associated with an Elementary principal of a school with 620 students and 60 staff members. | |
| Assistant Principal, Sun Valley Elementary | July 2002-July 2004 |
| Supported the principal mainly in the areas of discipline, testing, and evaluations. Directly supervised 20 staff members. | |

Education

- | | |
|---|----------------------------------|
| National Institute of School Leaders | June 2011-Present |
| Participating in this National program to acquire a NISL certification. The training focuses on professional development and training for school leaders. | |
| University of Nevada-Reno | July 1997-May 1999 |
| Master's Degree in Educational Leadership | |
| University of Nevada-Reno | August 1986-December 1990 |
| Bachelor's of Science Degree in Elementary Education | |

Skills

I have been a local trainer in Professional Learning Communities, McRel, Principal Growth System, and the elements of effective leadership through NISL. I am currently serving on the accountability/autonomy committee as well as the principal Peer Assistance Review panel. I have been an active member of the State and local labor Associations. I was a WEA building rep and state representative and am currently a Board member for WSPA as well as the administrative representative to the Nevada State Education Association. I have intimate knowledge of the teachers and administrators negotiated agreements, which will be an asset in this position. I have been very interested in education reform measures and have been actively involved in tracking Legislative bills and their impact on our system. I have a lot of experience planning and conducting professional development for teachers and administrators. I am passionate about public education and the unique opportunity that we have to be a part of the change and to develop parameters to guide our work.

SHARYN L. APPOLLONI, Ed.D.

(b)(6)



EDUCATION: **UNIVERSITY OF NEVADA**, Reno, NV
Doctor of Education, Educational Leadership, 1993
Summa Cum Laude
Outstanding Graduate Faculty Award

GONZAGA UNIVERSITY, Spokane, WA
Master of Arts in Teaching in English, 1986
Bachelor of Arts in History/Psychology, 1984
Summa Cum Laude

CREDENTIALS: Educational Administration K-12
English, Social Studies, and Math 7-12
Cognitive Coachingsm Training Associate

EXPERIENCE: **Education Specialist**, Washoe County School District
Reno, NV; 1998 – present
Induction and Mentoring Program Administrator 2001- present
Inservice Program Administrator 2001- present
New Teacher Academy Administrator 2005 - present

REED HIGH SCHOOL, Sparks, NV; 1995 – 1998
Math Teacher

CARSON VALLEY MIDDLE SCHOOL, Minden, NV; 1994-1995
English Teacher, 9th grade

KINGSBURY MIDDLE SCHOOL, Stateline, NV; 1987 - 1994
Administrative Internship, 1990 - 1992
Lead Teacher, 1991 - 1994
Teacher of the Year, 1989
Subjects: Algebra, Social Studies, English, Computers

ALL SAINTS MIDDLE SCHOOL, Spokane, WA; 1984 - 1987
Teacher: All subjects 7th/8th grades

TRAINER VITA:

Instructional Coach Development	2007- present
Administrative Mentor Development	2007- 2009
Observation and Feedback	2007- 2009
Classroom Instruction that Works	2004 - 2008
Dealing with Difficult Behaviors	2004- 2008
Foundations of Mentoring	2002 - 2009
Workshop Development and Training of Adults	Mentor Development Seminar 2002 - 2009
	Cognitive Coaching sm 2000 - present
	Learning Styles 2000 - 2003
	Interdisciplinary Unit Design 1998 - 2000
	Classroom Management 1998 - 2002

Jump Start for Success	1998 - 2008
Skillful Teacher	1998 - present
The Brain, the Mind, the Learner	1998 - 2005
Training of Trainers	1998 - present

PROFESSIONAL ORGANIZATIONS:

National Staff Development Council
 Phi Delta Kappa
 Nevada Middle School League, Charter Member
 Association for Supervision and Curriculum Development
 National Middle School Association
 Delta Kappa Gamma Education Society International
 Kappa Delta Pi, Education National Honor Society
 Phi Alpha Theta, History National Honor Society

RESEARCH:

Published article, December 2009
 NSDC's standards to the rescue. *Journal of Staff Development*, 30(5), 36-42

Mentor Teacher Program, Washoe County School District, 1997- present
The effects of mentoring on teacher performance and retention.

Doctoral Dissertation, University of Nevada-Reno, 1993
The Level of Implementation of 18 Basic Middle School Characteristics as Perceived by Middle Level Principals in Nevada
 Distributed by the Nevada State Department of Education

Master's Degree Thesis, Gonzaga University, 1986
Grammar – What to Teach, How and Why

Master's Degree additional Thesis Paper, Gonzaga University, 1986
Homework and Mathematics Achievement

NATIONAL PRESENTATIONS:

National Staff Development Council (NSDC) presentations:
 WCSD Induction and Mentoring Program, 2008, Washington D.C.
 WCSD Teacher Evaluation: A Framework for Teaching, 2000, Dallas, TX
 WCSD Mentor Program Research, 1999, Washington D.C.

New Teacher Center National Symposium presentation:
 WCSD Induction and Mentoring Program, 2009, San Jose, CA

ACTIVITIES AND AWARDS:

Cognitive Coachingsm National Training Associate, 2006 - present
 Instructor, Sierra Nevada College, Teacher Ed. Dept., 1994 – 2002
 Outstanding Graduate Faculty Award, UNR, Educational Leadership, 1993
 Top Ten Math Teacher Award, Washoe County Math Association, 1993
 Governor's Award for Exceptional Middle School Teaching, 1990
 Teacher of the Year, Kingsbury Middle School, 1989

BENJAMIN HAYES

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EDUCATION:

Masters of Arts in Psychology, University of Nevada, Reno, 1998

Bachelor of Arts in Psychology, University of Nevada, Reno, 1994

EXPERIENCE:

Director of Research and Evaluation, Washoe County School District, Reno, Nevada

December 2008 to present

- Direct and supervise the research and evaluation group for Washoe County School District (63,000 students, 102 schools, eight staff members in R & E group)
- Evaluate key grant programs, policies and district initiatives for implementation, impact scaling up
- Lead data collection and research agenda in support of a new strategic plan for the district
- Set research agenda with Chief Accountability Officer and Executive Cabinet
- Collaborate with external evaluators on large scale evaluation of district grants and initiatives
- Prepare evaluation publications and presentations for granting agencies, Board of Trustees and Senior Leadership
- Currently implementing research collaboration with Washoe County School District, University of Nevada, Reno, WestEd and the REL West Regional Education Laboratory
- Produced First Annual WCSD Data Summit, an all day critical data presentation and conversation with WCSD Superintendent, Senior Leadership and University of Nevada, Reno College of Education faculty. Held at University of Nevada, Reno

Program Evaluator, Washoe County School District, Reno, Nevada

July 2000 to December 2008

- Evaluated key grant programs and district initiatives for impact and future grant development
- Collaborated with external evaluators on large scale evaluation of district grants and initiatives
- Designed, obtained grant funding, and supervised staff for the Office for Assessment and Organizational Learning in WCSD, a four-year program designed to enhance use of data to inform instruction and organizational improvement
- Assisted in grant proposal planning and writing, largely in the areas of needs assessment and program evaluation
- Assisted in school Improvement planning and innovative program design
- Reported and disseminated evaluation findings
- Recommended effective practices for district programs
- Prepared evaluation publications and presentations for granting agencies, Board of Trustees and Senior Leadership

Social Science Research Specialist, University of Nevada, Reno

August 1998 to July 2000

- Conducted and oversaw large scale survey research projects, including the CDCs Behavioral Risk Factor Surveillance Study and the Nevada Poll for Nevada State Legislature
- Designed and Conducted applied research studies for University of Nevada, Reno departments, state agencies, and local non-profits
- Supervised research teams, including research staff and graduate students

Statistical Assistant, University of Nevada, Reno, School of Medicine

August 1994 to August 1998

- Assisted project statistician and research group on Nutrition Education Research Project and Reno Diet Heart Study
- Assisted in preparation of publications and presentation on project research
- Assisted in publication of Obesity Assessment (St. Jeor, 199x), including lead author of a chapter and co-author of another chapter

Publications and Conference Presentations:

Selected Evaluation Reports

- Report of Community, Parent, and Staff Survey Responses for the Eleven Strategic Planning Committees : March 2010
- Year One Implementation Evaluation of Response to Intervention in Washoe County School District (July 2009)
- Washoe County School District State and Federal Programs Performance Monitoring Report to WCSD Board of Trustees, 2007, 2008, 2009
- Evaluation Report on the Pilot Program for Drug Testing: McQueen High School Football Program (January, 2009)
- Report to the Nevada DOE and Commission on Educational Excellence: WCSD Innovative Programs 2006, 2007, 2008, 2009
- Washoe County School District Title II Program Evaluation; Mentoring, Principals Academy, Reading Recovery, K-6 Literacy, Organization Learning Specialists: 2004, 2006
- Washoe County School District Title V Innovative Programs; Class Size Reduction, Mentoring and Induction: 2002

Selected Presentations

- Taylor, M.J., Hayes, B.I., & Kelly, J. (2009). Examining the Relationship Between Instructional Coaching and Student Achievement. Conference Session at the NSDC Summer Conference 2009, Boston, MA
- Taylor, M. J., Hayes, B.I.(2009) . Qualitative and Quantitative Approaches to the Evaluations of Educational Programs: Challenges Involved and Implications for Future Studies. Poster Presentation Presented at the Annual Conference of the American Education Research Association, April 2009, San Diego, CA.

HONORS, COMMITTEES, & AWARDS:

- Educator of the Month, Rotary Club of Reno, September 2009
- Co-Leader: WCSD District Improvement Plan Committee, 2008, 2009, 2010
- Appointed to Parish Council, Our Lady of Wisdom University Parish, 2006-2007 and 2008 to Present
- Appointed to State Committee for Race To The Top Grant Application Preparation
- Appointed to state department of education Committee for designing and implementing the Nevada Growth Model of Student Achievement
- Appointed as member of WCSD Student Achievement Leadership Team, 2009
- Appointed as member of WCSD Title II Steering Committee , 2008
- Appointed as member of WCSD Professional Development Committee, 2007
- Read and Succeed Volunteer of the Month, Washoe County School District, 2001
- Member, Honor Society Phi Kappa Phi, May 1998

Jacque Ewing-Taylor

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Education

Doctor of Philosophy Educational Leadership	University of Nevada, Reno, 2012 Emphasis: Program Evaluation
Master of Arts Major: Speech Communication	University of Nevada, Reno, 1994 Minor: Journalism
Bachelor of Arts Major: Speech Communication	University of Nevada, Reno, 1992 Minor: Political Science

Relevant Experience

- 7/2009 – Present: Director, Raggio Research Center for STEM Education (RRC), College of Education, University of Nevada. Direct the activities and personnel of the RRC in support of educational programs for K-12 teachers and students, write grants that fund the activities of the RRC, and provide evaluation services to various grant projects across northern Nevada and Utah. The grant portfolio of the RRC is currently over \$1 million in annual funding.
- 7/2004 – 7/2009: Projects Manager STEM Education, Raggio Research Center for STEM Education. Managed the activities and personnel of six grants with annual funding of just over 1.5 million dollars. Internal and external evaluator on numerous grant projects.
- 2/2001 - 7/2004: Grants & Projects Manager, Research and Educational Planning Center, College of Education, University of Nevada. Managed two grants, one part-time classified accounting specialist, three Graduate Assistants and three undergraduates.
- 8/1994 - 7/2002: Part-time faculty, Department of Speech Communication, & Donald W. Reynolds School of Journalism, University of Nevada, Reno, NV. Taught four classes each academic year in Journalism and in Speech Communication and managed computer labs in Journalism.

Recent Grants Awarded

- Northern Nevada English Learning Initiative (NNELI), Co-Investigator & Project Director, a \$3.5 million grant from the U.S. Department of Education Office of English Learning Initiatives, focus on teaching STEM to English learners.
- Nevada Educators Really Doing Science (NERDS), Principal Investigator, a three-year Math & Science Partnership project through the Nevada Department of Education, \$660,000.
- Nevada EPSCoR, Education Lead, \$15 million, five year, statewide grant focused on climate science, part of which is devoted to professional development for Nevada's teachers.
- Roadside Heritage Project, Co-Investigator, a three-year Informal Science project through the National Science Foundation, 2007-2010, \$2.8 million

Recent Publications/Presentations

- Ewing-Taylor, J. M. (2012). A longitudinal evaluation study of a science professional development program: N.E.R.D.S. Ph.D. Dissertation, University of Nevada, Reno.
- Pennell, S. L., & Ewing-Taylor, J. M. (2012). The pathway leadership project: An overview of an online professional development project for Nevada school administrators. Proceedings of Society for Information Technology & Teacher Education International Conference 2012 (pp.). Austin, TX: AACE.

- Pennell, S. L., & Ewing-Taylor, J. M. (2012). 21st century learning and teaching through integrating technology into inquiry-based professional development. Proceedings of Society for Information Technology & Teacher Education International Conference 2012 (pp.). Austin, TX: AACE.
- Ewing-Taylor, J. (2011). *Statewide needs assessment on a shoestring: Obstacles to effective practice* Paper presented at the American Evaluation Association, Anaheim, CA.
- Slayden, M., Pickering, J., & Ewing-Taylor, J. M. (2011). Technology integration in Nevada classrooms as a result of inquiry based professional development. In M. Koehler & P. Mishra (Eds.), Proceedings of Society for Information Technology & Teacher Education International Conference 2011 (pp. 2703-2708). Nashville, Tennessee, USA: AACE.
- Pennell, S., & Ewing-Taylor, J. M. (2011). The Nevada pathway leadership project. In M. Koehler & P. Mishra (Eds.), Proceedings of Society for Information Technology & Teacher Education International Conference 2011 (pp. 3017-3022). Nashville, Tennessee, USA: AACE.
- Ewing-Taylor, J. M., & Pickering, J. (2011). Technology in the classroom: A statewide technology needs assessment in Nevada. In M. Koehler & P. Mishra (Eds.), Proceedings of Society for Information Technology & Teacher Education International Conference 2011 (pp. 1306-1307). Nashville, Tennessee, USA: AACE.
- Ewing-Taylor, J. M. (2011). Statewide needs assessment on a shoestring: Obstacles to effective practice. Paper presented at the meeting of American Evaluation Association, Anaheim, CA.
- Slayden, M., Pickering, J., & Ewing-Taylor, J. M. (2010). Integration of technology in the k-12 classroom as a result of active learning opportunities for Nevada educators. In D. Gibson & B. Dodge (Eds.), Proceedings of Society for Information Technology & Teacher Education International Conference 2010 (pp. 4108-4113). San Diego, CA, USA: AACE.
- Vidoni, K., Lady, S., Asay, L., & Ewing-Taylor, J. M. (2010). Nevada Pathway Project: Preparing 21st Century Principals. *Principal Leadership*, 11, 64-67.
- Ewing-Taylor, J., Vineyard, R. (2010) *NERDS at nine*. Paper presented at the School Science and Mathematics Association Conference, Ft. Meyers, FL, November 2010.
- Ewing-Taylor, J. M., McKinnon, L., & Pickering, J. (2010). *State technology needs assessment*. Carson City: Nevada Legislative Counsel Bureau.
- Cantrell, P., Ewing-Taylor, J. (2009). Exploring STEM career options through collaborative high school seminars. *Journal of Engineering Education*, 98(3), 295-303.
- Ewing-Taylor, J. M., Johnson, L., Knezek, G., & Christensen, R. (2008). Assisting well- prepared beginning teachers to overcome obstacles in integrating technology in their classrooms. In K. McFerrin, R. Weber, R. Carlsen & D. A. Willis (Eds.), Proceedings of Society for Information Technology & Teacher Education International Conference 2008 (pp. 3328). Las Vegas, Nevada, USA: AACE.
- Ewing-Taylor, J. M., & Cantrell, P. (2008). K-12 engineering education program: Helping high school juniors and seniors explore stem careers. Paper presented at the meeting of Northern Rocky Mountain Educational Research Association, South Lake Tahoe, CA.
- Cantrell, P., & Ewing-Taylor, J. M. (2008, April). Collaborative seminars: An opportunity for high school juniors and seniors to explore stem careers Proceedings of ASEE RMS Conference (pp.). Pueblo, CO.
- Cantrell, P., Liu, L., Leverington, M., Ewing-Taylor, J. (2007) The effects of differentiated technology integration on student achievement in middle school science classrooms. *The International Journal of Technology in Teaching and Learning*, 3(3),36-54.

Curriculum Vitae - Abbreviated (June 012)

David T. Crowther, Ph.D.

Professor, Science Education, Educational Research

Address:

(b)(6)

Educational Preparation:

- 1996 **Ph.D.:** University of Nebraska-Lincoln.
Major: Administration, Curriculum, and Instruction (Teaching, Curriculum, and Learning/ Science Education).
Dissertation: Science Experiences and Attitudes of Elementary Education Majors as they Experience Biology 295.
Minor: Biological Sciences
Minor Research Area: IGF Binding Proteins in Calu 6 Lung Cancer Cells.
- 1992 **M.Ed.,** Brigham Young University,
Major: Curriculum and Instruction.
Thesis: Metacognition: The Effects of Strategy Instruction on Reflective Thinking and Pedagogical Skills in Preservice Teachers.
- 1989 **B.S.,** Brigham Young University, Elementary Education.

Additional Professional Training:

- 2009 Nevada K-8 Teaching License; General Science Endorsement.
1992 Trained presenter in the Johnson & Johnson model of Cooperative Learning. I have trained numerous faculties and staff in Cooperative Learning strategies.

Professional Experience:

- 2008 – present** Professor Science Education, College of Education, University of Nevada, Reno
2009 – 2011 Elementary Education Program Coordinator, College of Education, UNR
2001 - 2008 Associate Professor, College of Education, University of Nevada-Reno.
1997 – present Graduate Faculty status.
1996 - 2001 Assistant Professor, College of Education, University of Nevada-Reno.
1993 - 1996 Instructor at the University of Nebraska-Lincoln, College of Education & Biological Sciences.
1992 - 1993 6th grade teacher at Sunset View Elementary School.
1991 - 1992 Graduate research/teaching assistant at Brigham Young University, School of Education.
1989 - 1991 4th and 5th grade teacher, respectively, at Sunset View Elementary School.
1989 - 1989 Permanent substitute in the 3rd grade at Sunset View Elementary School

3. Teaching Load: 2 (6 credits) /3 (9 credits) teaching load

Fall Semester, 2012

EDEL 443/643 Elementary Science Methods
EDEL 443P/643P Elementary Science Practicum

Spring Term, 2013

EDEL 443/643 Elementary Science Methods
Biol.110 Intro. Bio for Ed. Majors
CTL 695 Biology for Teachers

Other Collegiate Assignments:

- President Elect Nevada State Science Teachers Association
Director Lemelson STEM Education Cohort (2012 – 2015)
University Salaries & Budgets (2009 - 2011) (Chair 2010 – 2011)
Undergraduate Teacher Licensure Committee, College of Education (2010 – Present)
Master's Degree Task Force, College of Education (2011 – present)

Recent Selected Publications:

Crowther, D., Tibbs, E., Wallstrom, R., Storke, E. & Leonis, B. (2011). Academic vocabulary instruction within inquiry science: The blended / tiered approach. *Accelerate* 3 (4) 17-22.

Crowther, D., Fulton, L., Vila, J. & Hoose, E. (2010). Engaging ELL with hands-on guided inquiry science in Jon Nordmeyer (ED). *Integrating Language and Content*, part of TESOL's Classroom Practice Series. TESOL Press. Alexandria, VA.

Crowther, D. T. (2010). Science for English language learners: Research and applications For teacher educators in A. Rodriguez (Ed) *Science Education as a Pathway to Teaching Literacy. The Second International Science Education Research (ISER) Conference*. SENSE Publishers, Rotterdam, Netherlands.

Crowther, D. (2008). General Biology Using Inquiry for Education Majors. *Academic Exchange Quarterly* 12 (2) pp 67-74 (Summer).

Crowther, Robinson, Edmondson & Colburn (2008). Preparing English language learners in the science classroom in Akerson (Ed.) *Interdisciplinary Language Arts and Science Instruction in Elementary Classrooms: Applying Research to Practice*. Lawrence Erlbaum Press.

Crowther, D. T. & Cannon J. R. (2008). Using the *THC* model of science investigation and science notebooking in elementary and middle-level science classrooms in Akerson (Ed.) *Interdisciplinary Language Arts and Science Instruction in Elementary Classrooms: Applying Research to Practice*. Lawrence Erlbaum Press.

Recent Grants:

Co- Principal for Northern Nevada English Language Initiative (NNELI) program (2012 – 2017) 2,000,000 for 5 years) U.S. Department of Education Office of English Language Development.

Principal Investigator for Nevada Earth / Space Science Initiative (NESSI) program (2010 – 2012). 540,000 for 3 Years) State Department of Nevada – Math, Science, Partnerships (MSP)

Principal Investigator for Nevada Earth / Space Science Initiative (NESSI) program (2007 – 2009). 440,000 for 3 Years) State Department of Nevada – Math, Science, Partnerships (MSP)

Recent Presentations:

Crowther, D., Storke, E. & Shahidullah, K. (2012). Science for English Language Learners: Sheltered Content Instruction for Inquiry Science. Short Course presentation at the National Conference on Science Education for the National Science Teachers Association (NSTA). Indianapolis, IN. (March)

Crowther, D, & Loftin, L. (2012). Edible Earth Movements and the Nevada Earth Space Science Initiative (NESSI). A presentation at the National Conference on Science Education for the National Science Teachers Association (NSTA). Indianapolis, IN. (March)

Crowther, D, Storke, E. & Shahidullah, K. (2012). Inquire to Acquire: Science as a Catalyst for English Language Learning. A Presentation at the 2012 Smithsonian Institute and the National Science Resources Center (NSRC) National Science Education Leadership Development Forum. Indianapolis, IN. (March)

Crowther, D. (2012). Development of the blended / tiered approach to scaffolding academic language for English language learners. A presentation at the International meeting for the National Association for Research in Science Teaching (NARST). Indianapolis, IN. (March)

Leonis, B., Crowther, D. & Storke, E. (2012). Blended and tiered approach to teaching vocabulary within an inquiry based Earth science unit of instruction in sixth grade. A presentation for the international conference for the Association of Science Teacher Education (ASTE). Clearwater, FL. (January).

Crowther, D. & Cannon J. (2012). Nevada Earth Space Science Initiative (NESSI): A professional development model demonstrating teacher and student learning. A presentation for the international conference for the Association of Science Teacher Education (ASTE). Clearwater, FL. (January).

Synergetic Activities:

Since my time in higher education I have been developing programs and courses that teach science content to pre- service and practicing teachers using the most current philosophies and methodologies. I have successfully developed collaborative programs in content science that advocate and develop inquiry science methodology with teachers in Nevada and through professional workshops in 42 states. Much of this work involves teaching science as inquiry and to English Language Learners.

Graduate Students: I currently have 24 Master's students. Doctoral Students (current): Lori Fulton (Spring 2012); Elisa Storke (Spring 2014). Catherine Posarski (Spring 2015).

CTAC

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

Jack Bareilles, District Grants and Evaluation Administrator, brings his extensive expertise in planning, managing, and implementing successful grant programs to the process of developing evaluation plans, customized for the district's needs. He has written, directed, evaluated and consulted on over 40 federal and state grants worth over \$40,000,000 for districts nationwide.

With two decades of classroom and administrative experience in both urban and rural settings, Mr. Bareilles draws upon his knowledge of English Language Arts, history, science and content-related teaching strategies and techniques that work in the K-12 classroom. He served as Dean of Students/Discipline at Arcata High School where he worked extensively with at risk and special needs students. He then started an International Baccalaureate Program at McKinleyville High. Mr. Bareilles holds a Masters in Social Science with an emphasis in US History as well as a Level II California Administrative Credential, and teaching credentials in History/Social Science, English/Language Arts, Life Science and Multiple Subjects with a state certificate in Crosscultural Language and Academic Development. Mr. Bareilles is a member of the American Evaluation Organization.

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

Jeffrey Edmison, Senior Manager, National School Reform, is responsible for key CTAC education initiatives relating to teacher and principal evaluation, performance-based compensation, school turnaround, and state-to-district collaboration. Mr. Edmison currently serves in a lead role for the Teacher Effectiveness and Principal Effectiveness projects using SLOs in New York State and provides organizational leadership for CTAC's engagements around the nation. Mr. Edmison previously served as Chief Operating Officer for the

Christina School District, Delaware's largest district, providing leadership for the *New Directions in Christina* systemic reform effort. Through a methodical implementation of the Standard Bearer Schools process, the district significantly increased student achievement and created foundational changes in the organization. In addition, he has served as the Associate Superintendent of Operations for the West Contra Costa Unified School District located in Richmond, California and as the Regional General Manager for EdisonLearning, Inc. As a reform-minded leader, in both roles, Mr. Edmison led multiple system-wide efforts improving the educational and organizational outcomes for students.

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

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

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

Scott Reynolds, Senior Associate, National School Reform, is a lead member of the team that launched CTAC's content development work for the implementation of Student Learning Objectives (SLOs) in New York State. He has collaborated with State leaders to contextualize, develop, and deliver effective training modules for a variety of stakeholders including teachers, principals, district and BOCES leaders, superintendents, and State union leaders. Mr. Reynolds' expertise with and understanding of SLOs as a

research-based and evidence-based practice are often gleaned to support other CTAC projects across the country, including regions in California, Ohio, and Florida. Mr. Reynolds previously served the Broad prize-winning urban district of Charlotte-Mecklenburg Schools in the capacity of educator, facilitator, mentor, administrator, professional developer, and curriculum specialist. As the district's first SLO Specialist, he spearheaded the SLO work affecting all levels of the school system under the Leadership for Educators' Advanced Performance initiative, funded by the Teacher Incentive Fund. Mr. Reynolds has served at the state level of North Carolina as a professional developer for its teacher academy, and as Vice President of the Classroom Teachers Association of North Carolina.

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

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

Robert Wallace, THRIVE and Testing Coordinator, has been involved in public education in California since 1986, currently serving as Project Director for the Northern Humboldt Union High School District TIF funded THRIVE initiative. THRIVE serves high need schools by providing financial incentives, professional development and instructional support to effective teachers to serve low achieving students and improve student achievement. Following a successful teaching career in mathematics, he served in a wide variety of administrative roles in the Northern Humboldt Union High School District. These included Principal at both Arcata High School and McKinleyville High School, WASC Accreditation Chair at Arcata High School, and District Testing and Accountability Director. He holds a masters degree in Sociology, with an emphasis in statistics and data analysis. Robert has wide experience in testing and accountability relative to the California Public School Accountability Act, and he has worked extensively on methodologies to establish the measureable relationship between teacher classroom instruction and student academic growth.

TEACHER INCENTIVE FUND HCMS COORDINATOR

SUMMARY DESCRIPTION

Under the general direction of the Chief of Human Resources and TIF Coordinator, assists in the planning, developing, organizing, and implementation of the Teacher Incentive Fund (TIF) federal grant Human Capital Management System to manage employee's professional growth and performance. Performs related work as required.

EXEMPLARY DUTIES/RESPONSIBILITIES

Working within the parameters of the TIF grant, works with all necessary stakeholders to assist WCSD in increasing the number of highly effective, diverse and competent certified teachers and principals who reflect the District's mission, vision, and core beliefs, through the implementation of an effective and comprehensive performance growth system managed through a Human Capital Management System (HCMS). Targeting nine (9) of WCSD's high need schools, plans, develops, organizes, and implement a web-based human capital system to efficiently manage alignment, accountability, accessibility, and performance of personnel. The HCMS Coordinator will develop a web-based performance evaluation system housed within a data warehouse. The HCMS will provide a system to manage professional growth and performance in having a valid, reliable, and defensible performance evaluation system. The use of the system will incorporate data for STEM and non-tested grades and subjects, the use of Student Learning Objectives will be a critical component of the Professional Growth System. The HCMS will help align the Professional Growth System with the recruitment and selection of teachers in hard-to-fill areas (including STEM), to assist in ensuring WCSD students graduate STEM career and college ready. The HCMS will also include links to high-quality professional development and will align the professional development to the PGS. Other components of the TIF4 grant will be incorporated into the HCMS and the coordinator will ensure the efficient use of the data and information for the PGS. Work of the HCMS coordinator will include 1) working with stakeholders collaboratively to build a robust system that provides efficiencies and access to PGS and STEM data, 2) training administrators, principals, teachers, and other stakeholder; 3) assist in the development of ongoing, embedded professional learning and support focused on STEM individual performance growth for teacher retention in hard-to-fill schools; 4) working with the TIF coordinator to sustain the system by leveraging district resources, federal, state, and private funds.

Plans, organizes and supervises the implementation of a HCMS; works collaboratively with WCSD stakeholders to establish parameters for data inclusion and implementation of HCMS:

Management of all variations of teacher evaluation cycle, including: Probationary Teacher (Years 1-3), Post-probationary Teacher Growth Plan (Years 4 and 5), Post-probationary Teacher - Three Formal Observations (Year 6), Management of similar evaluation cycles for principals, Alignment of evaluation and professional development processes to WCSD's "Framework for Teaching" including "Critical Attributes and Possible Example", Observation tool with the ability to capture both rubric-based ratings and written feedback from observers on laptop or tablet (iPad), Integration to WCSD's data warehouse to include student achievement data in teacher and principal evaluation processes, including an Individualized Performance Growth Plan (IPGP) employee development plan to help educators identify a set of goals or actions to help enhance knowledge, skills and abilities based on performance; Ability to weight each data measure as a percentage of the overall evaluation score (consistent with percentages outlined in NV Assembly Bill 229), Calculations of overall effectiveness measures and secure communication of that information to appropriate stakeholders, Integrated professional development to provide recommended courses and professional growth plans to teachers and principals, aligned with WCSD's "Framework for Teaching", Single sign-on with WCSD's Active Directory system for seamless, role-based access for all users, Solution ready to deploy for the 2013/2014 school year, Training and staff development on usage of new system. HCMS coordinator will implement the system and create increased visibility for educators into their own performance and for leadership into the performance and growth of subordinates via targeted reporting, dashboarding and KPI's defined by role and responsibility and provide 24/7 secure, role-based access to performance data, content and information.

The HCMS will incorporate performance-based compensation (PBCS) data management system including programming, warehouses and data analysts to link student achievement data to WCSD teacher and principal Human Resources systems; works with Departments of Staff Development, Accountability, Assessment and School on online elements for efficiencies of the teacher and principal performance; develops a plan to ensure teachers and principals understand the specific functionalities of the HCMS; works with Human Resources Coordinator to attract, and retain highly effective teachers and principals; and develops fiscal sustainability for the HCMS by leveraging district resources, federal state and private funds; works with grant evaluators and HR consultant and provides any necessary data or information, follows all grant guidelines and restrictions and works with district's State and Federal Programs for grant compliance and fiscal management.

EMPLOYMENT STANDARDS

Education/Experience: Any combination equivalent to education and experience that would likely provide the required knowledge and skills is qualifying. A typical way to obtain the knowledge and skills would be:

1. Equivalent to a Bachelor's degree from an accredited college or university with coursework in public administration, human resource management, or any other related field;
AND
2. Five (5) years of professional experience in human resources administration, including responsibility for compensation systems, evaluation systems, discipline, data collection and utilization, professional development, and selection procedures.

Knowledge of: Grant administration and management; equal opportunity employment principles; compensation systems; evaluation systems; project management; discipline; data collection and utilization; professional development; selection procedures; and principles of management and supervision; it is desirable that candidate have strong project management experience in a technical environment; ability to manage diverse and multi-functional teams; understand the "big picture", with whole systems thinking, including budget and other fiscal ramifications; differentiating between project process and project benchmarks, milestones and project outcomes is essential; project leadership and sequential planning skills; and using MS Project or other project management software for tracking progress, budget, and resources.

Skill at: Communicating effectively orally and in writing with people at all levels within and outside the organization, including public presentations; establishing effective working relationships with others; grant administration and management; implementing compensation, evaluation, discipline, professional development, and selection systems; project management; data collection and utilization; and principles of management and supervision.

Licenses/Certificates: Possession of a valid Nevada driver's license.

THIS JOB SPECIFICATION SHOULD NOT BE CONSTRUED TO IMPLY THAT THESE REQUIREMENTS ARE THE EXCLUSIVE STANDARDS OF THE POSITION. INCUMBENTS MAY BE REQUIRED TO FOLLOW ANY OTHER INSTRUCTIONS, AND PERFORM ANY OTHER RELATED DUTIES, AS MAY BE REQUIRED BY THEIR SUPERVISOR.

Status:	Professional-Technical
Reviewed:	September 2010
Range Revised:	New, Grade 30.
Title Revised:	New - Teacher Incentive Fund Project Coordinator
Spec Revised:	New
Job Code:	1014 as a Pro-Tech

EEO Code: 12

**TIF 4
STEM Training Coordinator**

SUMMARY DESCRIPTION

Under the general direction of the TIF Coordinator, and the Departments of Curriculum & Instruction and Staff Development, the STEM Training Coordinator will carry out WCSD TIF 4 Grant goals and objectives relating to teacher performance and student STEM (Science, Technology, Engineering, and Mathematics) activities. The STEM Training Coordinator will assist the C&I and Staff Development Departments, and other WCSD departments in the development and implementation of all professional development as outlined in the TIF 4 Grant. The STEM Training Coordinator will serve as a liaison between WCSD and the University of Nevada, Reno, to coordinate professional development opportunities and assist with the alignment of college-to-career track opportunities for teachers and pre-service teachers. The STEM Training Coordinator will facilitate training at the Professional Learning Community (PLC) level particularly as indicated in the TIF 4 grant; gather, analyze, and report reliable data; use research methods to evaluate effective programs and instruction; plan, connecting curriculum and assessments using a variety of evaluation instruments; and provide useful feedback to all project development staff regarding outcomes and proposed methods. The STEM Training Coordinator works with teachers to develop, organize, and promote interdisciplinary STEM activities through authentic, problem based curriculum experiences in schools.

EXEMPLARY DUTIES/RESPONSIBILITIES

Work collaboratively with district leaders, school site teams, administrators and teachers to develop and provide training and consultation to become efficient and knowledgeable about the TIF 4 Grant, effectively communicating progress, identifying issues, effective practices, resources and applying a theory of change and promoting teacher leadership; and provide updated technical assistance to implement a continuous system of feedback to plan, revise, monitor and evaluate the TIF 4 professional development plans.

EMPLOYMENT STANDARDS

Education/Experience: Any combination of education and experience that would provide the required knowledge and skills is qualifying. A typical way to obtain the knowledge and skills would be:

1. Education: Master's Degree (or in progress) in Elementary Education or Secondary Education with a focus on STEM education, from an accredited college or university;

AND

2. Experience: A minimum of five (5) years successful elementary or secondary classroom teaching or coaching experience.

Knowledge of: TIF Grant Goals and Objectives, the Washoe County School District Strategic Plan; Nevada content, Common Core State Standards; 21st Century skills; adopted core curriculum materials; and research-based instructional strategies for STEM education across all content areas.

Skill at: Group facilitation and interpersonal communication both oral and written; teaching adults, including effective collaboration; and organizational skills and the ability to design and implement effective professional development experiences in individual and group settings.

Licenses/Certificates: Possession of or ability to obtain, a valid State of Nevada driver license with a driving record acceptable to the District; possession of a valid Nevada teaching certificate.

Special Considerations: It is desirable that some candidates have experience in dual immersion and have bilingual Spanish skills.

THIS JOB SPECIFICATION SHOULD NOT BE CONSTRUED TO IMPLY THAT THESE REQUIREMENTS ARE THE EXCLUSIVE STANDARDS OF THE POSITION. INCUMBENTS MAY BE REQUIRED TO FOLLOW ANY OTHER INSTRUCTIONS, AND TO PERFORM ANY OTHER RELATED DUTIES AS MAY BE REQUIRED BY THEIR SUPERVISOR.

Teacher Incentive Fund 4 STEM (SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS) IMPLEMENTATION SPECIALIST

SUMMARY DESCRIPTION

Under the direction of the TIF Coordinator, the STEM Implementation Specialist supports WCSD TIF4 Grant goals and objectives relating to teacher performance and STEM content and pedagogies by providing a wide range of on-site professional development to build the capacity of teachers to deliver effective instruction. The Implementation Specialists will serve in PreK, Elementary, Middle or High school levels as directed by the TIF Coordinator to integrate STEM in all core content areas and grade level professional learning communities (PLCs) and with individual teachers to the extent possible. Perform related work as required.

EXEMPLARY DUTIES/RESPONSIBILITIES

STEM Implementation Specialists will support grade level and/or content area PLCs by teaching, modeling, and supporting collaborative structures; provide professional resources related to STEM education; support the pedagogies and technology integration required of 21st Century learning environments; assist PLCs to analyze student work and various types of data; serve as a conduit of content and instructional expertise as well as on-site technical assistance and professional development with core materials; may model lessons as well as observe and offer feedback to teachers; support the implementation of effective research-based teaching strategies and reflective practices through a variety of methods, including PLC support; and will participate in a program of support and professional development in order to continually develop and refine their skills.

EMPLOYMENT STANDARDS

Education/Experience: Any combination of education that would provide the required knowledge and skills is qualifying. A typical way to obtain the knowledge and skills would be:

1. Education: Master's Degree (or in progress) with coursework in education or related field from an accredited university;
- AND
2. Experience: A minimum of five (5) years successful classroom teaching experience at the high school, middle school, or elementary school level.
3. Must have experience in teaching STEM students, and deep understanding of STEM and 21st Century pedagogies.

Knowledge of: TIF Grant Goals and Objectives, the Washoe County School District Strategic Plan; Nevada content, Common Core State Standards; 21st Century skills; adopted core curriculum materials; and research-based instructional strategies for STEM education across all content areas.

Skill at: Group facilitation and interpersonal communication both oral and written; teaching adults, including effective collaboration; and organizational skills and the ability to design and implement effective professional development experiences in individual and group settings.

Licenses/Certificates: Possession of or ability to obtain, a valid State of Nevada driver license with a driving record acceptable to the District; possession of a valid Nevada teaching certificate.

Special Considerations: It is desirable that some candidates have experience in dual immersion and have bilingual Spanish skills.

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TEACHER INCENTIVE FUND 4 – GRANT POSITION
21st CENTURY LEARNING COACH – 185 + 10 Day Certified Position

SUMMARY DESCRIPTION

Under the direction of the 21st Century Learning Coordinator, and in support of WCS D Strategic Plan goals, objectives, and initiatives, the 21st Century Learning Coach will work as part of a team and individually to support the teaching and learning process in TIF4 schools, which will include the support and implementation of 21st Century blended learning environments. The 21st Century Learning Coach will assist in developing and implementing programs to support school-based educational technology staff, teachers, and administrators in the creation of 21st Century learning environments. The Coach will develop, deliver, and model group, individual, and online training in instructional technology and 21st Century Skills integration methods. The Coach will assist in the development and coordination of site-based technology integration support structures that enable teachers and other stakeholders to collaborate in the purposeful integration of curriculum, technology, and 21st Century Skills to improve student achievement.

EXEMPLARY DUTIES/RESPONSIBILITIES

As a member of a team and individually, the 21st Century Learning Coach will develop, deliver, and evaluate a variety of professional development opportunities in support of district priorities, focused on fostering technology integration and 21st Century learning environments; implement and manage collaborative and technology-based support systems designed to support the curricular needs of all teachers, K-12, across technology-rich and technology-poor teaching environments; contribute expertise and enthusiasm for instructional technology methods and 21st Century learning in all collaborative and individual settings across TIF 4 schools; work with school teams to involve teachers, parents, educational experts, and the community in the development and implementation of instruction technology; create and maintain inventories of equipment and skills; and evaluate current technology, technological services and instructional technology in the schools and recommend changes where necessary.

EMPLOYMENT STANDARDS

Education/Experience: Any combination of education and experience that would provide the required knowledge and skills is qualifying. A typical way to obtain the knowledge and skills would be:

1. Education: Master's Degree (or in progress) with coursework in education or educational technology from an accredited university.

AND

2. Experience: Five (5) years of experience in teaching and/or coaching teachers using instructional technology and 21st Century learning environments in K-12 educational settings. Evidence of involvement in the improvement of educational technology instruction.

Knowledge of: 21st Century teaching and learning environments; emerging technologies; trends and current research in instructional technology and technology hardware/software; methods, resources, testing, publications, philosophy, effective teaching, best practices, mentoring and coaching as related to integrating technology and 21st Century interactions into K-12 curriculum; district, state, and national standards for all core-subjects and computer technology requirements; hardware and software and effective productivity tools and applications; basic networking concepts; methods and strategies to determine the needs of students, parents, teachers, and district administrators regarding K-12 instructional technology.

Skill at: Interacting and developing positive relations with staff, teachers, administrators, parents, students, community members, education and technology experts, and state and federal agencies; communicating positively and effectively both orally and in writing; building consensus in groups for effective change; implementing and evaluating professional classroom development activities with an emphasis on both student and adult learner models; implementing coaching and mentoring for teachers; developing creative professional development models using innovative strategies, including point-to-point video, distance learning, etc.; inspiring administrators and others to adopt new technologies and instructional technology methods; using formative and summative evaluations for staff development, curriculum instruction, and assessment needs; communicating enthusiasm, excitement and a strong feeling of commitment to the integration of technology into classroom instruction in order to improve, enhance, and facilitate productivity and increase student achievement; overseeing instructional applications on Mac, Windows, and other platforms as appropriate.

Licenses/Certificates: Possession of, or ability to obtain a valid State of Nevada driver license with a driving record acceptable to the District; possession of a valid Nevada teaching certificate.

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Student Learning Objectives Coordinator

SUMMARY DESCRIPTION

Under the supervision of the Department of Assessment, and general direction of Chief Academic Officer, and the TIF 4 Project Coordinator, the Student Learning Objectives Coordinator performs the following:

The Student Learning Objectives Coordinator researches, implements and evaluates all aspects of Student Learning Objectives (SLOs) for use in educator Professional Growth Systems. Additionally, the SLO Coordinator assists in meeting the goals, objectives, implementation and priorities of the Teacher Incentive Fund 4 grant. The SLO Coordinator serves as a conduit of analytical expertise in SLOs and assessment and acts in the capacity of on-site technical assistance and professional development with student achievement data.

EXEMPLARY DUTIES/RESPONSIBILITIES

Student Learning Objectives Coordinator supports WCSD Strategic Plan through its goals and objectives relating to teacher performance, Professional Growth Systems and student learning. This is accomplished by facilitating and guiding SLO development and implementation, including but not limited to design, implementation, customization of materials and on-site training. The Student Learning Objectives Coordinator will work with an SLO project partner to coordinate trainings for teachers and principals. The SLO Coordinator will also compile reports and prepare charts; graphs, and diagrams to display the data and analyses; assist in the development and maintenance of queries and reports; shares oversight for technical assistance regarding TIF grant data collection and analysis; provides technical assistance partnerships required for schools involved in the grant; and works collaboratively with department staff and school sites.

Must have a strong working knowledge of assessment, including the psychometric limitations of different assessment types. Must have strong working knowledge of the performance management system, the alignment of standards, curriculum, instruction, assessment, and accountability, and the various instructional initiatives being used in the district to promote student achievement.

EMPLOYMENT STANDARDS

Education/Experience: Any combination of education that would provide the required knowledge and skills is qualifying. A typical way to obtain the knowledge and skills would be:

1. Education: Master's Degree with coursework in education, psychology or related field from an accredited university

AND

2. Experience: A minimum of five(5) years successful educational administration experience or experience in the field of testing.

Knowledge of: Assessment and assessment literacy, including the psychometric limitations of different assessment types. A wide variety of data reporting, analysis and communication, especially as it relates to school improvement and personnel evaluation; descriptive and inferential analysis techniques and interpretation; familiarity with formative and summative assessment strategies and designs; data analysis; the needs of Special Education students and English Language Learners and effective strategies for meeting those needs; group facilitation and interpersonal communication both oral and written; teaching adults, including effective collaboration; organizational skills and the ability to design and implement effective professional development experiences.

Skill at: Collecting and analyzing data for a wide array of evaluation assessment programs; querying, integrating and analyzing data from diverse sources; clear and effective verbal and written communication with the ability to present plain-English interpretations of complex statistical results; time management; the ability to coordinate trainings with multiple sources; technical problem solving; and appropriate handling of confidential information.

Licenses/Certificates: Possession or ability to obtain a valid State of Nevada driver license with a driving record acceptable to the District; possession of a valid Nevada Administrative license.

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DATA & RESEARCH ANALYST

Teacher Incentive Fund Grant

SUMMARY DESCRIPTION

Under the supervision of the Public Policy, Accountability & Assessment (PPA&A) department and general direction of Chief Accountability Officer, the data analysts performs the following:

The Data & Research Analyst researches, implements, evaluates and analyzes data pertaining to the goals, objectives, implementation and priorities of the Teacher Incentive fund (TIF) grant. The TIF grant includes, among other key objectives, a new teacher performance evaluation process, enhancing the current principal evaluation process, developing a Peer Assistance Review (PAR) process, and applying a performance management data framework.

EXEMPLARY DUTIES/RESPONSIBILITIES

Works collaboratively with PPA&A and program staff; reviews and analyzes statistical and informational data related to the grant and its initiatives; compiles reports and prepares charts; graphs, and diagrams to display the data and analyses; assists in the development and maintenance of queries and reports; shares oversight for technical assistance regarding HSGI and TIF grant data collection and analysis; provides technical assistance partnerships required for schools involved in the grants; works collaboratively with other department staff and school sites; coordinates the implementation of electronic systems or written procedures necessary to seamlessly gather data elements as required by the implementation and evaluation of the HSGI grant or TIF grant; works collaboratively with the Program Evaluator, program stakeholders, and PPA&A staff to utilize new and existing data to inform recommendations that may lead to improved school experience and graduation outcomes for WCSD students; communicates data analysis findings and research information to grant stakeholders along with district and school site administrators, making complex statistical elements “user-friendly” for data users; works collaboratively with Information Technology to establish electronic processes and written procedures to ensure data entry and collection has integrity and accuracy; and develops custom reports from a variety of databases and assists in the development of a highly functioning performance management data system.

EMPLOYMENT STANDARDS

Education/Experience: Any combination of education and experience that could likely provide the required knowledge and skills is qualifying. A typical way to obtain the knowledge and skills would be:

1. Bachelor’s degree from an accredited college or university in education, psychology, business or related field, with extensive course work in statistical analysis; and three (3) years of directly applicable experience in a K-12 public school or college/university environment with educational assessment experience;

OR

2. Master’s degree with significant course work in statistical analysis; and one (1) year of directly applicable experience in a K-12 public school or college/university environment with educational assessment experience.

Knowledge of: A wide variety of data reporting, analysis, and communication, especially as it relates to school improvement and personnel evaluation; descriptive and inferential analysis techniques and interpretation; computer applications used for statistical analysis; and NCLB and provisions of the Family Education Rights and Privacy Act.

Skill at: Collecting and analyzing data for a wide array of evaluation assessment programs; querying, integrating and analyzing data from diverse sources; handling complex, ambiguous and inter-related data elements; clear and effective verbal and written communication with the ability to present plain-English interpretations of complex statistical results; time management, including prioritizing assignments, handling multiple overlapping projects and meeting deadlines; working both independently and within a collaborative team environment to achieve department goals; establishing and maintaining effective working relationships with external collaborators, including program consultants and external evaluators, the United States Department of Education, Nevada Department of Education, and other governmental agencies; proficient use of computer software, including Word, Excel, Access, SPSS (or other statistical packages) Query Analyzer (or other *Structured Query Language (SQL)* software); technical problem-solving; appropriate handling of confidential information; and Infinite Campus, SAIN, or other student information data systems is desirable.

Licenses/Certificates: Possession of or ability to obtain a State of Nevada driver license with a driving record acceptable to the District; ability to drive and maintain mobile unit.

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ADMINISTRATIVE ASSISTANT II

SUMMARY DESCRIPTION

Under general direction, performs difficult and highly responsible secretarial work requiring the frequent exercise of independent judgment in applying and interpreting District or division policies, regulations and procedures. May act as a lead person and supervise other employees who maintain the clerical/secretarial support functions of the division. Performs related work as required.

DISTINGUISHING CHARACTERISTICS

The Administrative Assistant II classification is typically located in a major organizational unit or division. Responsibilities include precise coordination of work, frequent policy and regulation interpretation, demanding public contact, and the performance of difficult secretarial activities which would otherwise require the supervisor's attention.

EXEMPLARY DUTIES/RESPONSIBILITIES

Serves as a primary resource person to administrative and non-administrative employees in all areas of the division's responsibilities; interprets appropriate District policy and regulations for employees and the general public; performs the secretarial administrative duties of the position and may supervise and assign subordinate clerical/secretarial employees; conducts research and prepares reports of diversified nature relating to administrative problem-solving, decision-making and policy matters; assists and advises division administrative staff in matters related to the operation of the division; refers inquiries to the appropriate individual or department, researching and assembling amplifying information where necessary; examines forms, reports, files or other documents for accuracy and completeness and resolves errors and omissions; prepares and insures the timely completion of department reports and activities and may personally research background information, statistical data and other amplifying information; composes non- technical correspondence and types letters, reports, forms and notices from rough or plain copy, manual or machine dictation.

EMPLOYMENT STANDARDS

Education/Experience: Any combination equivalent to education and experience that would likely provide the required knowledge and skills is qualifying. A typical way to obtain the knowledge and experience would be:

1. Equivalent to a high school diploma;

AND

2. Five (5) years of increasingly responsible and complex secretarial work involving at least two (2) years of office management or supervisory responsibility.

Knowledge of: Grammar, spelling, vocabulary and simple mathematical computations; modern office practices, procedures and equipment; District rules, regulations, policies and procedures; supervisory techniques; budgeting and bookkeeping; statistical record-keeping methods.

MORE

Skill at: Using good judgment in applying established guidelines to solve work problems; developing office procedures; supervising clerical/secretarial employees; working independently in completing assigned tasks and in maintaining the correspondence, files and reports of the office; dealing courteously with the public and obtaining from them the information necessary to assist them; working and communicating effectively with all people contacted at work; understanding and carrying out complex written and verbal instructions; efficiently operating typewriters and standard office machines; typing from plain copy at a rate of 70 words per minute.

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A Parent's Guide To
ENVISION WCSD 2015
Investing In Our Future



Washoe County School District

Every Child, By Name And Face, To Graduation

Our Call to Action: Envisioning WCSD 2015

Envision a school district, aligned and accountable for making decisions that promote the best educational opportunities for all children.

Envision an educational community that values building the capacity of all of its employees to ensure a positive, safe, and engaging learning environment.

Envision a school district that goes beyond speaking about the importance of parent and community involvement, proactively engaging them, with intentional focus on those who have previously felt excluded.

Envision every school led by an excellent principal and every class taught by a great teacher, assisted by quality support staff.

Envision all students being challenged by a rigorous curriculum, encouraged and engaged by differentiated instruction, and graduating from high school fully prepared for future careers and further educational opportunities.

Board of Trustees

Ms. Estela Gutierrez, *President*

Dr. Barbara L. McLaury, *Vice-President*

Ms. Nancy Hollinger, *Clerk*

Mr. Dan Carne, *Member*

Ms. Barbara Clark, *Member*

Mr. Ken Grein, *Member*

Mr. Scott Kelley, *Member*

Dr. Heath Morrison, *Superintendent*

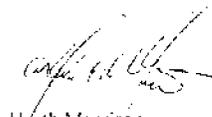
Now, envision a school district that not only wants to make these ideas part of its vision, but also part of its promise and commitment to each and every child. That is what WCSD is committing to with *Envision WCSD 2015: Investing in Our Future*.

Envision WCSD 2015 has been the product of a reform-minded school board, a new leadership team, and numerous internal and external partners who worked to craft a plan that builds from past district successes, acknowledges needed areas of improvement, and is unwavering in producing improved results for all 65,000 students. A number of committees with specific attention paid to the areas of alignment, accountability, accessibility, and achievement were formed to work on this plan. We extend our gratitude to the teachers, administrators, classified employees, parents, students, business and community leaders, higher education liaisons, and citizens who assisted in creating a document that will direct our efforts and encourage innovation within a collaborative, productive culture.

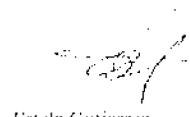
This document goes beyond the traditional scope of a strategic plan. It states our intent to embark on a revolution of educational reform where the status quo is challenged and a bold call to action is issued to all our employees and our community. We can no longer be satisfied with incremental change and minor improvements. We must raise expectations for all schools and all students to prepare them for an uncertain and constantly evolving future.

Envision WCSD 2015 is our promise - a promise to ensure a better tomorrow - by focusing on "every child, by name and face, to graduation."

In Partnership for Children.



Heath Morrison
Superintendent



Estela Gutierrez
President, Board of Trustees



Washoe County School District

Every Child, By Name And Face, To Graduation

425 East Ninth Street • PO Box 30425 • Reno, NV 89520-3425 • (775) 348-0200 • www.washoecounty.k12.nv.us

Our Vision, Mission And Core Beliefs

A high-performing organization should be guided by its Vision, Mission, and Core Beliefs. In May 2010, the Board of Trustees adopted a new set of these guiding principles:

Vision

As a courageous, innovative leader in education, Washoe County School District will be one of the nation's top performing school districts, graduating all students college and/or highly-skilled career ready.

Mission

To create an education system where all students achieve academic success, develop personal and civic responsibility, and achieve career and college readiness for the 21st century.

Core Beliefs

We believe

- **All students will learn and be successful.**
- **The achievement gap will be eliminated by ensuring every student is challenged to learn at, or above, grade level.**
- **Effective teachers and principals, dedicated support staff, rigorous curriculum, measurable outcomes, ongoing monitoring and assessment, collaboration, professional development, and a culture of continuous improvement will ensure classroom success for all students.**
- **Superior performance will be achieved through clear goals that set high expectations and standards for all students and employees.**
- **Family, school, and community engagement will be required for student academic success.**
- **Leadership and passion, together with accountability and transparency, will be keys to reform and success.**



Why the Change?

A call for change came in 2009 when the Board of Trustees were concerned with low graduation rates and student performance. They hired Dr. Heath Morrison as the new superintendent. He began by reaching out to families and the community with deep, listening and learning meetings to understand important community and family issues. The comments and suggestions from these meetings helped the District build the new strategic plan.

How Are We Going to Change?

The District shared findings and the community gave their input about our schools. The following reform priorities for the strategic plan became:

- building academic success through an exceptional education
- developing personnel by recruiting and supporting the best teachers, administrators, and staff
- creating a strong culture and climate that reaches out to the rest of the community
- engaging family and community members to increase trust and promote shared responsibility
- establishing a way for everyone to continuously improve

The Trustees adopted a theory of action to carry out this important daily work. This theory is called Managed Performance Empowerment (MPE). It will allow more decision-making control to schools that are achieving and progressing. Schools that are not doing well will be more closely managed. They will also be supported to improve student achievement.

1

The Pathway To Excellence

Envision 2015 – Investing in Our Future

Envision WCSD 2015 is the district's strategic plan. It provides a pathway with a shared definition of success. It offers clear expectations about student achievement, use of data, and improvement. At the center of all decision-making is the importance of a quality education for all children. Every school and department in the district will have a plan of action to make sure students succeed.

The Pathway to Excellence

The Pathway to College and Highly-Skilled Career Readiness (The Pathway) shows important milestones for student success. At each step in the pathway, checkpoints will make sure students are on track for graduation. Students who require additional academic support will receive assistance in meeting their goals.

Elementary, middle and high schools within a K-12 community will work together to set goals and monitor individual student progress. They will make sure all students are ready to advance to the next grade level. Schools will have scorecards and dashboards to help them know if students are on the Pathway for success.

This challenging work cannot happen alone. Our call to action must reach every member of our community with the belief that all families and individuals, both corporate and private, will share in the responsibility for student success. Only by working together, can we fulfill our urgent commitment of guiding every WCSD child, by name and face, to graduation.

Graduation

Grade 11: AP/IB/ACT/SAT Participation and Performance;
Career Technical Education Credit Attainment

Grade 9: On Track with Credit Attainment for Graduation

Grade 8: Algebra 1 & 2, Writing and Literacy Mastery

Grade 5: Reading, Writing and Advanced Math

Grade 3: Reading, Writing and Numeracy

Kindergarten: Reading, Writing and Numeracy

BUILDING HUMAN CAPITAL

- Principal Effectiveness
- Teacher Effectiveness
- High Quality PD and Training

BUILDING COMMUNITY CAPITAL

- Parent Engagement
- Community and Business Partnerships
- Higher Education Partnerships

SCHOOL CLIMATE / CULTURE

- Collaborative, Caring, Safe & Healthy Environment
- Valuing Diversity

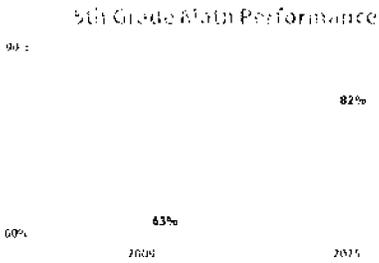
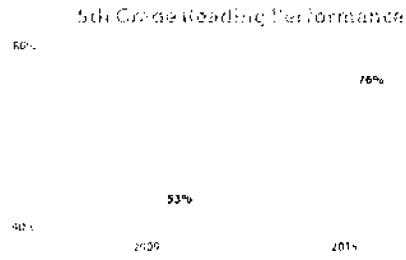
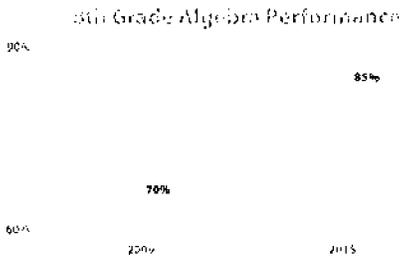
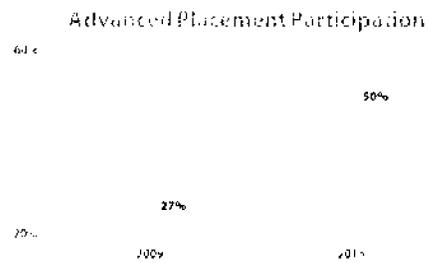
PERFORMANCE MANAGEMENT SYSTEMS

- 21st Century Infrastructure
- Effective Operations
- Fiscal Responsibilities

Critical Targets

What Are Our Targets?

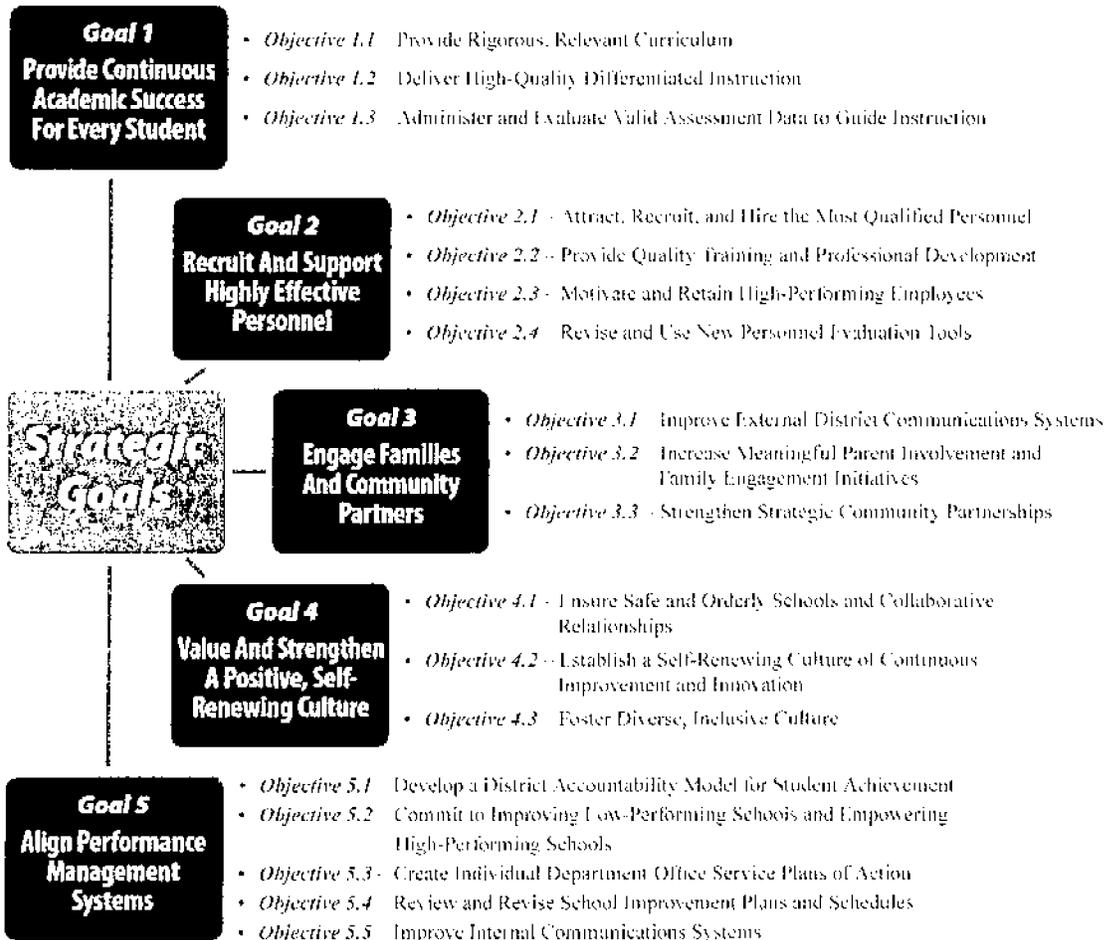
Targets for achievement help us know where we want our district to be in five years. We will use many different ways to measure academic progress for students and schools. These measures will let us know if we are meeting the Board's commitment to excellence. They will also offer feedback on the success of the strategic plan.



To see a complete list of Pathway Performance Targets and a copy of *Envision WUSD 2015*, please visit the district website at www.washoecountyschools.org.

You can also request a printed copy from your local school or the district office.

Strategic Goals



New And Expanded Programs

GOAL 1

Pre-Kindergarten and Full-Day Kindergarten
Science, Technology, Engineering and Mathematics (STEM) Schools
World Language Academies
Advanced Placement (AP) Courses
International Baccalaureate (IB) Programs
Credit Recovery Programs

Students will have more early learning opportunities. More choices about focused areas of interest, such as Science and World Languages, will also be available as students enter higher grades. Students will take advanced classes when they are succeeding and receive support when they are not.

GOAL 2

Recruitment and Hiring Procedures
A Highly-Qualified, Diverse Workforce
Professional Growth-Training System
Individualized Support for Employees
Incentives
Evaluation Tied to Performance

We will hire the most qualified personnel, making sure that our staff reflects the diversity of our students. Training and individualized support will be provided to our employees to help them do their best. We will look at new ways to evaluate and reward employees to ensure student success.

GOAL 3

Social Media
Home Visits
A More Family-Friendly Website
Customer Service and Parent Satisfaction Survey
Principal and Staff Training on Family Engagement
Parent University
A Parent Involvement Facilitator at Every School
A Business Partnership at Every School
Exposure to Careers
Increased Community Volunteers

We will listen to our community and use new ways to communicate with the families and students we serve. A Parent University will be created to provide families with information on how to help their children succeed. School staff will receive training on how to outreach and work with families.

GOAL 4

Positive Behavior Support
Student and Parent Tips - Bullying, Cyber-bullying, and Harassment
Programs for a Safe, Orderly, Positive, and Welcoming Environment
Law Enforcement and Government Agency Partnerships
Cultural Competency Training
Compact of Respectful Culture Co-created with Employee Associations
Mentors for Employees

We will encourage our students by starting with the positive and addressing behavior in a supportive way. Students and families will know what to do about bullying, cyber-bullying, and harassment. Our staff will be trained on cultural competency and we will work with our employee associations and other partners to build a positive culture.

GOAL 5

Data to Monitor Targets
Increased Autonomy for High-Performing Schools
Additional Support for Low-Performing Schools
Customer-Service Training for All Staff

At schools where students are making progress and succeeding, the principals, teachers, staff, and parents will work together to make their own decisions. Similar to progress reports/report cards for students, all schools and district departments will have scorecards and dashboards to monitor improvement.

Thank You!

Parents, teachers, principals, business leaders, and community members helped us to develop strategies in 41 different committees that led to our strategic plan, *Envision WVCSD 2015*. Community outreach and feedback brought unprecedented levels of interest and support. We extend special thanks to the following dedicated individuals who

met at listening and learning forums, strategic planning committees, discussion groups, and task force committees. We also thank all the individuals who submitted additional ideas and suggestions through e-mails, surveys, and other communication formats.

Troy Abney	Vicki Caviglia	Angela Flora	Gracy Jackson	Jania McCreary	Ted Maggenmeyer	Jim Studer
Sandy Aerd	Ken Cervantes	Yuen Fong	Silvia Jacques	Dan McHenry	John Pompei	Robert Sullivan
Claudia Alejandra	Brenda Chavez	Lauren Fong	Desiree Judd	Tiffany McMasters	Susan Potter	John Sutherland
Fred Altman	Chris Cheney	Lauren Ford	Rose Kane	Kristen McNeill	Rosemary Pressler	Richard Swanoetg
Jenna Anderson	Jason Childs	Terry Fowler	Blaine Kattleman	Faerrie McPhail	Lisseth Quesada	Tim Sweeney
Dun Angath	Kris Christensen	Susan Frank	Kelley Keane	Amanda McWilliams	Lynn Rauh	Ange Taylor
Juliana Anand	Jane Christanson	Mary Frey	Susan Kehoe	Manuel Mederos	Julia Ratti	Joan Taylor
Julie Ard to	Bill Chromster	Dave Fulfenwender	Dave Keiler	Sheila Meibergen	Aian Reeder	Rick Taylor
Mary Ellen Arrascada	Dena Caramella	Tasha Fuson	Mary Keller	Bruce Meissner	Elaine Retzer	Todd Teague
Jonina AuCoin	Tom Ciesynski	David Gamble	Andy Kelly	Paul Mendive	Scott Reynolds	Eugenia Tello
Scott Bailey	John Clark	Tiffany Gant	Alyson Kendrick	Luz Mendoza	Maria Rodriguez	Lorrie Thomas
Heather Banks	Gal Conkey	Martha Garcia	Leah Keoscher	Traci Mendara	Jody Rogers	Laz Thompson
Electra Barresi	Tom Conley	Heidi Gevinos	Randy Kimer	Maria Mentaberry	Carlos Romo	Monissa Thoroughman
Kellie Barrett	Patricia Cordova	Gloria Geil	Courtney Klash	Mike Mieras	Patrick Rossi	Dann Todd
Margaret Battin	D'Lisa Crain	Trish Gerba	Lauren Klein	Jon Miller	Eileen Rountree	Channon Toles
Tammie Beck	Sandy Culp	Judi Gesh	Christie Klein	Kristell Muller	Yankee Russell	Ltrrella Tomasa
Jonathan Begley	Sara Cunningham	Cinda Gifford	Gunny Knowles	Chris Morgan	Chris Saclahs	Luretha Thomas
Amy Benzam	Brenda Carrera	Kirsten Gressner	Gary Kraemer	Jan Morrison	Dana Ryan	Christina Tucker
Elizabeth Berry	Jeanne Curtis	Margie Goforth	Stephanie Kruse	Jennifer Morrison	Tom Saclahs	Kirk Turner
Carol Betz	Paul Curtis	Scott Grange	Larry Kuper	Steve Mulveyson	Gordon Salas	Uchre Uchendu
Debra Biersdorf	Janet Cutner	Mary Green	Edna LaMarca	Joe Nannini	Elva Salazar	Jason Urstson
Michael Black	Earl Danielson	Marganta Griggs	Paul LaMarca	Paul NeJ	Richard Salter	Rebonda Van Druver
Bred' Boudreau	Sally D'Ault	Laurie Anne Grimes	Lane Lancaster	Fran Nichols	Luisa Sanchez	Jen Van Tress
Rick Borba	Bob Deery	June Gronert	Maureen Lawson	Lisa Kocoran	Michelle Sanchez	Teri Vaughan
Wendy Boszak	Coleen DeLang	Bianca Guevra	Mavis Leathley	Saely Lye	Eric Sanderson	Maria Velaz
Bred' Boudreau	Ann Marie Dickson	Lisa Hansen	Paul Lenee	Heleen O'Brien	Nancy Sanger	Mary Westo
Fred Boyd	Munel Paillo Dickey	Taylor Harper	Gina Leonard	Debrae O'Garman	John Santocemma	Carol Voss
Ferry Boyden	Kathleen Diesner	Rick Harris	Robert LeVitt	Jeanne Ohi	Susan Satriopis	Karen Wallis
Tom Brown	Michael Downing	Frian Harris	Bob Lissner	Meissa Olsen	Mars Savage	Phm Walters
Krissy Braver	Virginia Duran	Denise Hauser	Traci Loftin	John Packham	Dave Sayer	John Warden
George Brown	Daryl Drake	Denise Hedrick	Elizabeth Lopez	Diivia Page	Katy Scherr	Kathleen Watty
Tom Brown	Randy Drake	Sue Henderson	Lea Lai	Chris Parillo	Sally Scott	Beth Wells
Melynda Brown	Mike Drapez	Michael Henry	Luz Lyner	Troy Parks	Ron Seckler	Karen White
Geal Bulls	Diane Duffanti	Leslie Herrmann	Ann Mackey	Jacie Parks	Stacey Senini	Doug Whitener
Matt Buszk	Debbie Duty Deery	Leonel Herrera	Elizabeth Mang	Sae Parks	Tracy Sherwood	Jane Woodburn
Bill Burt	Denise Dufrene	Serge Hetzoy	Amy Marable	Doug Parry	Mary Slagle	Carole Worthen
Amanda Caldwell	Roberto Duvall	Chad Hicks	Sylvia Mann	Mike Paul	Kimberly Smerkers	Tom Wortman
Pam Cathoun	Kari Earle	Rae Ann Hill	Marietta Merquis	Irene Payne	Marjorie Smith	Ruth Williams
Rene Campbell	Michelle Eastman	Mike Horner	Melody Martin	Ann Peer	Cristina Sulario	Elizabeth Wright
John Carlson	Joe Ernst	Vickie Howard	Angela Martinez	Sabrina Pellet	Tracy Soliday	Kianita Ydiarasa
Madeline Carpenter	Crispin Esquivel	David Howard	Pedro Martinez	Ruth Pena	Tina Springmeyer	Andrew Yoxsimer
Kevin Carroll	Jeanne Everts	Dawn Huckaby	Debbie Martino	Laura Petersen	Mark Stanton	Wendy Zastawa-ak
Trish Carroll	Patricia K	Samantha Hudson	Vsi Martino	Stacie Petersen	Tom Steuss	
Janet Carthen	Lonna Feemister	Steve Hull	Darcy Marud	Jin Pforamer	Nichole Stevenson	
Mike Cate	Margaret Ferrara	Jill Hutchings	Brett Mason	KayAnn Pilling	Reginaid Steward	
Bill Catney	Shaun Hinnigan	Rich Hutson	Susan Mayes	Mirnon Praelini	Tammi Stockton	

We may have accidentally missed a name in the list above. To anyone whose name may have been left out, please be assured the mistake was unintentional and accept our sincere thanks as well.

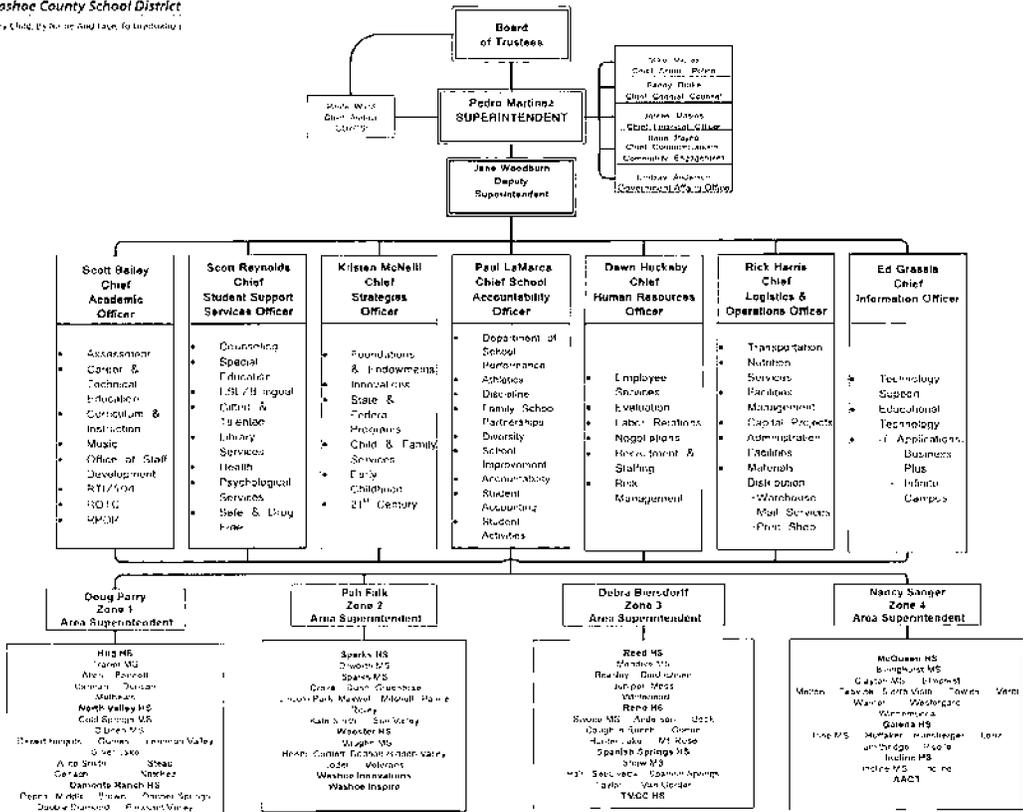
The document calls for continued partnership and commitment from the whole community. Please feel free to contact us by visiting our website at www.washoecountyschools.org and find out how you can become

involved in our efforts to improve student achievement for every student in Washoe County.

We appreciate our community partners and thank them all for their continued support. In this case, we extend special thanks to *United Federal Credit Union*, *St. Mary's*, and *Wells Fargo* for their financial assistance in printing this document.

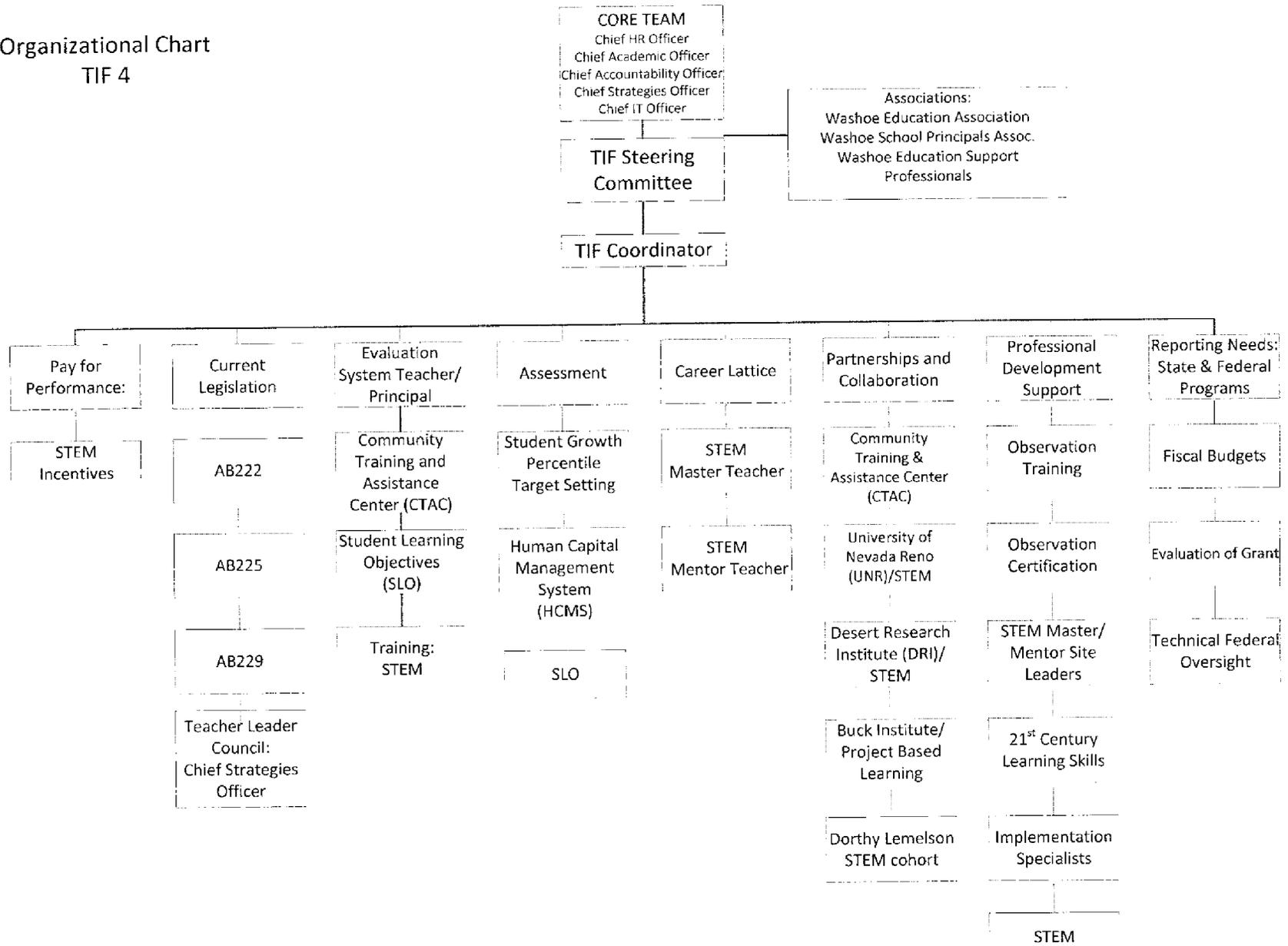


Washoe County School District FY 2012 Organization



WWS 07/11/12

Organizational Chart
TIF 4





Hiring *for* Attitude



"I had the opportunity to hire three or four teachers through this pool process, all of which were nines on a scale of 1-10. ... We know how important it is to put a high-quality teacher in front of our students. This is an excellent example of the collective efficacy in our district where building capacity is an outcome that matters to all."

— Ken Cervantes, principal,
Billinghurst Middle School, Reno, Nev.

The research is clear about this: The single, most significant factor in increasing student achievement is having highly effective teachers in the classroom. In Nevada's Washoe County School District, the 38th-largest in the country, a new strategic plan — Envision WCSD 2015 Investing in Our Future — is pushing aggressive reforms in employee hiring. With 94 schools to serve, the plan intends to bring the most skilled teachers to schools with the greatest academic needs.

District administrators recognized a need for fundamental change in how and why teachers are placed in the classroom to rapidly and dramatically raise student achievement. Screening of teacher candidates today goes well beyond a cursory look at college degrees and certification, and the standard 30-minute interview with a principal has been expanded.

Deputy Superintendent Jane Woodburn calls this process "Hiring for Attitude." It is the impetus for an overhaul in how the school district's office of human resources conducts business.

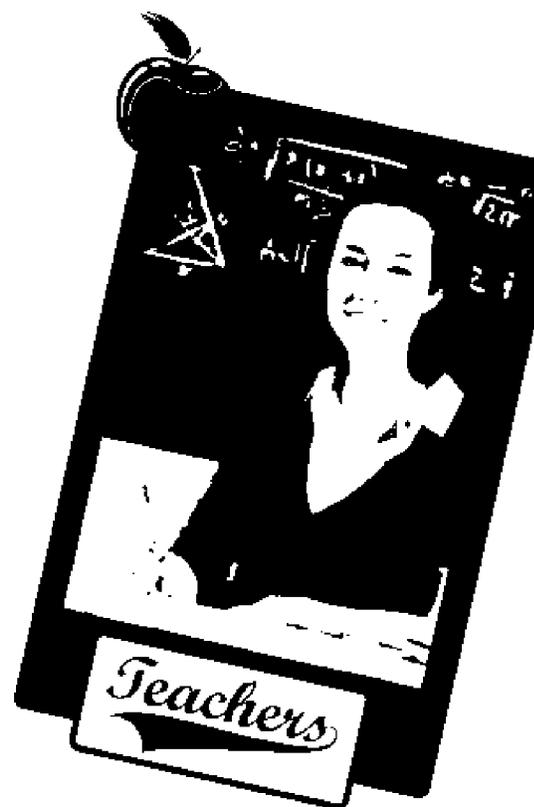
"Hiring for attitude ... means being able to look at candidates' behaviors, what they think and believe about their role as a teacher and how candidates demonstrate their belief systems," Woodburn says.

Multiple Measures

The entire process deeply embeds Washoe County School District's core beliefs — a passion for teaching; persistence; being an advocate for all students; believing all students can learn and be successful; engaging students and building relationships; and cultural awareness and responsiveness in the classroom.

The district created an innovative selection process that is fair and rigorous, assesses more than a candidate's experience and education, and adds a new component that enables both human resources staffers and principal interviewers to measure a candidate's core beliefs. Carefully crafted interview questions and task-specific exercises allow deeper analysis into a candidate's qualifications and assess more accurately how effective a candidate is as a teacher. This process effectively determines if the candidate's core beliefs match those of the district.

BY DAWN EGAMI HUCKABY



Streamlined Hiring by Administrators

How a sampling of site administrators size up the effects of Washoe County's "Hiring for Attitude" process.

"When I review the list of candidates who have applied for a position in my school, I am assured they have all of the proper licenses, paperwork is complete and accurate, they have presented a sample lesson and participated in a group problem-solving discussion. They were rated by a group of my peers in each of these areas and needed exemplary marks in order to have their name under my teaching position. At the end of the day, instead of having five candidates who may be a good fit, I have five candidates that will be an amazing fit and will make a difference in the lives of my students."

DINA CIARAMELLA, PRINCIPAL
LLOYD DIEDRICHSEN ELEMENTARY SCHOOL, SPARKS, NEV.

"The video-recorded lessons will be a great benefit as I try to streamline the applicants to present to my site team for interviews. Seeing applicants in a mock PLC (Professional Learning Community) was also a great advantage. I am able to get a feel for who has the confidence to jump in and get started with students immediately as well as who may take more time and nurturing to bring to the level they need to be."

JENNI ANDERSON, PRINCIPAL
JESSIE BECK ELEMENTARY SCHOOL, RENO, NEV.

"This process has saved me an incredible amount of time and allowed us to focus on a set number of candidates — rather than the hundreds we had prior to our current hiring process."

JONNA AUCCINI, PRINCIPAL
SIERRA VISTA ELEMENTARY SCHOOL, RENO, NEV.

Additionally, to find the best teachers, hiring for attitude requires an expansive recruiting process beyond northern Nevada, reaching nationwide and worldwide to recruit the most highly effective teachers. Candidates from all over, most recently Spain, participate in the hiring process.

Modeled in part on Teach for America's selection methods, Washoe County's process was piloted in 2010-11 using many of the TFA principles, though with refinements to fit the district's needs. Student achievement data from these newly hired teachers suggest the new hiring process is already making a difference.

Candidate Performance

Candidates first are prescreened by the human resources office. This includes examination of a candidate's resumé and application to determine if the candidate meets the minimum qualifications. College degrees and teacher certifications are reviewed to determine highly qualified status, and confidential references are checked.

Qualified candidates then are invited to a half-day assessment interview that is video-taped. This is a key step in hiring for attitude. This half-day assessment includes a writing sample, a group activity, a 10-minute lesson-plan demonstration and a one-on-one interview. The interview committee includes two principals or assistant principals, educators identified by the district as highly skilled in observation protocols.

The day begins with a 15-minute writing prompt, which asks candidates to explain their teaching philosophy and core beliefs. This exercise helps interviewers assess the candidates' written communication skills, as well as their teaching philosophy and their alignment to the district's core beliefs.

Candidates then participate in a 20-minute group activity. Modified from the TFA model, this activity is a simulated professional learning community. Human resources staffers and principals/assistant principals script (and record) the group interaction, look for nonverbal behaviors and assess the candidates' ability to work as a team, exhibit leadership qualities, listen well, act cooperatively and bring unique ideas to the discussion.

Candidates next move into a 10-minute lesson plan presentation where the other candidates act as the audience. Candidates are provided immediate feedback from their peers regarding their presentation.

The day ends with each candidate participating in a one-on-one interview with a principal/assistant principal or human resources staffer. The interview is an opportunity for the candidate to reflect on the lesson-plan presentation and discuss with the interviewer what went well and opportunities for improvement. The interview helps determine whether a candidate can gauge what adjustments could be made in a lesson, how well the candidate differentiates instruction and self-assesses his/her teaching in regard to student learning — all skills teachers must demonstrate regularly.

The interviewer asks specific questions designed to draw out the core beliefs of the candidate. The interview questions are aligned with teacher competencies from the Washoe County School District Teacher Professional Growth System evaluation and with the University of Virginia's Darden Curry Partnership for Leaders in Education model.

After candidates complete the session, the interview committee debriefs and discusses candidates to determine in which teacher pools they should be placed. Teacher pools are based



“Qualified candidates then are **INVITED TO A HALF-DAY ASSESSMENT INTERVIEW THAT IS VIDEOTAPED.** This is a key step in hiring for attitude. This half-day assessment includes a writing sample, a group activity, a 10-minute lesson-plan demonstration and a one-on-one interview.”

on strengths in various subjects and on grade level. Interview notes highlight candidates’ strengths and areas for improvement, and digital video lesson plans enable principals to quickly review candidates for hire.

The Hiring Stage

When principals have teacher vacancies, they contact the human resources office, which recommends teacher candidates who would be well-suited for the particular assignment.

The hiring for attitude process allows principals to select a teacher quickly from the highly qualified and high-quality pool of candidates who already meet the district’s standards. This eliminates the tedious process of reviewing application after application, hoping to find a good candidate. Principals now simply select candidates from the pool and conduct their own final interview to make a selection. This streamlined process can place a highly qualified teacher into a classroom within one day, if necessary.

“I have not seen a more effective method of hiring teachers as I have seen with the system currently in place,” says Kevin Carroll, Sparks Middle School principal. “Not only does it save me time going through many applications and resumés, it also provides me a pool of solid, effective candidates to interview vetted through the expertise of other district administrators and personnel from human resources.”

A Washoe County educator for 20 years, Carroll adds that being a part of the selection process has enabled him “to contribute to our district’s strategic plan in hiring high-quality, effective teachers.”

Feedback Loop

Feedback from both the candidates and the interview committee is critical to the continuous improvement of the process. All candidates

complete an exit survey about their perceptions of the assessment and interview experiences. Principals who have hired from the teacher pools are surveyed, as well.

If a candidate is not selected to move forward in the pool, a principal may appeal on behalf of that candidate. The original interviewer reviews the appealing principal’s input and the interview footage before issuing a final determination on the candidate’s eligibility for hiring.

Involving principals and assistant principals in the selection process has two benefits: (1) Administrators bring knowledge of teaching efficacy and school culture, as well as training and experiences in observation protocols; and (2) administrators’ participation builds buy-in to the selection process because they make recommendations to their peers and are therefore accountable for candidates placed in teacher pools.



Washoe County School District’s Core Beliefs

We believe there are core beliefs that every teacher should demonstrate in order to have the greatest impact on students and their achievement. These beliefs are:

- ▶ **PASSION:** A highly effective teacher must be passionate about his/her craft as well as passionate about helping students learn.
- ▶ **PERSISTENCE:** A highly effective teacher will not give up on kids. The teacher demonstrates his/her own persistence and perseverance. Overcoming obstacles and challenges shows that a candidate has persistence.
- ▶ **ADVOCACY:** A highly effective teacher is an advocate for all students.
- ▶ **BELIEF THAT ALL STUDENTS CAN LEARN:** Students cannot be left in the margins. Every student should be held to high expectations. A highly effective teacher believes all students will learn and be successful.
- ▶ **ABILITY TO ENGAGE STUDENTS:** A highly effective teacher engages every student. Student engagement is one of the most important factors directly linked to student achievement.
- ▶ **ABILITY TO BUILD RELATIONSHIPS:** A highly effective teacher finds ways to reach every student, so every student feels supported and successful.
- ▶ **CULTURAL RESPONSIVENESS:** A highly effective teacher possesses an awareness and sensitivity of student cultures and backgrounds, is open to student differences, and finds ways to meet the student’s needs. Family, school and community engagement will be required for student success.

— DAWN HUCKABY

The Hiring Experience: From a Candidate's Eyes

Editor's Note: Dawn Huckaby, who oversees personnel operations in the Washoe County School District in Reno, Nev., shared this letter from a teacher candidate (with permission) about her experience with the multi-faceted "Hiring for Attitude" process. The letter writer works in the district as a middle school teacher.

Hello Mrs. Huckaby,
I completed my interview with the district for the teacher pool today. I am writing to you because you asked me to give you my thoughts and feedback on the entire process.

First, I would like to say that I was impressed with the amount of thought that was put into constructing all elements of the interview! Starting with the writing assessment, I felt that writing a letter to the parents as a new teacher was an amazing prompt! Not only does it showcase the legitimacy of education the candidates possess but it also challenges one to contemplate on their personal teaching philosophies and demonstrate whether they have thought about how to connect with the social/community aspect of the teaching profession. 20 minutes for this activity was more than adequate.

Secondly, the group activity of playing out a scenario during a PIC was genius! I absolutely loved this part of the interview because I have witnessed PICs from two different schools and they have been terrible in terms of working together to solve any given problem. To realize that the district is working on improving the quality of these PICs is exciting! PICs are meant to be collaborative learning for educators, they are a means for us to build on our repertoires and learn of new strategies or implementations that we ourselves might be lacking. This was not stressful at all, in fact, this part of the interview was actually fun!

Moving on to the lesson plan presentations, this part was also fun for me. Not only was I learning other strategies and picking up on some methods I could use in my own teaching, I was able to better hone my skills in making concise lesson plans to fit the 10 minute time limit. This was also fun to work and interview as a group because the anxiety level was low. We were constantly encouraging each other, giving positive feedback, and even having fun in the process! We all wished we had a little more time than 10 minutes however. 15-20 minutes would be ideal! I had a blast during this part and learned SO much in so little time from other candidates (yoga, drawing, and a little French too!)

Lastly, the one-on-one interview questions were on point in regards to focusing on key ideas such as state standards/common core, differentiated instruction, teaching methodology, and personal background and previous experience. I also noticed the questions about self evaluation, on how one did in the previous activity before the one-on-one interview. By having those questions such as "how did you think you did and what would change?" emphasizes the importance of teacher reflection after each lesson to better improve instruction for ALL learners.

Overall, this interview process was challenging and absolutely enjoyable! I felt proud that I was applying to a district that takes time to really assess their future educators and not just hire "anybody". Thank you for giving me information on how to proceed during the beginning of this process! I look forward to hearing from the district office soon. Thanks again!

Kindly,

Victoria Gill, M.A.
SIP Support
Sparks Middle School

Equitable Distribution

Under Envision WCSD 2015, the district's strategic plan, a deliberate focus is placed on the learning of the neediest students. While teacher pools help bring the best new teachers into the classrooms, the district also made other important changes to teacher hiring, notably providing a quick channel to get excellent teachers to high-need schools.

Under the U.S. Department of Education's Teacher Incentive Fund grant, teachers in some lower-performing schools are eligible for pay-for-performance and career lattice incentives. Current teachers have the first opportunities to transfer into Washoe County's high-need and School Improvement Grant, or SIG, schools. This allows the neediest schools to hire before positions open elsewhere in the county.

In addition, the SIG schools are exempt from taking "overage" teachers — those who do not have a teaching assignment but who have a standard district contract. This means SIG schools may not receive a direct placement of a teacher, allowing them to interview and hire from the new teacher candidate pools ahead of other schools.

"A solution for improving equitable teacher distribution, developed jointly with the teachers' collective bargaining association, allows the district TO HOLD AN OPENING AT ANY SCHOOL for the purpose of overage. "

In collaboration with the Washoe Education Association, district leadership negotiated modifications in the master agreement with teachers this year allowing the use of factors other than seniority when addressing teacher overage and reductions in workforce. Teachers with minimally effective or ineffective ratings on professional evaluations, as well as those on a focused plan of assistance, are not eligible to volunteer for overage placement. And in the case of a reduction in workforce, the first to be reduced are those with minimally effective or ineffective evaluations.

A final strategy ensures a more equitable distribution of teachers within the district. Like other districts across the nation, Washoe County's highest-need schools, based on students' socioeconomics, have the most teacher vacan-



Dawn Huckaby oversees human resources in Washoe County, Nev.

cies. Schools in more affluent neighborhoods typically are more appealing to experienced teachers. After teachers transfer to open positions, the only remaining openings are usually in impoverished neighborhoods.

A solution for improving equitable teacher distribution, developed jointly with the teachers' collective bargaining association, allows the district to hold an opening at any school for the purpose of overage. This practice, just a year old, already is leveling the playing field for all principals to obtain the most highly effective teachers for their classrooms.

Bright Future

Hiring for attitude, just one of Washoe County's reform initiatives, is contributing to positive differences for students. Graduation rates have increased seven percentage points in each of the last two years, and the achievement gap is narrowing. In a state where education funding is ranked close to last in the nation, the school district is overcoming barriers to raising student achievement.

Placing the most highly effective teachers in classrooms is the first step in making a significant difference for every student to achieve the Washoe County School District's goal, "Every Child, By Name and Face, to Graduation." ■

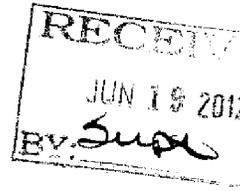
DAWN HUCKABY is the chief human resources officer in the Washoe County School District in Reno, Nev. E-mail: dhuckaby@washoeschools.net

JAMES W. GUTHRIE
Superintendent of Public Instruction

STATE OF NEVADA

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Suite 221
Las Vegas, Nevada 89183
(702) 486-6458
Fax: (702)486-6450

RORIE FITZPATRICK
Deputy Superintendent
Instructional, Research and Evaluative
Services



Deputy Superintendent
Administrative and Fiscal Services

SATELLITE OFFICE
ADDRESSES/MAPS
<http://www.doe.nv.gov>

DEPARTMENT OF EDUCATION
700 E. Fifth Street
Carson City, Nevada 89701-5096
(775) 687 - 9200 · Fax: (775) 687 - 9101

June 15, 2012

Dr. Heath Morrison, Superintendent
Washoe County School District
P.O. Box 30425
Reno, NV 89520

RE: Indirect Cost Rate Application

Dear Dr. Morrison:

The Department has approved your school district for an indirect cost rate of 3.43% for Fiscal Year 2013. As per your request, you have our permission to apply this rate as both your Restricted Indirect Cost rate and your Unrestricted Indirect Cost rate in accordance with Nevada Department of Education Rules of Practice #813. The documentation submitted justifies the rate request.

Enclosed is a signed copy of the certification for your records.

Sincerely,

(b)(6)

Rick C. Larson
Director, Office of Accounting & Audit

RCL/ms

Enclosure: Certification and Request for Authorized Indirect Cost Rate

cc: Rob Luna, Grant Fiscal Administrator, Washoe County School District
Wendi Skibinski, Grants & Projects Analyst, NDE
Peter Fishburn, Grants & Projects Analyst, NDE
Audit Division, Carson City, NDE

INDIRECT COST RATE AGREEMENT
NONPROFIT ORGANIZATION

JUL 1 2011

ORGANIZATION:

DATE: _____

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

AGREEMENT NO. 2011-083

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

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

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

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

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

1/ Total direct costs less items of equipment, capital expenditures, alterations, renovations and each sub award in excess of \$25,000.

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

Capitalization Policy: Equipment items having an acquisition cost of \$5,000 or more are capitalized.

Section II - Particulars

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

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

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

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

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

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

Section III - Special Remarks

1. Questions regarding this Agreement should be directed to the Negotiator.
2. Approval of the rate(s) contained herein does not establish acceptance of the Organization's total methodology for the computation of indirect cost rates for years other than the year(s) herein cited.
3. Federal programs currently reimbursing indirect costs to this Nonprofit Organization by means other than the rate(s) cited in this agreement should be credited for such costs and the applicable rate cited herein applied to the appropriate base to identify the proper amount of indirect costs allocable to the program(s).

Section IV - Approvals

For the Nonprofit Organization:

For the Federal Government:

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

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

(b)(6)

Signature

Signature

WILLIAM J. SLOTRIK
EXECUTIVE DIRECTOR

Mary Gougisha

Name

Name

Title

Director, Indirect Cost Group

Title

7/11/11

JUL 1 2011

Date

Date

David Gause

Negotiator

(202) 245-8032

Telephone Number

Internal Revenue Service

Date: May 12, 2007

COMMUNITY TRAINING AND ASSISTANCE
CENTER INC
30 WINTER ST FL 7
BOSTON MA 02108

Department of the Treasury
P. O. Box 2508
Cincinnati, OH 45201

Person to Contact:
C. Weaver 29-80365
Customer Service Representative
Toll Free Telephone Number:
877-829-5500
Federal Identification Number:
04-2689402

Dear Sir or Madam:

This is in response to your request of May 10, 2007, regarding your organization's tax-exempt status.

In March 1980 we issued a determination letter that recognized your organization as exempt from federal income tax. Our records indicate that your organization is currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records indicate that your organization is also classified as a public charity under sections 509(a)(1) and 170(b)(1)(A)(vi) of the Internal Revenue Code.

Our records indicate that contributions to your organization are deductible under section 170 of the Code, and that you are qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Internal Revenue Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,

(b)(6)

Michele M. Sullivan, Oper. Mgr.
Accounts Management Operations 1

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Teacher Professional Growth System Handbook



Washoe County School District

Every Child, By Name And Face, To Graduation

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I. Teacher Professional Growth System

A. Introduction

In the spring of 2010 the Washoe County School District started a campaign to reform the educational system for the betterment of the students that it serves. *Envision WCSD 2015, Investing in Our Future* was published as a promise to ensure a better tomorrow for students by focusing on “every child, by name and face, to graduation.”

Vision

As a courageous, innovative leader in education, the Washoe County School District will be one of the nation’s top performing school districts, graduating all students college ready and/or highly skilled.

Mission

To create an education system where all students achieve academic success, develop personal and civic responsibility, and achieve career and college readiness for the 21st century.

Core Beliefs

- All students will learn and be successful;
- The achievement gap will be eliminated by ensuring that every student is challenged to learn at or above grade level;
- Effective teachers and principals, dedicated support staff, rigorous curriculum; measurable outcomes, ongoing monitoring and assessment, collaboration, professional development, and a culture of continuous improvement will ensure classroom success for all;
- Superior performance will be achieved through clear goals that set high expectations and standards for all students and employees;
- Family, school, and community engagement will be required for student success; and
- Leadership and passion, together with accountability and transparency, will be keys to reform and success.

Theory of Action

Along with these overarching beliefs, the WCSD Board of Trustees adopted a theory of action, their view of how the district will carry out the important daily work of improving student achievement at site levels. The theory of action called Managed Performance Empowerment (MPE), grants flexibility and decision-making authority to schools based on successful performance. From a school support perspective, at one end of the MPE continuum is tightly managed control over instructional practice to best support low performing schools. At the other end of the continuum are empowerment and high degrees of autonomy to high performing schools. The system expectation is to move all schools toward the autonomous end of the continuum. This will encourage schools to assume full ownership for student performance, exhibit better decision making at all levels, establish more innovative and flexible approaches for resolving problems and challenges, and ultimately continuously improve from within with a strong, performance-oriented culture.

Teacher Professional Growth System

In 2010, the Washoe County School District successfully applied for and was awarded the Teacher Incentive Fund (TIF) Grant from the US Department of Education. In support of *Envision WCSD 2015* and the TIF Grant, WCSD began developing a Teacher Professional Growth System (TPGS). The purpose of the TPGS is to develop high-quality instructors for

every school in WCSD. The TPGS is a compilation of educational best practices from across the United States, educational research, and contributions of District personnel. The TPGS is designed to support teachers at each site by providing a culture in which the highest standard of educational achievement for each student can be met.

Philosophy

Of all the school-based factors that contribute to student learning, the quality of teaching is the single most important variable. Research validates there is no substitute for a highly effective teacher in every classroom. The one system in place in most schools and school districts to ensure the effectiveness of teaching is the teacher evaluation system. The WCSD is committed to ensuring that all students have access to high-quality instruction.

The two essential purposes of a TPGS evaluation are quality assurance and promoting continuous teacher professional learning. To reach these dual purposes, the system must be rigorous, valid, reliable, and defensible. Additionally, it must promote professional learning through both collegial and collaborative structures.

The success of the system relies on the skills of those doing the evaluating, as well as clearly articulated protocols and procedures which engage teachers in those activities known to promote learning: self-assessment, reflection on practice, and professional conversation.

The WCSD TPGS includes a comprehensive, research-based definition of effective teaching, respecting the complexity of teaching and its many different dimensions. It enables time to be spent on those activities that yield the maximum value in achieving the goals of the system, namely, ensuring teacher quality and promoting professional learning.

The TPGS supports the efforts of teachers to develop skills to challenge students at the highest level as outlined in the theory of action of MPE. Educating students today is highly complex, time intensive, ever changing, and data driven. Teachers need keen focus on improving teaching and learning within a classroom and a self-awareness to improve each and every day. The TPGS describes these skills and provides the knowledge to build strong learning communities.

The TPGS shall:

- Provide a comprehensive system for developing and evaluating teachers;
- Provide clear expectations for the roles and responsibilities of teachers;
- Describe professional growth and support opportunities for teachers;
- Promote a collaborative atmosphere in which constructive feedback can be provided and implemented;
- Promote self-awareness, self-assessment, and ownership of teachers' own professional development; and
- Promote life-long learning and improvement.

Conclusion

The TPGS is dependent on a professional culture of collaboration, respect, teamwork, and trust for continuous improvement. With this philosophy, teachers will be empowered to educate students toward the vision, mission and core beliefs of WCSD.

I. Teacher Professional Growth System

B. Key Terms

Key terms and acronym definitions are provided to assist the reader in understanding the TPGS Handbook.

CT - Consulting Teachers are outstanding teaching professionals who are able to communicate their knowledge and strategies about best practices and adult learners.

Formal Evaluation - A year in the professional growth cycle in which a teacher is provided one written evaluation that represents a rating that encompasses all four of the performance standards and student achievement scores.

MPE - Managed Performance Empowerment: the theory of action grants flexibility and decision making authority to schools based on successful performance.

NTA - New Teacher Academy: probationary teachers are provided with training through the New Teacher Academy during their formative years.

PAR - Peer Assistance and Review: intensive support for post-probationary teachers with *ineffective* or *minimally effective* teacher rating.

PGC - Professional Growth Cycle: refers to the year in which a teacher will be formally evaluated or be developing and working on a professional growth plan.

Qualitative - refers to a rating score that is derived from the observation of classroom instruction and practice.

Quantitative - refers to a rating score that is derived from student achievement scores.

TIF - Teacher Incentive Fund: refers to the federally funded teacher incentive fund grant that was awarded to WCSD in the Spring of 2010.

TPDP - Teacher Professional Development Plan: teacher developed, in conjunction with the administrator, to define professional development in professional growth years. The TPDP is tied to the professional standards and objectives of the school.

TPGPY– Teacher Professional Growth Plan Year: a year where the teacher is not receiving a formal written evaluation, the teacher will work with the principal to develop a professional development plan for the year.

TPGS - Teacher Professional Growth System: The system of teacher evaluation, professional growth and assistance.

WCSD – Washoe County School District

II. Elements of the Teacher Professional Growth System

A. Performance Standards

Four Teacher Performance Standards comprise the qualitative side of the TPGS. Student growth scores comprise the quantitative side of the TPGS and are used by the Washoe County School District to provide a blueprint for the assessment of teachers' competencies in the WCSD TPGS. The qualitative standards are used in the evaluation of all classroom-based teachers, including Special Education and ELL teachers. Where evaluations have been developed for specific jobs (counselor, speech and language pathologist, etc.) that particular evaluation rubric will be used. The qualitative standards are:

- Standard 1 - Planning and Preparation;
- Standard 2 - The Classroom Environment;
- Standard 3 - Instruction; and
- Standard 4 - Professional Responsibilities.

These four standards are combined with student growth and achievement data to provide one of four overall ratings of performance for the teacher:

- Highly Effective;
- Effective;
- Minimally Effective; and
- Ineffective.

Each qualitative performance standard contains elements and components that are in the teacher evaluation rubric. The Critical Attributes and Possible Examples document provides examples of what an evaluator will look for when completing an observation and evaluation.

All certified staff in all categories will be evaluated on the same evaluation cycle as teachers, based on the Schedule of Evaluation and Professional Development. If a teacher moves from a classroom assignment to a position outside of the classroom, or moves back into a classroom assignment from another position, the evaluation will be conducted according to the schedule and process developed for that assigned position.

B. Schedule for Evaluation and Professional Development

The TPGS was designed to meet the different needs of teachers at various stages of their careers in the WCSD. Intensive support and supervision are provided for probationary teachers. The focus of teachers in the probationary years must be to develop an effective repertoire of instructional skills and to become knowledgeable about WCSD curricula. Probationary teachers are evaluated each year for three years to provide in-depth analysis and feedback about their teaching. They are not required to engage in the formal Teacher Professional Development Plan (TPDP) process, as they participate in the New Teacher Academy (NTA) professional development plan.

Post-Probationary status is granted upon completion of three complete years of service and the employee is rated *effective* or *highly effective* for two consecutive years. The employee must have all needed credentials before post-probationary status is granted.

Upon receiving post-probationary status, a teacher enters a three-year professional growth cycle. In the third year of the cycle (year six of service), the principal/assistant principal formally evaluates the teacher on all standards. Teachers who successfully complete the three-year professional growth cycle enter a four-year growth cycle. In the fourth year of the cycle (year ten of service), the teacher is formally evaluated. After successfully completing the four-year cycle, teachers enter a five-year professional growth cycle. In the fifth year of the cycle (year fifteen of service), and every five years thereafter, the principal/assistant principal conducts a formal evaluation of the teacher.

During Professional Growth Plan years, post-probationary teachers design, in conjunction with his/her evaluator, a Teacher Professional Development Plan, which may be one year or longer, with outcomes for their continuous improvement. During the evaluation year, post-probationary teachers collect and prepare information for the formal evaluation process and analyze progress on professional development activities, including those related to the TPDP.

C. Observations

Formal observations are required during the Formal Evaluation year, and there are required specifications for these formal observations. During professional development years, one formal observation is required. All teachers may be observed formally and/or informally at any time.

Requirements for Formal Observations

Formal observations serve as critical sources of data for the comprehensive evaluation process. The requirements for formal observations are as follows:

Probationary Teachers

- A formal observation must be at least forty-five (45) minutes for probationary teachers.
- An administrator charged with the evaluation of a probationary teacher shall personally observe the performance of the teacher in the classroom for not less than a cumulative total of 60 minutes during each evaluation period (ending December 1, ending February 1, and ending April 1), with at least one observation during that 60-minute evaluation period consisting of at least 45 consecutive minutes. At least one of the observations at each evaluation period shall be a formal observation with a pre and post conference. Additional observation dates and times may be reported with supporting evidence.
- For probationary teachers, written evaluation reports are due December 1, February 1, and April 1.
- Post-observation conferences should be held within five (5) contractual days after the formal observation. Conferences may be delayed by mutual consent due to extenuating circumstances.
- Teachers may respond to a written evaluation report by submitting a written response. That response will be attached by the site administrator to the written evaluation report and submitted to Human Resources.
- Any notes taken by an observer other than the administrator should be shared with the teacher, but cannot be considered part of the formal evaluation.
- The Post-Observation Conference Report form or a District/school-based template is for the observer to complete a narrative description of the classroom observation and post-observation conference based on WCSD Performance Standards which will be shared with the teacher.

Post-Probationary Teachers

- A formal observation must be at least thirty (30) minutes in length for post-probationary teachers.
- An administrator charged with the evaluation of a post-probationary teacher during a Formal Evaluation year shall personally observe the performance of the teacher in the classroom for not less than a cumulative total of 60 minutes during each evaluation period (ending April 1), with at least one observation during that 60 minute evaluation total consisting of at least 30 consecutive minutes. There shall be two formal observations per year with a pre and post conference. **At least one of the formal observations must take place prior to December 1.**
- An administrator charged with the evaluation of a post-probationary teacher during a Professional Growth year shall personally observe the performance of the teacher in the classroom for not less than a cumulative total of 60 minutes during each evaluation period (ending April 1), with at least one observation during that 60 minute evaluation period consisting of at least 30 consecutive minutes.
- For post-probationary teachers, a written evaluation report is due April 1.
- All formal observations must include a pre and post-observation conference.
- Post-observation conferences should be held within five (5) contractual days after the formal observation. Conferences may be delayed by mutual consent due to extenuating circumstances.
- Teachers may respond to a written evaluation report by submitting a written response. That response will be attached by the site administrator to the written evaluation report and submitted to Human Resources.
- Any notes taken by an observer other than an administrator should be shared with the teacher, but cannot be considered part of the formal evaluation.
- The Post-Observation Conference Report form (Or a District or school-based template) is for the observer to complete a written record of the classroom observation evidence and post-observation conference notes based on WCSD Performance Standards which will be shared with the teacher.

A Case for Additional Observers

If the evaluator concludes the rating may fall into the *ineffective* or *minimally effective* range, two outside qualified principals/assistant principals may be required to do additional observations.

Guidelines for Walk-Through Observations

Walk-through and informal observations are a valuable part of the Professional Growth System. Principal/Assistant principals will conduct routine walk-through observations throughout the year. The data collected during these observations will be shared with the teacher and included as part of the overall performance evaluation.

The Final Evaluation Report

After the observation cycle, the observer/and/or administrator prepares a written narrative summary called the Final Evaluation Report. This report contains an analysis of the lesson. The report format incorporates an appropriate balance of claims about the teaching observed, evidence to support the claims, and interpretations about the effect on students. Reports must refer to the WCSD performance standards. The report includes a summary of the discussion with the teacher as well as any decisions or recommendations that resulted from the conference. The teacher will review and return a signed copy of the Final Evaluation Report. The teacher's signature indicates s/he has received and read the conference report but does not necessarily indicate agreement with the contents of the report.

D. Evaluations

During formal evaluation years of the post-probationary teacher's professional growth cycle, the **formal evaluation must cover all four standards of the evaluation rubric**. The principal must complete a yearly evaluation to verify the teacher's performance is either *ineffective, minimally effective or highly effective*.

During professional growth years, an evaluation shall be done and a Certified Post-Probationary Performance Standards Form shall be completed verifying the teacher has maintained a standard of *effective or highly effective*.

The evaluation process flow chart for probationary teachers and post-probationary teachers are provided to assist in understanding the evaluation process.

In the TPGS, the Formal Evaluation process is viewed as a tool for continuous improvement for teachers. During the Formal Evaluation year, both the teacher and administrator gather data from the professional development years (post-probationary teacher) as well as from the Formal Evaluation year. This data serves as the point of reference for the collaborative evaluation process. The evaluation year is a time when the teacher reflects on progress made and potential areas for future professional growth. **The final evaluation packet for a probationary teacher must include: completed Probationary Teacher Evaluation Cover Sheet and the Final Evaluation Report. The final evaluation packet for the post-probationary teacher must include: completed Post-Probationary Evaluation Cover Sheet, Final Evaluation Report, and the Certified Post-Probationary Performance Standards Form during professional growth years.**

Key details regarding Formal Evaluation years in the Professional Growth Cycle are as follows:

- Frequency Schedule: Formal evaluations are required
 - 1) For probationary teachers in their first year when hired anytime during the first semester;
 - 2) For probationary teachers in their second year;
 - 3) For probationary teachers in their third year;
 - 4) For post-probationary teacher returned to probationary status; and
 - 5) For post-probationary teachers: at least once in every professional growth cycle (years six, ten, fifteen, and every five years thereafter).
- Special Evaluation: A formal evaluation may be completed any year by placing a teacher on Special Evaluation when there is concern about performance (see page 9, Special Evaluation).
- Evaluators: The principal or assistant principal at the school to which the teacher is assigned is responsible for completing the formal evaluation. The evaluator shall review and sign every evaluation.
- Teachers at Multiple Sites: In the case of teachers who work at multiple sites, the administrator at the school in which a majority of the teacher's time is assigned completes the evaluation. If equal time is spent in two different schools, the administrators shall jointly complete the evaluation. Both administrators completing the evaluation are responsible for gathering data for the evaluation process.

The Final Evaluation Report

The principal or assistant principal is the evaluator responsible for completing the Final Evaluation Report at the completion of the Formal Evaluation year for all teachers. The evaluation includes an examination of cumulative performance for an entire professional growth

cycle and reviews the teacher's overall performance on each of the four WCSD performance standards.

The evaluator reviews all of the material, including all post-observation conference reports, as well as other data sources. Teachers are strongly encouraged to assemble a portfolio with evidence of attainment of growth in terms of the four performance standards and student growth scores to serve as a comprehensive record of continuous improvement. Before the final evaluation is completed, the teacher and administrator will review together additional sources of data that may include:

- Samples of student work, tests, assignments, feedback to students;
- Long and short-term lesson and unit plans;
- Evidence of communication with parents;
- Student results, localized testing, quizzes, student growth over years, etc.;
- Student feedback.

The TPGS is designed to focus on student growth every year whether or not the teacher is being formally evaluated. Student achievement/growth will make up one half of the evaluation rating, and when combined with the qualitative scoring a final overall evaluation rating will be determined.

The Final Evaluation Report concludes with a summary rating of the teacher's overall performance and is sent to the Office of Human Resource for inclusion in the teacher's personnel file. The teacher is given a qualitative rating of: *highly effective, effective, minimally effective, or ineffective* based on the Evaluation Scoring Guidelines. Any post-probationary teacher who receives an overall rating of *ineffective or minimally effective* for the 2012-2013 school year will develop a focused assistance plan with Principal and Consulting Teacher.

E. Special Evaluations for Post-Probationary Teachers not in Formal Evaluation Year

If a principal has concerns about the performance of a post-probationary teacher who is not currently in a formal evaluation year, s/he may request the Area Superintendent place the teacher on an off-cycle evaluation known as a **Special Evaluation**. The request for Special Evaluation removes the teacher from the scheduled professional development year. Special Evaluation status is not subject to appeal.

Requesting a Special Evaluation for the current school year:

- The administrator must complete a minimum of two observations prior to requesting a Special Evaluation;
- The written request for Special Evaluation shall be sent to the Area Superintendent. All relevant documents and data must accompany the request. The Area Superintendent will review and forward to the Office of Human Resources;
- Office of Human Resources must notify the teacher placed on Special Evaluation;
- A minimum of one additional formal observation must be completed after the teacher has been placed on a special evaluation;
- The formal evaluation must be sent to the Area Superintendent by March 15 if the rating on the Special Evaluation is *minimally effective or ineffective*. The Area Superintendent will forward to the Office of Human Resources; and
- If the rating on the Special Evaluation is *effective or highly effective*, the Area Superintendent will forward to the office of Human Resources; and the teacher will be notified by HR that

they will return to where they were on the Professional Growth Cycle prior to the Special Evaluation.

Requesting a Special Evaluation for the following year:

- The administrator must complete a minimum of three formal observations prior to the request for a Special Evaluation;
- The written request for a Special Evaluation should be sent to the Area Superintendent who will forward to the Office of Human Resources by the last work day in May. All relevant documentation and data should accompany the request;
- Office of Human Resources must notify the teacher placed on a Special Evaluation by the third Friday in June; and
- The Special Evaluation is due by April 1 of the following year and will be sent to the Area Superintendent to forward on to the Office of Human Resources. A minimum of three formal observations shall be completed during the Special Evaluation. The teacher will be returned to where he or she was on the professional growth cycle with an *effective* or *highly effective* rating.

F. The Peer Assistance and Review (PAR) Program

The Peer Assistance and Review (PAR) Program will be a mechanism for maintaining system wide quality control and ensuring that all WCSD teachers responsible for teaching students meet WCSD standards of performance. Intensive, individualized assistance will be provided for all probationary teachers through the WCSD Induction and Mentoring Program. PAR serves post-probationary teachers who are rated *ineffective or minimally effective*.

The design of the PAR program is a result of educational best practices from districts across the United States, research based development, and the collaborative work between the Washoe Education Association and the Washoe County School District. The PAR program is one element of a Teacher Professional Growth System in place to improve teacher instruction. The focus of the PAR program will be to improve instruction by intensive support of underperforming post-probationary teachers. Thus, the WCSD administration and WEA, as partners in the establishment and implementation of the PAR program, strive to support the recommendation of the PAR Panel to the Superintendent regarding the employment status of teachers in the program. WCSD / WEA are collaborating to develop the PAR process a finalized version will be inserted in this document on the District website.

G. Professional Growth Years for Post-Probationary Teachers

Each post-probationary teacher designs a multi-year Teacher Professional Development Plan (TPDP) for continuous improvement covering the professional development plan years. The only Post-Probationary teachers who are not required to work on TPDP are:

- Post-probationary teachers receiving PAR support, “or in 2012-2013 on a Focused Assistance Plan;
- Post-probationary teachers in their formal evaluation year.

The focus of the TPDP is to support professional development activities that are of value to the teacher, aligned with district and school goals, and are planned to improve student growth results. The activities listed as options in the professional development cycle are designed to support collaboration among and between learning professionals. The teacher and administrator sign the Teacher Professional Development Plan annually.

The Teacher Professional Development Plan:

- Provides structure and accountability;
- Exhibits clarity, rigor and substance;
- Requires professional support;
- Provides a review of student results as part of the planning process;
- Aligns with aspects of the School Improvement Plan;
- Provides for the integration of results from the teacher’s formal evaluation;
- Can be a long-range plan and may be adjusted annually;
- Culminates in the cover sheet and written report that includes the administrator’s summary evaluation and the teacher’s written reflections;
- Requires a minimum of one administrator evaluation with reflection in each year of the professional growth cycle.

In a well-developed TPDP, it is clear what the teacher intends to do, what significant expected outcomes that support student learning are being targeted, and how time and energy are focused to accomplish the outcomes. The PDP is developed by the teacher, with administrator input, and implemented collaboratively with other professionals including site administration. The TPDP must be meaningful to the teacher and encompass his/her interests. Continual reflection and interaction with colleagues should be a natural part of this process. The TPDP should be aligned with district goals, school goals, and School Improvement Plans focusing on the improvement of instruction.

Role of the Administrator

The administrator plays a critical role in the professional development process of teachers. The administrator works with teachers to:

- Reflect on the rationale for the professional development goals;
- Share with the teacher current educational research and trends;
- Integrate the analysis of student achievement data into the TPGP;
- Reflect on the impact in teacher practice of TPGP goals and data;
- Integrate the results from the teacher's formal evaluations in the TPGP; and
- Discuss TPGP goals and data during observation and/or evaluation conferences.

Activities for Professional Development

Activities that improve teaching and learning are critical components of a professional learning community. These activities include team teaching and team planning, new curriculum development, development of instructional materials, review of professional literature, audio/videotape analysis, study groups, networking groups, delivery of workshops or courses, participation on a task force or committee, professional visits to other classrooms or sites, research and training. Teachers are also encouraged to participate in peer visits as an activity for professional development. Peer visits provide valuable opportunities for teachers to learn strategies and methodologies from other teaching professionals.

WCSD Focused Assistance for Veteran Teachers

A veteran teacher who wishes to receive mentoring support may contact the Induction and Mentoring Administrator, Sharyn Appolloni, at sappolloni@washoeschools.net. Upon receipt of the request, the administrator will assign a Consulting Teacher who will contact the veteran teacher and begin mentoring.

The Consulting Teacher will:

- **Meet with the teacher to explain:**
 - the Consulting Teacher's role is to help the teacher meet the expectations of the principal
 - the Consulting Teacher does not serve as an evaluator of the teacher
 - the Consulting Teacher will maintain a Focused Assistance Log with dates and topics discussed
 - a copy of the Focused Assistance Log will be given to the teacher and principal
 - a copy of all other correspondence, scripted notes, suggestions, etc., toward meeting the principal's expectations will be given to the teacher. (These may also be given to the principal or others as deemed necessary by HR.)
 - explain that the Consulting Teacher may only share information regarding the 4 T's
Teacher's name; Topics discussed; Time spent with teacher; Tasks completed with the teacher
- **Meet with the principal**
 - explain the above guidelines
 - determine the principal's top three priorities for the veteran teacher
- **Do classroom observations**
 - take scripted notes and/or use any system of data collection that will support the teacher's growth
 - prioritize recommendations aligned with principal expectations
 - give copies of scripted notes/suggestions to teacher
- **Conduct a reflecting conversation with the teacher**
 - give feedback and recommendations aligned with the principal's expectations
 - problem-solve issues that prevent progress toward meeting the principal's expectations
 - offer resources such as books, videos, sub days to observe other teachers, inservice classes, etc.
- **Meet with the principal after 3-5 visits with the teacher**
 - update the principal with the four T's
 - continue for a number of visits if deemed necessary by the principal and the Consulting Teacher
 - consider other resources to offer the teacher
 - determine next steps with input from principal and mentoring administrator
- **Upon completion of the assistance**
 - provide the Induction and Mentoring Administrator with a copy of the Focused Assistance Log
 - upon administrator approval, provide the principal and teacher with a copy of the Focused Assistance Log

- hand-deliver all paperwork to the Induction and Mentoring Administrator

What Consulting Teachers may NOT do:

- may not act as an advocate for the teacher, but instead will remain neutral
- may not advise the teacher about HR procedures related to performance evaluations
- may not advise the teacher to seek assistance from the WEA
- may not advise the teacher about the Employee Assistance Program
- may not attend any group meeting regarding the teacher's progress,
- may not talk with others at the school about the reason for being at the school

**Office of Human Resources
WASHOE COUNTY SCHOOL DISTRICT
Reno, Nevada 89520**



Washoe County
School District

Probationary Teacher-3 Formal Evaluations Each Year

Year 1, Year 2, and Year 3

Post-Probationary Teacher (Three Year Cycle)

Professional Growth Plan

Year 4 and Year 5

Formal Evaluation

Year 6

Post-Probationary Teacher (Four Year Cycle)

Professional Growth Plan

Year 7, Year 8, and Year 9

Formal Evaluation

Year 10

Post-Probationary Teacher (Five Year Cycle)

Professional Growth Plan

Year 11, Year 12, Year 13, and Year 14

Year 16, Year 17, Year 18, and Year 19

Year 21, Year 22, Year 23, and Year 24

Year 26, Year 27, Year 28, and Year 29

Year 31, Year 32, Year 33, and Year 34

Year 36, Year 37, Year 38, and Year 39

Formal Evaluation

Year 15

Year 20

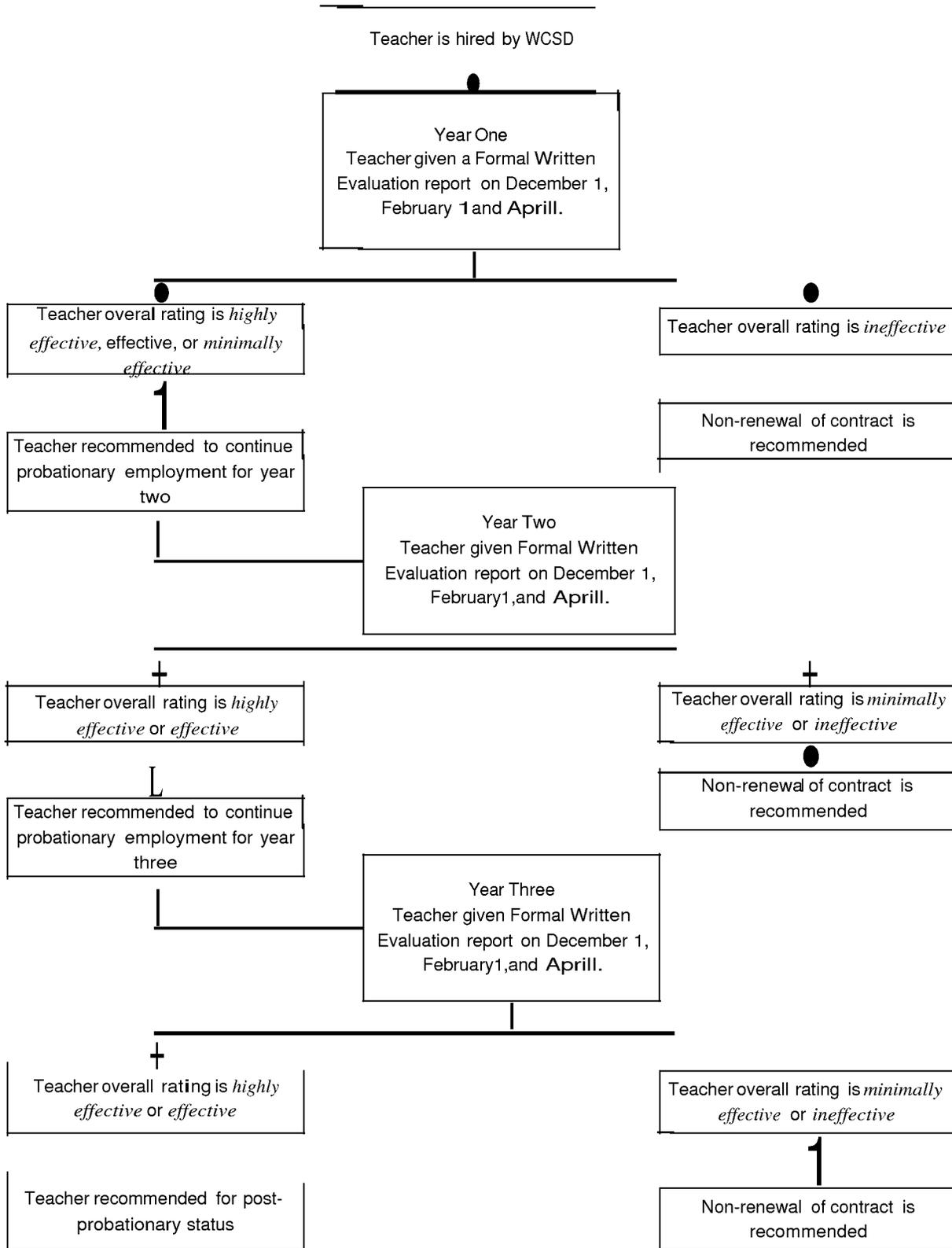
Year 25

Year 30

Year 35

Year 40

Probationary Teacher Evaluation Flow Chart





WCSD Qualitative Evaluation Guidelines

First Year Probationary Teacher

Evaluation Period Ending	Observation Required	Observation Standard	Minimum Expectations
December 1	<p>Administrator shall personally observe the performance of a teacher in the classroom for not less than a cumulative total of 60 minutes.</p> <ul style="list-style-type: none"> • One observation must consist of 45 consecutive minutes • At least one observation shall be formal with a pre and post conference • Additional observation dates and times may be reported with supporting evidence 	Evaluation will be based on one or two standards using observation and evidence to support a final rating.	Teacher will achieve a rating of <i>minimally effective</i> or higher.
February 1	<p>Administrator shall personally observe the performance of a teacher in the classroom for not less than a cumulative total of 60 minutes.</p> <ul style="list-style-type: none"> • One observation must consist of 45 consecutive minutes • At least one observation shall be formal with a pre and post conference • Additional observation dates and times may be reported with supporting evidence 	Evaluation will be based on one or two standards using observation and evidence to support a final rating	Teacher will achieve a rating of <i>minimally effective</i> or higher, with evidence demonstrating progress.
April 1	<p>Administrator shall personally observe the performance of a teacher in the classroom for not less than a cumulative total of 60 minutes.</p> <ul style="list-style-type: none"> • One observation must consist of 45 consecutive minutes • At least one observation shall be formal with a pre and post conference • Additional observation dates and times may be reported with supporting evidence 	Evaluation will be based on all four standards using observation and evidence to support a final rating	Teacher will achieve a rating of <i>minimally effective</i> or higher, with evidence demonstrating progress.

*Artifacts such as lesson plans, portfolios, study guides, etc. could also provide information. These are not to be used in lieu of a formal observation.

WCSD Qualitative Evaluation Guidelines

Second Year Probationary Teacher

Evaluation Period Ending	Observation Required	Observation Standard	Minimum Expectations
December 1	Administrator shall personally observe the performance of a teacher in the classroom for not less than a cumulative total of 60 minutes. <ul style="list-style-type: none"> • One observation must consist of 45 consecutive minutes • At least one observation shall be formal with a pre and post conference • Additional observation dates and times may be reported with supporting evidence 	Evaluation will be based on one or two standards using observation and evidence to support a final rating.	Teacher will achieve a rating of <i>minimally effective</i> or higher, with evidence demonstrating progress.
February 1	Administrator shall personally observe the performance of a teacher in the classroom for not less than a cumulative total of 60 minutes. <ul style="list-style-type: none"> • One observation must consist of 45 consecutive minutes • At least one observation shall be formal with a pre and post conference • Additional observation dates and times may be reported with supporting evidence 	Evaluation will be based on one or two standards using observation and evidence to support a final rating	Teacher will achieve a rating of <i>minimally effective</i> or higher, with evidence demonstrating progress.
April 1	Administrator shall personally observe the performance of a teacher in the classroom for not less than a cumulative total of 60 minutes. <ul style="list-style-type: none"> • One observation must consist of 45 consecutive minutes • At least one observation shall be formal with a pre and post conference • Additional observation dates and times may be reported with supporting evidence 	Evaluation will be based on all four standards using observation and evidence to support a final rating	Teacher will achieve overall rating of <i>effective</i> .
*Artifacts such as lesson plans, portfolios, study guides, etc. could also provide information. These are not to be used in lieu of a formal observation.			

WCSD Qualitative Evaluation Guidelines

Third Year Probationary Teacher

Evaluation Period Ending	Observation Required	Observation Standard	Minimum Expectations
December 1	Administrator shall personally observe the performance of a teacher in the classroom for not less than a cumulative total of 60 minutes. <ul style="list-style-type: none"> • One observation must consist of 45 consecutive minutes • At least one observation shall be formal with a pre and post conference • Additional observation dates and times may be reported with supporting evidence 	Evaluation will be based on one or two standards using observation and evidence to support a final rating.	Teacher will achieve overall rating of <i>effective</i> .
February 1	Administrator shall personally observe the performance of a teacher in the classroom for not less than a cumulative total of 60 minutes. <ul style="list-style-type: none"> • One observation must consist of 45 consecutive minutes • At least one observation shall be formal with a pre and post conference • Additional observation dates and times may be reported with supporting evidence 	Evaluation will be based on one or two standards using observation and evidence to support a final rating	Teacher will achieve an overall rating of <i>effective</i> .
April 1	Administrator shall personally observe the performance of a teacher in the classroom for not less than a cumulative total of 60 minutes. <ul style="list-style-type: none"> • One observation must consist of 45 consecutive minutes • At least one observation shall be formal with a pre and post conference • Additional observation dates and times may be reported with supporting evidence 	Evaluation will be based on all four standard using observation and evidence to support a final rating	Teacher will achieve overall rating of <i>effective</i> .
*Artifacts such as lesson plans, portfolios, study guides, etc. could also provide information. These are not to be used in lieu of a formal observation.			

WCSD Qualitative Evaluation Guidelines

Post-Probationary Teacher on Formal Evaluation Year

Evaluation Period Ending	Observation Required	Observation Standard	Minimum Expectations
April 1	<p>Administrator shall personally observe the performance of a teacher in the classroom for not less than a cumulative total of 60 minutes.</p> <ul style="list-style-type: none"> • One observation must consist of 30 consecutive minutes • At least two observations shall be formal with a pre and post conference • At least one formal observation must take place prior to December 1 • Additional dates and times may be reported with supporting evidence 	<p>Evaluation will be based all four standards using observation and evidence to support a final rating.</p>	<p>Teacher will achieve a rating of <i>effective</i>.</p> <p>*In accordance with Nevada Assembly Bill 229, any Post-Probationary teacher receiving a <i>Minimally Effective</i> or <i>Ineffective</i> overall rating shall be evaluated three times in the succeeding school year.</p>

Post-Probationary Teacher on Professional Growth Years

Evaluation Period Ending	Observation Required	Observation Standard	Minimum Expectations
April 1	<p>Administrator shall personally observe the performance of a teacher in the classroom for not less than a cumulative total of 60 minutes.</p> <ul style="list-style-type: none"> • One observation must consist of 30 consecutive minutes • At least one observation shall be formal, not limited to classroom events but does not include a pre and post conference • Non classroom events: IEPs, PLCs, staff meetings, parent teacher conferences, etc. 	<p>Evaluation will be based on one or two standards using observation and evidence to support a final rating.</p>	<p>Teacher will achieve a rating of <i>effective</i> or higher, with evidence demonstrating progress.</p>

Scoring Key

Component Ratings and Points

Ineffective	1	Minimally Effective	2	Effective	3	Highly Effective	4
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Standard Ratings

Standard	Ineffective	Minimally Effective	Effective	Highly Effective
Standard 1 Planning and Preparation	< 12 Anything below 12 points will result in an Ineffective score	12-16 In order to be Minimally Effective in Standard 1, the 6 components must add up to be at least 12 points. (Ex: 6 M)	17-21 In order to be Effective in Standard 1, the 6 components must add up to be at least 17 points. (Ex: 5 E, 1 M)	22-24 In order to be Highly Effective in Standard 1, the 6 components must add up to be at least 22 points. (Ex: 4 H, 2 E)
Standard 2 Classroom Environment	< 10 Anything below 10 points will result in an Ineffective score	10-13 In order to be Minimally Effective in Standard 2, the 5 components must add up to be at least 10 points. (Ex: 5 M)	14-17 In order to be Effective in Standard 2, the 5 components must add up to be at least 14 points. (Ex: 4 E, 1 M)	18-20 In order to be Highly Effective in Standard 2, the 5 components must add up to be at least 18 points. (Ex: 3 H, 2 E)
Standard 3 Instruction	< 10 Anything below 10 points will result in an Ineffective score	10-13 In order to be Minimally Effective in Standard 3, the 5 components must add up to be at least 10 points. (Ex: 5 M)	14-17 In order to be Effective in Standard 3, the 5 components must add up to be at least 14 points. (Ex: 4 E, 1 M)	18-20 In order to be Highly Effective in Standard 3, the 5 components must add up to be at least 18 points. (Ex: 3 H, 2 E)
Standard 4 Professional Responsibilities	< 12 Anything below 12 points will result in an Ineffective score	12-16 In order to be Minimally Effective in Standard 4, the 6 components must add up to be at least 12 points. (Ex: 6 M)	17-21 In order to be Effective in Standard 4, the 6 components must add up to be at least 17 points. (Ex: 5 E, 1 M)	22-24 In order to be Highly Effective in Standard 4, the 6 components must add up to be at least 22 points. (Ex: 4 H, 2 E)

Overall Evaluation Rating

- Based off the four Standard ratings

Ineffective	Minimally Effective	Effective	Highly Effective
Three or four Standards Ineffective	One or More Standards not Effective or better	All Standards Effective or better	All Standards Effective and two or more Highly Effective

* In addition, a Post Probationary teacher cannot have any Component score of Ineffective. Any Ineffective rating makes them Minimally Effective at best



Teacher Evaluation Summary

Washoe County
School District

Probationary Teacher December 1st Evaluation

Name:			
Employee #:		Subject:	
Date:		Year in Professional Growth Cycle:	

Choose which Standard is being worked on for Professional Growth (1,2,3,4) ----->	
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Component	Rating	Score

Standard Score	Standard Rating
Not Complete	Not Complete

Choose which Standard is being worked on for Professional Growth (1,2,3,4) ----->	
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Component	Rating	Score

Standard Score	Standard Rating
Not Complete	Not Complete



Teacher Evaluation Summary

Probationary Teacher February 1st Evaluation

Washoe County
School District

Name:			
Employee #:		Subject:	
Date:		Year in Professional Growth Cycle:	

Choose which Standard is being worked on for Professional Growth (1,2,3,4) ----->	
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Component	Rating	Score

Standard Score	Standard Rating
Not Complete	Not Complete

Choose which Standard is being worked on for Professional Growth (1,2,3,4) ----->	
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Component	Rating	Score

Standard Score	Standard Rating
Not Complete	Not Complete



Teacher Evaluation Summary

Probationary Teacher April 1st Evaluation

**Washoe County
School District**

Name:			
Employee #:		Year in Professional Growth Cycle:	
Date:			
Evaluator:			

Highly Effective = H; Effective = E; Minimally Effective = M; Ineffective = I

Standard 1: Planning and Preparation		Rating	Score
1a	Demonstrating knowledge of content and pedagogy		#N/A
1b	Demonstrating knowledge of students		#N/A
1c	Setting instructional outcomes		#N/A
1d	Demonstrating knowledge of resources		#N/A
1e	Designing coherent instruction		#N/A
1f	Designing student assessments		#N/A

Standard 2: Classroom Environment		Rating	Score
2a	Creating an environment of respect and rapport		#N/A
2b	Establishing a culture for learning		#N/A
2c	Managing classroom procedures		#N/A
2d	Managing student behavior		#N/A
2e	Organizing physical space		#N/A

Standard 3: Instruction		Rating	Score
3a	Communication with students		#N/A
3b	Using questioning and discussion techniques		#N/A
3c	Engaging students in learning		#N/A
3d	Using assessment in instruction		#N/A
3e	Demonstrating flexibility and responsiveness		#N/A

Standard 4: Professional Responsibilities		Rating	Score
4a	Reflection on teaching		#N/A
4b	Maintaining accurate records		#N/A
4c	Partnerships with families		#N/A
4d	Participating in professional community		#N/A
4e	Growing and developing professionally		#N/A
4f	Showing professionalism		#N/A

Total Scores by Standard	Total	Standard Rating
Standard 1	#N/A	#N/A
Standard 2	#N/A	#N/A
Standard 3	#N/A	#N/A
Standard 4	#N/A	#N/A
OVERALL EVALUATION RATING	#N/A	Not Complete

Count of Ratings	I	M	E	H
Standard 1	0	0	0	0
Standard 2	0	0	0	0
Standard 3	0	0	0	0
Standard 4	0	0	0	0
Overall	0	0	0	0



Teacher Evaluation Summary

Post Probationary Teacher on Formal Evaluation Year

**Washoe County
School District**

Name:			
Employee #:		Year in Professional	
Date:		Growth Cycle:	
Evaluator:			

Highly Effective = H; Effective = E; Minimally Effective = M; Ineffective = I

Standard 1: Planning and Preparation		Rating	Score
1a	Demonstrating knowledge of content and pedagogy		#N/A
1b	Demonstrating knowledge of students		#N/A
1c	Setting instructional outcomes		#N/A
1d	Demonstrating knowledge of resources		#N/A
1e	Designing coherent instruction		#N/A
1f	Designing student assessments		#N/A

Standard 2: Classroom Environment		Rating	Score
2a	Creating an environment of respect and rapport		#N/A
2b	Establishing a culture for learning		#N/A
2c	Managing classroom procedures		#N/A
2d	Managing student behavior		#N/A
2e	Organizing physical space		#N/A

Standard 3: Instruction		Rating	Score
3a	Communication with students		#N/A
3b	Using questioning and discussion techniques		#N/A
3c	Engaging students in learning		#N/A
3d	Using assessment in instruction		#N/A
3e	Demonstrating flexibility and responsiveness		#N/A

Standard 4: Professional Responsibilities		Rating	Score
4a	Reflection on teaching		#N/A
4b	Maintaining accurate records		#N/A
4c	Partnerships with families		#N/A
4d	Participating in professional community		#N/A
4e	Growing and developing professionally		#N/A
4f	Showing professionalism		#N/A

Total Scores by Standard	Total	Standard Rating
Standard 1	#N/A	#N/A
Standard 2	#N/A	#N/A
Standard 3	#N/A	#N/A
Standard 4	#N/A	#N/A
OVERALL EVALUATION RATING	#N/A	Not Complete

Count of Ratings	I	M	E	H
Standard 1	0	0	0	0
Standard 2	0	0	0	0
Standard 3	0	0	0	0
Standard 4	0	0	0	0
Overall	0	0	0	0



Teacher Evaluation Summary

Washoe County
School District

**Post - Probationary Teacher:
Professional Growth Year**

Name:

Employee #:

Date:

Evaluator:

Year in Professional
Growth Cycle:

Highly Effective = H; Effective = E; Minimally Effective = M; Ineffective = I

NRS-Defined Performance Standard	Rating
<p>The classroom management skills of the teacher demonstrate evidence of routines for handling materials and supplies, smooth transitions with little loss on instructional time, appropriate behavior, and an established culture for learning. Reference: Components 2b, 2c, 2d</p>	
<p>The teacher maintains written lesson plans with a clearly defined structure and engaging activities that are organized to reflect rigor and differentiation. Reference : Component 1e</p>	
<p>The lessons are designed and taught coherently, using logical sequence, cognitively engaging activities, matching materials and resources appropriately connecting all curriculum to the standards, content and performance as applicable for the grade level. Reference: Components 1e, 3c, 3e</p>	
<p>The teacher maintains a grade system (work log or grade work) reflecting student completion of assignments and progress in learning. Reference Component 4b</p>	
<p>The teacher appropriately addresses the needs of pupils in the classroom, including special needs, cultural and ethnic diversity, the needs of students enrolled in advanced courses of study and the needs of students who are limited English proficient. Reference: Component 3e</p>	

Progress on Professional Growth: Rate the teacher's progress on their agreed-upon plan for professional growth	
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Overall Evaluation Rating
Not Complete



Standard 1-Planning and Preparation

Standard 1:	1a. Demonstrating knowledge of Content and Pedagogy
<p><i>Ia: Demonstrating Knowledge of Content and Pedagogy</i></p>	<p>In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline, and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline.</p> <p>The elements of Component 1a are:</p> <ul style="list-style-type: none"> • Knowledge of content and the structure of the discipline: <i>every discipline has a dominant structure, with smaller components or strands, central concepts and skills</i> • Knowledge of prerequisite relationships: <i>some disciplines, for example mathematics, have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units</i> • Knowledge of content-related pedagogy: <i>different disciplines have “signature pedagogies” that have evolved over time and found to be most effective in teaching</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Lesson and unit plans reflect important concepts in the discipline</i> • <i>Lesson and unit plans accommodate prerequisite relationships among concepts and skills</i> • <i>Clear and accurate classroom explanations</i> • <i>Accurate answers to student questions</i> • <i>Feedback to students furthers learning</i> • <i>Inter-disciplinary connections in plans and practice</i>

	Ineffective	Minimally Effective	Effective	Highly Effective
<i>1a: Demonstrating Knowledge of Content and Pedagogy</i>	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • <i>Teacher makes content errors.</i> • <i>Teacher does not consider prerequisite relationships when planning.</i> • <i>Teacher's plans use inappropriate strategies for the discipline.</i> 	<ul style="list-style-type: none"> • <i>Teacher is familiar with the discipline but does not see conceptual relationships.</i> • <i>Teacher's knowledge of prerequisite relationships is inaccurate or incomplete.</i> • <i>Lesson and unit plans use limited instructional strategies and some may not be suitable to the content.</i> 	<ul style="list-style-type: none"> • <i>The teacher can identify important concepts of the discipline and their relationships to one another.</i> • <i>The teacher consistently provides clear explanations of the content.</i> • <i>The teacher answers student questions accurately and provides feedback that furthers their learning.</i> • <i>The teacher seeks out content-related professional development.</i> 	<ul style="list-style-type: none"> • <i>In addition to the characteristics of effective;</i> • <i>Teacher cites intra- and inter-disciplinary content relationships.</i> • <i>Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.</i>
<i>Possible Examples</i>	<ul style="list-style-type: none"> • The teacher says, "The official language of Brazil is Spanish, just like other South American countries." • The teacher says, "I don't understand why the math book has decimals in the same unit as fractions." 	<ul style="list-style-type: none"> • The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together. • The teacher plans to forge ahead with a lesson on addition with re-grouping, even though some students have not fully grasped place value. 	<ul style="list-style-type: none"> • The teacher's plan for area and perimeter invites students to determine which shape will yield the largest area for a given perimeter. • The teacher realized students are not sure how to use a compass, so she plans to practice before introducing the activity on angle 	<ul style="list-style-type: none"> • In a unit on 19th Century literature, the teacher incorporates information about the history of the same period. • Before beginning a unit on the solar system, the teacher surveys the class on their beliefs as to why it is hotter in the summer than in the winter.

	<ul style="list-style-type: none"> • The teacher has students copy dictionary definitions each week to help students learn to spell difficult words. 	<ul style="list-style-type: none"> • The teacher always plans the same routine to study spelling: pre-test on Monday, copy the words 5 times each on Tuesday and Wednesday, test on Friday. 	<ul style="list-style-type: none"> • The teacher plans to expand a unit on civics by having students simulate a court trial. 	<ul style="list-style-type: none"> • measurement.
Standard 1:	Planning and Preparation			
1b: Demonstrating Knowledge of Students	<p>Teachers don't teach content in the abstract; they teach it to <i>students</i>. In order to ensure student learning, therefore, teachers must not only know their content and its related pedagogy, but the students to whom they wish to teach content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed: students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may come with gaps or misconceptions the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school, lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when planning lessons and identifying resources to ensure their understanding.</p> <p>Elements of Component 1b are:</p> <ul style="list-style-type: none"> • Knowledge of child and adolescent development: <i>children learn differently at different stages of their lives</i> • Knowledge of the learning process: <i>learning requires active intellectual engagement</i> • Knowledge of students' skills, knowledge, and language proficiency: <i>children's lives beyond school influence their learning</i> • Knowledge of students' interest and cultural heritage: <i>children's backgrounds influence their learning</i> • Knowledge of students' special needs: <i>children do not all develop in a typical fashion</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Teacher gathers formal and informal information about students for use in planning instruction</i> • <i>Teacher learns student interests and needs for use in planning</i> • <i>Teacher participation in community cultural events</i> • <i>Teacher-designed opportunities for families to share heritage</i> • <i>Database of students with special needs</i> 			
	Ineffective	Minimally Effective	Effective	Highly Effective
1b: Demonstrating Knowledge of Students	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures,	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.

			skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	
Critical Attributes	<ul style="list-style-type: none"> • Teacher does not understand child development characteristics and has unrealistic expectations for students. • Teacher does not try to ascertain varied ability levels among students in the class. • Teacher is not aware of student interests or cultural heritages. • Teacher takes no responsibility to learn about students' medical or learning disabilities. 	<ul style="list-style-type: none"> • Teacher cites developmental theory, but does not seek to integrate it into lesson planning. • Teacher is aware of the different ability levels in the class, but tends to teach to the "whole group." • The teacher recognizes children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences. • The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge. 	<ul style="list-style-type: none"> • The teacher knows, for groups of students, their levels of cognitive development. • The teacher is aware of the different cultural groups in the class. • The teacher has a good idea of the range of interests of students in the class. • The teacher has identified "high," "medium," and "low" groups of students within the class. • The teacher is well-informed about students' cultural heritage and incorporates this knowledge in lesson planning. • The teacher is aware of the special needs represented by students in the class. 	<ul style="list-style-type: none"> • In addition to the characteristics of effective; • The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. • The teacher seeks out information about their cultural heritage from all students. • The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.
Possible Examples	<ul style="list-style-type: none"> • The lesson plan includes a teacher presentation for an entire 30 minute period to a group of 7-year olds. • The teacher plans to give her ELL students the same writing assignment she gives the rest of the class. • The teacher plans to teach his class Christmas songs, despite the fact he has four religions represented amongst his students. 	<ul style="list-style-type: none"> • The teachers' lesson plan has the same assignment for the entire class, in spite of the fact one activity is beyond the reach of some students. • In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class. • Lesson plans make only peripheral reference to students' interests. • The teacher knows some of her students have IEPs but they're so long, she hasn't read them yet. 	<ul style="list-style-type: none"> • The teacher creates an assessment of students' levels of cognitive development. • The teacher examines previous years cum folders to ascertain the proficiency levels of groups of students in the class. • The teacher administers a student interest survey at the beginning of the school year. • The teacher knows five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson. • The teacher realizes that not all of his students are Christian, so he plans to read a Hanukah story in 	<ul style="list-style-type: none"> • The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students. • The teacher plans to provide multiple project options; students will self-select the project that best meets their individual approach to learning. • The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging, but not too difficult. • The teacher attended the local Mexican Heritage Day, meeting several students' extended family members.

			December. • The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their Social Studies unit studying South America.	• The teacher regularly creates adapted assessment materials for several students with learning disabilities.
Standard 1:	Planning and Preparation			
1c: Setting Instructional Outcomes	<p>Teaching is a purposeful activity; even the most imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes do not describe what students will <i>do</i>, but what they will <i>learn</i>. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so all students are able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in Domain 1.</p> <p>Learning outcomes are of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; it's important not only for students to learn to read, but educators also hope they will <i>like</i> to read. In addition, experienced teachers are able to link their learning outcomes with others both within their discipline and in other disciplines.</p> <p>Elements of Component 1c are:</p> <ul style="list-style-type: none"> • Value, sequence, and alignment: <i>students must be able to build their understanding of important ideas from concept to concept</i> • Clarity: <i>outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment</i> • Balance: <i>outcomes should reflect different types of learning: such as knowledge, conceptual understanding, and thinking skills</i> • Suitability for diverse students: <i>outcomes must be appropriate for all students in the class</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Outcomes of a challenging cognitive level</i> • <i>Statements of student learning, not student activity</i> • <i>Outcomes central to the discipline and related to those in other disciplines</i> • <i>Permit assessment of student attainment</i> • <i>Differentiated for students of varied ability</i> 			

	Ineffective	Minimally Effective	Effective	Highly Effective
<i>1c: Setting Instructional Outcomes</i>	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities; outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • <i>Outcomes lack rigor.</i> • <i>Outcomes do not represent important learning in the discipline.</i> • <i>Outcomes are not clear or are states as activities.</i> • <i>Outcomes are not suitable for many students in the class.</i> 	<ul style="list-style-type: none"> • <i>Outcomes represent a mixture of low expectations and rigor.</i> • <i>Some outcomes reflect important learning in the discipline.</i> • <i>Outcomes are suitable for most of the class.</i> 	<ul style="list-style-type: none"> • <i>Outcomes represent high expectations and rigor.</i> • <i>Outcomes are related to “big ideas” of the discipline.</i> • <i>Outcomes are written in terms of what students will learn rather than do.</i> • <i>Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, and communication.</i> • <i>Outcomes are suitable to groups of students in the class, differentiated where necessary.</i> 	<ul style="list-style-type: none"> • <i>In addition to the characteristics of effective;</i> • <i>Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing.</i> • <i>Teacher connects outcomes to previous and future learning</i> • <i>Outcomes are differentiated to encourage individual students to take educational risks.</i>

<p>Possible Examples</p>	<ul style="list-style-type: none"> • A learning outcome for a fourth grade class is to make a poster illustrating a poem. • All the outcomes for a ninth grade history class are factual knowledge. • The topic of the social studies unit involves the concept of “revolutions” but the teacher only expects his students to remember the important dates of battles. • Despite having a number of ELL students in the class, the outcomes state all writing must be grammatically correct. 	<ul style="list-style-type: none"> • Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts. • The outcomes are written with the needs of the “middle” group in mind; however, the advanced students are bored, and some lower-level students struggle. 	<ul style="list-style-type: none"> • One of the learning outcomes is for students to “appreciate the aesthetics of 18th century English poetry”. • The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War. • The teacher reviews the project expectations and modifies some goals to be in line with students’ IEP objectives. 	<ul style="list-style-type: none"> • The teacher encourages his students to set their own goals; he provides taxonomy of challenge verbs to help them strive for higher expectations. • Students will develop a concept map linking previous learning goals to those they are currently working on. • Some students identify additional learning goals.
<p>Standard 1:</p>	<p>Planning and Preparation</p>			
<p>1d: Demonstrating Knowledge of Resources</p>	<p>Student learning is enhanced by a teacher’s skillful use of resources; some of these are provided by the school as “official” materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, resources for teachers to further their own professional knowledge and skill, and resources can provide non-instructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, selecting those that align directly with the learning outcomes and which will be of most use to the students. Accomplished teachers also ensure the selection of materials and resources are appropriately challenging for every student; texts, for example, are available at various reading levels to make sure all students can access the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and non-academic lives.</p> <p>Elements of component 1d are:</p> <ul style="list-style-type: none"> • Resources for classroom use: materials <i>align with learning outcomes</i> • Resources to extend content knowledge and pedagogy: <i>furthering teachers’ professional knowledge</i> • Resources for students: materials <i>are appropriately challenging</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>District provided materials</i> • <i>Range of texts</i> • <i>Guest speakers</i> • <i>Internet resources</i> • <i>Materials provided by professional organizations</i> 			

	<ul style="list-style-type: none"> • <i>Teacher continuing professional education courses or professional groups</i> • <i>Community resources</i> 			
	Ineffective	Minimally Effective	Effective	Highly Effective
<i>Id: Demonstrating Knowledge of Resources</i>	Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.	Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.	Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • <i>The teacher only uses district-provided materials, even when more variety would assist some students.</i> • <i>The teacher does not seek out resources available to expand his/her own skill.</i> • <i>Although aware of some student needs, the teacher does not inquire about possible resources.</i> 	<ul style="list-style-type: none"> • <i>The teacher uses materials in the school library, but does not search beyond the school for resources.</i> • <i>The teacher participates in content-area workshops offered by the school, but does not pursue other professional development.</i> • <i>The teacher locates materials and resources for students available through the school, but does not pursue any other avenues.</i> 	<ul style="list-style-type: none"> • <i>Texts are at varied levels.</i> • <i>Texts are supplemented by guest speakers and field experiences.</i> • <i>Teacher facilitates Internet resources.</i> • <i>Resources are multi-disciplinary.</i> • <i>Teacher expands knowledge with professional learning groups and organizations.</i> • <i>Teacher pursues options offered by universities.</i> • <i>Teacher provides lists of resources outside the class for students to draw on.</i> 	<ul style="list-style-type: none"> • <i>In addition to the characteristics of effective;</i> • <i>Texts are matched to student skill level.</i> • <i>The teacher has ongoing relationship with colleges and universities that support student learning.</i> • <i>The teacher maintains log of resources for student reference.</i> • <i>The teacher pursues apprenticeships to increase discipline knowledge.</i> • <i>The teacher facilitates student contact with resources outside the classroom.</i>
<i>Possible Examples</i>	<ul style="list-style-type: none"> • For their unit on China, the students accessed all of their information from the district-supplied textbook. • Mr. J is not sure how to teach fractions, but doesn't know how he's expected to learn it by himself. • A student says, "It's too bad we can't go to the nature center" 	<ul style="list-style-type: none"> • For a unit on ocean life; the teacher really needs more books, but the school library only has three to borrow. • The teacher knows she should learn more about teaching literacy, but the school only offered one professional development day last year. • The teacher thinks his students 	<ul style="list-style-type: none"> • The teacher provides 5th graders a range of non-fiction texts about the American Revolution; no matter their reading level, all students can participate in the discussion of important concepts. • The teacher took an online course on Literature to expand her knowledge of great American writers. 	<ul style="list-style-type: none"> • The teacher is not happy with the out-of-date textbook; his students will critique it and write their own text for social studies. • The teacher spends the summer at Dow Chemical learning more about current research to expand their knowledge base for teaching Chemistry. • The teacher matches students in her

	when we're doing our unit on the environment.”	would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.	<ul style="list-style-type: none"> • The teacher distributes a list of summer reading materials to help prepare 8th graders' transition to high school. 	Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.
Standard 1:	Planning and Preparation			
1e: Designing Coherent Instruction	<p>Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires educators to have a clear understanding of the state, district, and school expectations for student learning, and the skill to translate these into a coherent plan. It also requires teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. It requires the thoughtful construction of lessons to contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Effective practice in this component recognizes a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the <i>highly effective</i> level the teacher plans instruction taking into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in Domain 3.</p> <p>The elements of component 1e are:</p> <ul style="list-style-type: none"> • Learning activities: <i>instruction designed to engage students and advance them through the content</i> • Instructional materials and resources: <i>appropriate to the learning needs of the students</i> • Instructional groups: <i>intentionally organized to support student learning</i> • Lesson and unit structure: <i>clear and sequenced to advance students' learning</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Lessons support instructional outcomes and reflect important concepts • Instructional maps indicate relationships to prior learning • Activities represent high-level thinking • Opportunities for student choice • The use of varied resources • Thoughtfully planned learning groups • Structured lesson plan 			

	Ineffective	Minimally Effective	Effective	Highly Effective
1e: Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities are uneven, with most time allocations reasonable.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
Critical Attributes	<ul style="list-style-type: none"> • Learning activities are boring and/or not well aligned to the instructional goals. • Materials are not engaging or meet instructional outcomes. • Instructional groups do not support learning. • Lesson plans are not structured or sequenced and are unrealistic in their expectations. 	<ul style="list-style-type: none"> • Learning activities are moderately challenging. • Learning resources are suitable, but there is limited variety. • Instructional groups are random or only partially support objectives. • Lesson structure is uneven or may be unrealistic in terms of time expectations. 	<ul style="list-style-type: none"> • Learning activities are matched to instructional outcomes. • Activities provide opportunity for higher-level thinking. • Teacher provides a variety of appropriately challenging materials and resources. • Instructional student groups are organized thoughtfully to maximize learning and build on student strengths. • The plan for the lesson or unit is well structured, with reasonable time allocations. 	<ul style="list-style-type: none"> • In addition to the characteristics of effective; • Activities permit student choice. • Learning experiences connect to other disciplines. • Teacher provides a variety of appropriately challenging resources differentiated for students in the class. • Lesson plans differentiate for individual student needs.
Possible Examples	<ul style="list-style-type: none"> • After memorizing the parts of the microscope, the teacher plans to have his 9th graders color in the worksheet. • Despite having a textbook over 15 years old, the teacher plans to use the textbook as the sole resource for the Communism 	<ul style="list-style-type: none"> • After the mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught. • The teacher found an atlas to use as a supplemental resource during the geography unit. 	<ul style="list-style-type: none"> • The teacher reviews learning activities with a reference to high level "action verbs" and rewrites some of the activities to increase the challenge level. • The teacher creates a list of historical fiction titles which will expand students' knowledge of the 	<ul style="list-style-type: none"> • The teacher's unit on ecosystems lists a variety of high-level activities in a menu; students choose those that suit their approach to learning. • While completing their projects, the teacher's students will have access to a wide variety of resources she has coded by reading level so they

	<p>unit.</p> <ul style="list-style-type: none"> • The teacher organizes the class in rows, seating students alphabetically; teacher plans to have students work all year in groups of four based on where they are sitting. • The teacher's lesson plans are written on sticky notes in his grade book; they indicate: lecture, activity, or test. 	<ul style="list-style-type: none"> • The teacher always lets students self-select their working groups because they behave better when they can choose who they want to sit with. • The teacher's lesson plans are nicely formatted, but the timing for many activities is too short to actually cover the concepts thoroughly. 	<p>age of exploration.</p> <ul style="list-style-type: none"> • The teacher plans for students to complete projects in small groups; the teacher carefully selects group members based on their ability level and learning style. • The teacher reviews lesson plans with the principal; they are well structured with pacing times and activities clearly indicated. 	<p>can make the best selections.</p> <ul style="list-style-type: none"> • After the cooperative group lesson, students will reflect on their participation and make suggestions for new group arrangements in the future. • The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for students to link the current lesson outcomes to those they previously learned.
Standard 1:	Planning and Preparation			
If: Designing Student Assessments	<p>Good teaching requires both assessment <i>of</i> learning and assessment <i>for</i> learning. Assessments <i>of</i> learning ensure teachers know students have learned the intended outcomes. These assessments must be designed in such a manner they provide evidence of the full range of learning outcomes; different methods are needed to assess reasoning skills than for factual knowledge. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment <i>for</i> learning enables a teacher to incorporate assessments directly into the instructional process, and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. Such formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress towards the understanding the learning outcomes.</p> <p>Elements of Component 1f are:</p> <ul style="list-style-type: none"> • Congruence with instructional outcomes: <i>assessments must match learning expectations</i> • Criteria and standards: <i>expectations must be clearly defined</i> • Design of formative assessments: <i>assessments for learning must be planned as part of the instructional process</i> • Use for planning: <i>results of assessment guide future planning</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Lesson plans indicate correspondence between assessments and instructional outcomes</i> • <i>Assessment types are suitable to the style of outcome</i> • <i>Variety of performance opportunities for students</i> • <i>Modified assessments are available for individual students as needed</i> • <i>Expectations clearly written with descriptors for each level of performance</i> • <i>Formative assessments are designed to inform minute-to-minute decision-making by the teacher during instruction</i> 			

	Ineffective	Minimally Effective	Effective	Highly Effective
<i>If: Designing Student Assessments</i>	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards which demonstrate evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • <i>Assessments do not match instructional outcomes.</i> • <i>Assessments have no criteria.</i> • <i>No formative assessments have been designed.</i> • <i>Assessment results do not impact future plans.</i> 	<ul style="list-style-type: none"> • <i>Only some of the instructional outcomes are addressed in the planned assessments.</i> • <i>Assessment criteria are vague.</i> • <i>Plans refer to the use of formative assessments, but they are not fully developed.</i> • <i>Assessment results are used to design lesson plans for the whole class, not individual students.</i> 	<ul style="list-style-type: none"> • <i>All the learning outcomes have a method for assessment.</i> • <i>Assessment types match learning expectations.</i> • <i>Plans indicate modified assessments for some students as needed.</i> • <i>Assessment criteria are clearly written.</i> • <i>Plans include formative assessments to use during instruction.</i> • <i>Lesson plans indicate possible adjustments based on formative assessment data.</i> 	<ul style="list-style-type: none"> • <i>In addition to the characteristics of effective;</i> • <i>Assessments provide opportunities for student choice.</i> • <i>Students participate in designing assessments for their own work.</i> • <i>Teacher-designed assessments are authentic with real-world application, as appropriate.</i> • <i>Students develop rubrics according to teacher-specified learning objectives.</i> • <i>Students are actively involved in collecting information from formative assessments and provide input.</i>

<p>Possible Examples</p>	<ul style="list-style-type: none"> • The teacher marks papers on the foundation of the U.S. Constitution based on grammar and punctuation; for every mistake, the grade drops from an A to a B, B to a C, etc. • After the students present research on Globalization, the teacher tells them their letter grade; when students asked how the grade was arrived at, the response is, “After all these years in education, I just know what grade to give.” • The teacher says, “What’s the difference between formative assessment and the test I give at the end of the unit?” • The teacher says, “The district gave me this entire curriculum to teach, so I just have to keep moving.” 	<ul style="list-style-type: none"> • The district goal for the Europe unit is for students to understand geo-political relationships; the teacher plans to have the students memorize all the country capitals and rivers. • The teacher’s students received their tests back; each one was simply marked with a letter grade at the top. • The plan indicates the teacher will pause to “check for understanding,” but without a clear process of how it will be done. • A student says, “If half the class passed the test, why are we all reviewing the material again?” 	<ul style="list-style-type: none"> • Mr. K knows his students will write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation. • Ms. M worked on a writing rubric for her research assessment; she drew on multiple sources to be sure the levels of expectation were clearly defined. • Mr. C creates a short questionnaire to distribute to his students at the end of class; based on their responses, he will organize them into different groups during the next lesson’s activities. • Based on the previous morning’s formative assessment, Ms. D plans to have five students work on a more challenging project, while she works with 6 other students to reinforce the concept. 	<ul style="list-style-type: none"> • To teach persuasive writing, Ms. H plans to have her class research and write to the principal on an issue important to the students: the use of cell phones in class. • Mr. J’s students will write a rubric for their final project on the benefits of solar energy; Mr. J has shown them several sample rubrics and they will refer to those as they create a rubric of their own. • After the lesson, Mr. L asks students to rate their understanding on a scale of 1 to 5; the students know their rating will indicate their activity for the next lesson. • Mrs. T has developed a routine for her class; students know if they are struggling with a math concept, they sit in a small group with the teacher during workshop time.
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Standard 2: The Classroom Environment

<p>Standard 2</p>	<p>2a: Creating an environment of respect and rapport</p>
<p>2a: Creating an environment of respect and rapport</p>	<p>An essential skill of teaching is managing relationships with students and ensuring those among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued and safe.</p> <p>Elements of component 2a are:</p> <ul style="list-style-type: none"> • Teacher interactions with students, including both words and actions <i>A teacher’s interactions with students set the tone for the classroom. Through their interactions, teachers convey they are interested in and care about their students</i>

	<ul style="list-style-type: none"> • Student interactions with other students, including both words and actions <i>As important as a teacher’s treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. Teachers model and teach students how to engage in respectful interactions with one another and acknowledge respectful interactions among students</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Respectful talk and turn taking</i> • <i>Respect for students’ background and lives outside of the classroom</i> • <i>Teacher and student body language</i> • <i>Physical proximity</i> • <i>Warmth and caring</i> • <i>Politeness</i> • <i>Encouragement</i> • <i>Active listening</i> • <i>Fairness</i> 			
	Ineffective	Minimally Effective	Effective	Highly Effective
<p><i>2a: Creating an environment of respect and rapport</i></p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students’ ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students’ ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students.</p> <p>The net result of the interactions is polite and respectful, but business-like.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals</p>

<p>Critical Attributes</p>	<ul style="list-style-type: none"> • Teacher uses disrespectful talk towards students; Student body language indicates feelings of hurt or insecurity. • Students use disrespectful talk towards one another with no response from the teacher. • Teacher displays no familiarity with or caring about individual students' interests or personalities. 	<ul style="list-style-type: none"> • The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect. • Teacher attempts to respond to disrespectful behavior among students, with uneven results. • Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual. 	<ul style="list-style-type: none"> • Talk between teacher and students and among students is uniformly respectful. • Teacher responds to disrespectful behavior among students. • Teacher makes general connections with individual students. 	<p>In addition to the characteristics of effective;</p> <ul style="list-style-type: none"> • Teacher demonstrates knowledge and caring about individual students' lives beyond school. • When necessary, students correct one another in their conduct towards classmates. • There is no disrespectful behavior among students. • The teacher's response to a student's incorrect response respects the student's dignity.
<p>Possible Examples</p>	<ul style="list-style-type: none"> • A student slumps in his/her chair following a comment by the teacher. • Students roll their eyes at a classmate's idea; the teacher does not respond. • Many students talk when the teacher and other students are talking; the teacher does not correct them. • Some students refuse to work with other students. • Teacher does not call students by their names. 	<ul style="list-style-type: none"> • Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking. • A few students do not engage with others in the classroom, even when put together in small groups. • Students applaud half-heartedly following a classmate's presentation to the class. • Teacher says: "Don't talk that way to your classmates" but student shrugs his/her shoulders 	<ul style="list-style-type: none"> • Teacher greets students by name as they enter the class or during the lesson. • The teacher gets on the same level with students, such as kneeling beside a student working at a desk. • Students attend fully to what the teacher is saying. • Students wait for classmates to finish speaking before beginning to talk. • Students applaud politely following a classmate's presentation to the class. • Students help each other and accept help from each other. • Teacher and students use courtesies such as "please/thank you, excuse me. • Teacher says: "Don't talk that way to your classmates" and the insults stop. 	<ul style="list-style-type: none"> • Teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies). • Students say "Shhh" to classmates while the teacher or another student is speaking. • Students clap enthusiastically for one another's presentations for a job well done. • The teacher says: "That's an interesting idea, Josh, but you're forgetting...."

Standard 2	2b: Establishing a Culture for Learning			
2b: Establishing a culture for learning	<p>“A culture for learning” refers to the atmosphere in the classroom which reflects the educational importance of the work undertaken by both students and teacher. It describes the norms governing the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and it is essential to get it right. There are high expectations for all students. The classroom is a place where the teacher and students value learning and hard work.</p> <p>Elements of Component 2b are:</p> <ul style="list-style-type: none"> • Importance of the content and of learning <i>In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning</i> • Expectations for learning and achievement <i>In classrooms with robust cultures for learning, all students receive the message while the work is challenging, all are capable of achieving at a high level if they are prepared to work hard</i> • Student pride in work <i>When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Belief in the value of the work</i> • <i>Expectations are high and supported through both verbal and nonverbal behaviors</i> • <i>Quality is expected and recognized</i> • <i>Effort and persistence are expected and recognized</i> • <i>Confidence in ability is evidenced by teacher and students language and behaviors</i> • <i>Expectation for all students to participate</i> 			
	Ineffective	Minimally Effective	Effective	Highly Effective
2b: Establishing a culture for learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only “going through the motions,” and students indicate they are interested in completion of a task, rather than quality.” The teacher conveys student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.

<p>Critical Attributes</p>	<ul style="list-style-type: none"> • The teacher conveys the reasons for the work are external or trivializes the learning goals and assignments. • The teacher conveys to some students the work is too challenging for them. • Students exhibit little or no pride in their work. • Class time is devoted more to socializing than to learning 	<ul style="list-style-type: none"> • Teacher’s energy for the work is neutral: indicating neither a high level of commitment nor “blowing it off.” • The teacher conveys high expectations for only some students. • Students comply with the teacher’s expectations for learning, but don’t indicate commitment on their own initiative for the work. • Many students indicate they are looking for an “easy path.” 	<ul style="list-style-type: none"> • The teacher communicates the importance of learning, and with hard work all students can be successful in it. • The teacher demonstrates a high regard for student abilities. • Teacher conveys an expectation of high levels of student effort. • Students expend good effort to complete work of high quality. 	<p>In addition to the characteristics of effective;</p> <ul style="list-style-type: none"> • The teacher communicates a genuine passion for the subject. • Students indicate they are not satisfied unless they have complete understanding. • Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer. • Students recognize the efforts of their classmates. • Students take initiative in improving the quality of their work.
<p>Possible Examples</p>	<ul style="list-style-type: none"> • The teacher tells students they’re doing a lesson because it’s on the test; in the book, or is district- directed. • Teacher says to a student: “Why don’t you try this easier problem?” • Students turn in sloppy or incomplete work. • Students don’t engage in work and the teacher ignores it. • Students have not completed their homework and the teacher does not respond. • Almost all of the activities are “busy work.” 	<ul style="list-style-type: none"> • Teacher says: “Let’s get through this.” • Teacher says: “I think most of you will be able to do this.” • Students consult with one another to determine how to fill in a worksheet, without challenging classmates’ thinking. • Teacher does not encourage students who are struggling. • Some students get to work after an assignment is given or after entering the room. 	<ul style="list-style-type: none"> • Teacher says: “This is important; you’ll need to speak grammatical English when you apply for a job.” • Teacher says: “This idea is really important! It’s central to our understanding of history.” • Teacher says: “Let’s work on this together: it’s hard, but you all will be able to do it well.” • Teacher hands a paper back to a student, saying “I know you can do a better job on this.” The student accepts it without complaint. • Students get to work right away when an assignment is given or after entering the room. 	<ul style="list-style-type: none"> • The teacher says: “It’s really fun to find the patterns for factoring polynomials.” • Student asks a classmate to explain a concept or procedure since s/he didn’t quite follow the teacher’s explanation. • Students question one another on answers. • Student asks the teacher whether s/he can re-do a piece of work since s/he now sees how it could be strengthened. • Students work even when the teacher isn’t working with them or directing their efforts.

Standard 2	2c: Managing Classroom Procedures			
2c: Managing classroom procedures	<p>A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are instructional groups which are used effectively, non-instructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense the class “runs itself.”</p> <p>Elements of Component 2c are:</p> <ul style="list-style-type: none"> • Management of instructional groups <i>Teachers help students to develop the skills to work purposefully and cooperatively in groups, with little supervision from the teacher.</i> • Management of transitions <i>Many lessons engage students in different types of activities – large group, small group, independent work. It’s important little time is lost as students move from one activity to another; students know the “drill” and execute it seamlessly.</i> • Management of materials and supplies-<i>Experienced teachers have all necessary materials on hand, and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.</i> • Performance of non-instructional duties <i>Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.</i> • <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Smooth functioning of all routines</i> • <i>Little or no loss of instructional time</i> • <i>Students playing an important role in carrying out the routines</i> • <i>Students know what to do, where to move</i> 			
	Ineffective	Minimally Effective	Effective	Highly Effective
2c Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence students know or follow established	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.

	routines.			
Critical Attributes	<ul style="list-style-type: none"> • <i>Students not working with the teacher are not productively engaged or are disruptive to the class.</i> • <i>There are no established procedures for distributing and collecting materials.</i> • <i>Procedures for other activities are confused or chaotic.</i> 	<ul style="list-style-type: none"> • <i>Small groups are only partially engaged while not working directly with the teacher.</i> • <i>Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough.</i> • <i>Classroom routines function unevenly.</i> 	<ul style="list-style-type: none"> • <i>The students are productively engaged during small group work.</i> • <i>Transitions between large and small group activities are smooth.</i> • <i>Routines for distribution and collection of materials and supplies work efficiently.</i> • <i>Classroom routines function smoothly.</i> 	<p><i>In addition to the characteristics of “effective,”</i></p> <ul style="list-style-type: none"> • <i>Students take the initiative with their classmates to ensure their time is used productively.</i> • <i>Students themselves ensure transitions and other routines are accomplished smoothly.</i> • <i>Students take initiative in distributing and collecting materials efficiently.</i>
Possible Examples	<ul style="list-style-type: none"> • When moving into small groups, students ask questions as to where they are supposed to go, whether they should take their chairs, etc. • There are long lines for materials and supplies or distributing supplies is time-consuming. • Students bump into one another lining up or sharpening pencils. • Roll-taking consumes much time at the beginning of the lesson and students are not working on anything. • Most students ask what they are to do or look around for clues from others. 	<ul style="list-style-type: none"> • Some students not working with the teacher are off-task • Transition between large and small group activities requires five minutes but is accomplished. • Students ask what they are to do when materials are being distributed or collected. • Students ask some clarifying questions about procedures. • Taking attendance is not fully routinized; students are idle while the teacher fills out the attendance form. 	<ul style="list-style-type: none"> • Students get started on an activity while the teacher takes attendance. • Students move directly between large and small group activities. • The teacher has an established timing device, such as counting down, to signal students to return to their desks. • Teacher has an established attention signal, such as raising a hand, or dimming the lights. • One member of each small group collects materials for the table. • There is an established color-coded system indicating where materials should be stored. • In small group work, students have established roles, they listen to one another, summarize different views, etc. • Clean-up at the end of a lesson is fast and efficient. 	<ul style="list-style-type: none"> • Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work. • A student reminds classmates of the roles they are to play within the group. • A student re-directs a classmate to the table s/he should be at following a transition. • Students propose an improved attention signal. • Students independently check themselves into class on the attendance board.

Standard 2	2d: Managing Student Behavior
	<p>In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do, and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.</p> <p>Elements of Component 2d are:</p> <ul style="list-style-type: none"> • Expectations <i>It is clear, either from what the teacher says, or by inference from student actions, expectations for student conduct have been established and are being implemented</i> • Monitoring of student behavior <i>Experienced teachers seem to have eyes “in the backs of their heads”; they are attuned to what’s happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which makes it challenging to observe.</i> • Response to student misbehavior <i>Even experienced teachers find their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions are an important mark of the teacher’s skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content, are they trying to impress their friends?) and respond in such a way they respect the dignity of the student. The best responses are those that address misbehavior early in an episode, although this is not always possible.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Clear standards of conduct, possibly posted, and possibly referred to during a lesson</i> • <i>Absence of acrimony between teacher and students concerning behavior</i> • <i>Teacher awareness of student conduct</i> • <i>Preventive action when needed by the teacher</i> • <i>Fairness</i> • <i>Absence of misbehavior</i> • <i>Reinforcement of positive behavior</i>

	Ineffective	Minimally Effective	Effective	Highly Effective
<i>2d Managing Student Behavior</i>	There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs, respects students' dignity.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • <i>The classroom environment is chaotic, with no apparent standards of conduct.</i> • <i>The teacher does not monitor student behavior.</i> • <i>Some students violate classroom rules, without apparent teacher awareness.</i> • <i>When the teacher notices student misbehavior, s/he appears helpless to do anything about it.</i> 	<ul style="list-style-type: none"> • <i>Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.</i> • <i>Teacher attempts to keep track of student behavior, but with no apparent system.</i> • <i>The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.</i> 	<ul style="list-style-type: none"> • <i>Standards of conduct appear to have been established.</i> • <i>Student behavior is generally appropriate.</i> • <i>The teacher frequently monitors student behavior.</i> • <i>Teacher's response to student misbehavior is effective.</i> • <i>Teacher acknowledges good behavior</i> 	<p><i>In addition to the characteristics of effective;</i></p> <ul style="list-style-type: none"> • <i>Student behavior is entirely appropriate; no evidence of student misbehavior.</i> • <i>The teacher monitors student behavior without speaking – just moving about.</i> • <i>Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.</i>
<i>Possible Examples</i>	<ul style="list-style-type: none"> • Students are talking among themselves, with no attempt by the teacher to silence them. • An object flies through the air without apparent teacher notice. • Students are running around the room, resulting in chaos. • Students use their phones and other electronics; the teacher doesn't do anything. 	<ul style="list-style-type: none"> • Classroom rules are posted, but neither teacher nor students refer to them. • The teacher repeatedly asks students to take their seats; some ignore him/her. • To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already." 	<ul style="list-style-type: none"> • Upon a non-verbal signal from the teacher, students correct their behavior. • The teacher moves to every section of the classroom, keeping a close eye on student behavior. • The teacher gives a student a "hard look," and the student stops talking to his/her neighbor. 	<ul style="list-style-type: none"> • A student suggests a revision in one of the classroom rules. • The teacher notices some students are talking among themselves, and without a word, moves nearer to them; the talking stops. • The teacher asks to speak to a student privately about misbehavior. • A student reminds his/her classmates of the class rule about chewing gum.

Standard 2	2e: Organizing Physical Space			
	<p>The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities, while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what’s going on so they can participate actively. Both the teacher and students make effective use of computer (and other) technology.</p> <p>Elements of Component 2E are:</p> <ul style="list-style-type: none"> • Safety and accessibility <i>Physical safety is a primary consideration of all teachers; no learning can occur if students are unsafe or if they don’t have access to the board or other learning resources</i> • Arrangement of furniture and use of physical resources <i>Both the physical arrangement of a classroom and the available resources provide opportunities for teachers to advance learning; when these are skillfully used students can engage with the content in a productive manner. At the highest levels of performance, the students themselves contribute to the physical environment</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Pleasant, inviting atmosphere</i> • <i>Safe environment</i> • <i>Accessibility for all students</i> • <i>Furniture arrangement suitable for the learning activities</i> • <i>Effective use of physical resources, including computer technology, by both teacher and students</i> 			
	Ineffective	Minimally Effective	Effective	Highly Effective
2e: Organizing physical space	The physical environment is unsafe, or many students don’t have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, The teacher’s use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
Critical Attributes	<ul style="list-style-type: none"> • <i>There are physical hazards in the classroom, endangering student safety.</i> • <i>Many students can’t see or hear the teacher or the board.</i> 	<ul style="list-style-type: none"> • <i>The physical environment is safe, and most students can see and hear.</i> • <i>The physical environment is not an impediment to learning, but does</i> 	<ul style="list-style-type: none"> • <i>The classroom is safe, and all students are able to see and hear.</i> • <i>The classroom is arranged to support the instructional goals and learning activities.</i> 	<p><i>In addition to the characteristics of effective;</i></p> <ul style="list-style-type: none"> • <i>Modifications are made to the physical environment to accommodate students with special needs.</i>

	<ul style="list-style-type: none"> • Available technology is not being used, even if available and its use would enhance the lesson. 	<p>not enhance it.</p> <ul style="list-style-type: none"> • The teacher makes limited use of available technology and other resources. 	<ul style="list-style-type: none"> • The teacher makes appropriate use of available technology. 	<ul style="list-style-type: none"> • There is total alignment between the goals of the lesson and the physical environment. • Students take the initiative to adjust the physical environment. • Teachers and students make extensive and imaginative use of available technology.
Possible Examples	<ul style="list-style-type: none"> • There are electrical cords running around the classroom. • There is a pole in the middle of the room; some students can't see the board. • A white board is in the classroom, but it is facing the wall. 	<ul style="list-style-type: none"> • The teacher ensures dangerous chemicals are stored safely. • The classroom desks remain in two semicircles, requiring students to lean around their classmates during small group work. • The teacher tries to use a computer to illustrate a concept, but requires several attempts to make it work. 	<ul style="list-style-type: none"> • There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply. • Desks are moved to make tables so students can work together, or in a circle for a class discussion. • The use of an Internet connection extends the lesson. 	<ul style="list-style-type: none"> • Students ask if they can shift the furniture to better suit small group work, or discussion. • A student closes the door to shut out noise in the corridor, or lowers a blind to block the sun from a classmate's eyes. • A student suggests an application of the white board for an activity.

Standard 3: Instruction

Standard 3	3a: Communicating With Students
	<p>Teachers communicate with students for several independent, but related, purposes. First, they convey teaching and learning are purposeful activities; they make purpose clear to students. They also provide clear directions for classroom activities, so students know what it is they are to do. When they present concepts and information, those presentations are made with accuracy, clarity and imagination; where appropriate to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students (for example in an inquiry science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding. The teacher's use of language is vivid, rich, and error free, affording the opportunity for students to hear language well used and to extend their own vocabularies. Teacher presents complex concepts in ways that provide scaffolding and access to students.</p> <p>Elements of Component 3a are:</p> <ul style="list-style-type: none"> • Expectations for learning • <i>The goals for learning are communicated clearly to students. Even if not conveyed at the outset of a lesson (for example, an inquiry lesson in science) by the end of the lesson students are clear about what they have been learning</i> • Directions for activities <p><i>Students are clear about what they are expected to do during a lesson, particularly if students are working independently or with classmates without</i></p>

	<p><i>direct teacher supervision. These directions for the lesson activities may be provided orally, in writing, or in some combination of the two</i></p> <ul style="list-style-type: none"> • Explanations of content • <i>Skilled teachers, when explaining concepts to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students' interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, where appropriate, anticipate possible student misconceptions</i> • Use of oral and written language <i>For many students, their teachers' use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Clarity of lesson purpose</i> • <i>Clear directions and procedures specific to the lesson activities</i> • <i>Absence of content errors and clear explanations of concepts</i> • <i>Students understand the content</i> • <i>Correct and imaginative use of language</i> 			
	Ineffective	Minimally Effective	Effective	Highly Effective
<p>3a: <i>Communicating with students</i></p>	<p>The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.</p>	<p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.</p>	<p>The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.</p>

<p>Critical Attributes</p>	<ul style="list-style-type: none"> • At no time during the lesson does the teacher convey to the students what they will be learning. • Students indicate through their questions they are confused as to the learning task. • The teacher makes a serious content error affecting students' understanding of the lesson. • Students indicate through body language or questions they don't understand the content being presented. • Teacher's communications include errors of vocabulary or usage. • Vocabulary is inappropriate to the age or culture of the students. 	<ul style="list-style-type: none"> • The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation. • Teacher must clarify the learning task so students can complete it. • The teacher makes no serious content errors, although may make a minor error. • The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students. • Vocabulary and usage are correct but unimaginative. • Vocabulary is too advanced or juvenile for the students. 	<ul style="list-style-type: none"> • The teacher states clearly, at some point during the lesson, what the students will be learning. • If appropriate, the teacher models the process to be followed in the task. • Students engage with the learning task, indicating they understand what they are to do. • The teacher makes no content errors. • Teacher's explanation of content is clear, and invites student participation and thinking. • Vocabulary and usage are correct and completely suited to the lesson. • Vocabulary is appropriate to the students' ages and levels of development. 	<p>In addition to the characteristics of effective;</p> <ul style="list-style-type: none"> • The teacher points out possible areas for misunderstanding. • Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. • All students seem to understand the presentation. • The teacher invites students to explain the content to the class, or to classmates. • Teacher uses rich language, offering brief vocabulary lessons where appropriate.
<p>Possible Examples</p>	<ul style="list-style-type: none"> • A student asks: "What are we supposed to be doing?" but the teacher ignores the question. • The teacher states to add fractions, they must have the same numerator. • Students have a quizzical look on their faces; some may withdraw from the lesson. • Students become disruptive, or talk among themselves in an effort to follow the lesson. • The teacher uses technical terms without explaining their meanings. • The teacher says, "ain't." 	<ul style="list-style-type: none"> • The teacher mispronounces words • The teacher says: "And oh, by the way, today we're going to factor polynomials." • A student asks: "What are we supposed to be doing?" and the teacher clarifies the task. • Students ask, "What do I write here?" in order to complete a task. • The teacher says: "Watch me while I show you how to" with students asked only to listen. • A number of students do not seem to be following the explanation. 	<ul style="list-style-type: none"> • "By the end of today's lesson, you're all going to be able to factor different types of polynomials." • In the course of a presentation of content, the teacher asks of students: "Can anyone think of an example?" • The teacher uses a board or projection device so students can refer to it without requiring the teacher's attention. 	<ul style="list-style-type: none"> • The teacher says: "Here's a spot where some students have difficulty:...be sure to read it carefully." • The teacher asks a student to explain the task to other students. • When needed, a student offers clarification about the learning task to classmates. • The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny day, or by the water in a hose that has been sitting in the sun. • The teacher says: "Who would like to explain this idea to us?" • The teacher pauses during an explanation of the civil rights

		<ul style="list-style-type: none"> • Students are inattentive during the teacher’s explanation of content. 	<p>movement to remind students the prefix “in” as in “inequality” means “not.” The prefix “un” also means the same thing.</p>
<p>Standard 3</p>	<p>3b: Using Questioning and Discussion Techniques</p>		
<p>Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching; this reflects their central importance to teachers’ practice. But in the framework, it is important questioning and discussion are used as techniques to deepen student understanding, rather than serving as recitation, or a verbal “quiz”. Good teachers use divergent as well as convergent questions, framed in such a way they invite students to formulate hypotheses, make connections, or challenge previously held views. Students’ responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High quality questions encourage students to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being non-formulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important issues and in using their own language to deepen and extend their understanding. They may be based around questions formulated by the students themselves.</p> <p>Not all questions must be at a high cognitive level in order for a teacher’s performance to be rated at a high level; when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure everyone in the class is “on board.” Furthermore, if questions are at a high level, but only a few students participate in the discussion, the teacher’s performance on the component cannot be judged to be at a high level. In addition, in lessons involving students in small-group work, the quality of the students’ questions and discussion in their small groups may be considered as part of this component.</p> <p>In order for students to formulate high-level questions, they must have learned how to do this. Therefore, high-level questions from students, either in the full class, or in small group discussions, provide evidence these skills have been taught.</p> <p>Elements of component 3b are:</p> <ul style="list-style-type: none"> • Quality of questions/prompts <i>Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them, and they provide students with sufficient time to think about their response, to reflect on the comments of their classmates, and to deepen their understanding .Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This may be helpful for the purpose of establishing the facts of an historical event, for example, but they should not be confused with the use of questioning to deepen students’ understanding</i> • Discussion techniques <i>Effective teachers promote learning through discussion. Some teachers report, “we discussed x” when what they mean is, “I said x.” Some teachers confuse discussion with explanation of content; as important as that is, it’s not discussion Rather, in a true discussion, a teacher poses a question, and invites all students’ views to be heard, thus enabling students to engage in discussion directly with one another, not always mediated by the teacher</i> • Student participation <i>In some classes a few students tend to dominate the discussion, other students, recognizing this pattern, hold back their contributions. Teacher uses a range of techniques to ensure all students contribute to the discussion, and enlist the assistance of students to ensure this outcome</i> 			

	<p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Questions of high cognitive challenge, formulated by both students and teacher</i> • <i>Questions with multiple correct answers, or multiple approaches even when there is a single correct response</i> • <i>Effective use of student responses and ideas</i> • <i>Discussion with the teacher stepping out of the central, mediating role</i> • <i>High levels of student participation in discussion</i> 			
	Ineffective	Minimally Effective	Effective	Highly Effective
3b: Using questioning/prompts and discussion	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure all voices are heard in the discussion.
Critical Attributes	<ul style="list-style-type: none"> • <i>Questions are rapid-fire, and convergent, with a single correct answer.</i> • <i>There is no wait time after a question.</i> • <i>Questions do not invite student thinking.</i> • <i>All discussion is between teacher and students; students are not invited to speak directly to one another.</i> • <i>A few students dominate the discussion.</i> 	<ul style="list-style-type: none"> • <i>Teacher frames some questions designed to promote student thinking, but only a few students are involved.</i> • <i>The teacher invites students to respond directly to one another's ideas, but few students respond.</i> • <i>Teacher calls on many students, but only a small number actually participate in the discussion.</i> • <i>Teacher's wait time is inconsistent.</i> 	<ul style="list-style-type: none"> • <i>Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</i> • <i>The teacher makes effective use of wait time.</i> • <i>The teacher builds on student responses to questions effectively.</i> • <i>Discussions enable students to talk to one another, without ongoing mediation by the teacher.</i> • <i>The teacher calls on most students, even those who don't initially volunteer.</i> • <i>Many students actively engage in the discussion.</i> 	<p><i>In addition to the characteristics of effective;</i></p> <ul style="list-style-type: none"> • <i>Students initiate higher-order questions.</i> • <i>Students extend the discussion, enriching it.</i> • <i>Students invite comments from their classmates during a discussion.</i>

<p>Possible Examples</p>	<ul style="list-style-type: none"> • All questions are of the “recitation” type, such as “What is 3 x 4?” • The teacher asks a question for which the answer is on the board; students respond by reading it. • The teacher only calls on students who have their hands up. 	<ul style="list-style-type: none"> • Many questions are of the “recitation” type, such as “How many members of the House of Representatives are there?” • The teacher asks: “Who has an idea about this?” the same three students offer comments. • The teacher asks: “Michael, can you comment on Mary’s idea?” but Michael does not respond, or makes a comment directly to the teacher. 	<ul style="list-style-type: none"> • The teacher asks: “What might have happened if the colonists had not prevailed in the American War for Independence?” • The teacher uses the plural form in asking questions, such as: “What are some things you think might contribute to...?” • The teacher asks: “Michael, can you comment on Mary’s idea?” and Michael responds directly to Mary. • The teacher asks a question and asks every student to write a brief response, then share with a partner before inviting a few to offer their ideas to the entire class. 	<ul style="list-style-type: none"> • A student asks “How many ways are there to get this answer?” • A student says to a classmate: “I don’t think I agree with you on this, because...” • A student asks of other students: “Does anyone have another idea as to how we might figure this out?” • A student asks “What if...?”
<p>Standard</p>	<p>3c: Engaging Students in Learning</p>			
<p>Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is in the latter students are developing their understanding through what they do. The students are engaged in discussion, debate, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher arranged) choices, and making important contributions to the intellectual life of the class. Such activities don’t typically consume an entire lesson, but they are essential components of engagement.</p> <p>A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. There is closure to the lesson, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is “What are the students being asked to do?” If the answer to the question is they are filling in blanks on a worksheet, or performing a rote procedure, they are unlikely to be cognitively engaged.</p> <p>In observing a lesson, it is essential not only to watch the teacher, but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned.</p>				

	<p>Elements of Component 3c are:</p> <ul style="list-style-type: none"> • Activities and assignments • <i>The activities and assignments are the centerpiece of student engagement, since they determine what it is students are asked to do. Activities and assignments promote learning are aligned with the goals of the lesson, and require student thinking emphasizing depth over breadth, and allow students to exercise some choice</i> • Grouping of students • <i>How students are grouped for instruction is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly</i> • Instructional materials and resources • <i>The instructional materials a teacher selects to use in the classroom can have an enormous impact on students' experience. While some teachers are obliged to use a school or district's officially sanctioned materials, many teacher use these selectively or supplement them with others of their choosing which are better suited to engaging students in deep learning, for example, the use of primary source materials in social studies</i> • Structure and pacing • <i>No one, whether adults or students, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Activities aligned with the goals of the lesson</i> • <i>Student enthusiasm, interest, thinking, problem-solving, etc.</i> • <i>Learning tasks require high-level student thinking and are aligned with lesson objectives</i> • <i>Students highly motivated to work on all tasks and are persistent even when the tasks are challenging</i> • <i>Students actively "working," rather than watching while their teacher "works."</i> • <i>Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection</i>
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	Ineffective	Minimally Effective	Effective	Highly Effective
3c: Engaging students in learning	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support engagement. The pacing of the lesson is appropriate, providing most students	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher. Learning tasks and activities are fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed

			the time needed to be intellectually engaged.	to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
Critical Attributes	<ul style="list-style-type: none"> • Few students are intellectually engaged in the lesson. • Learning tasks require only recall or have a single correct response or method. • The materials used ask students only to perform rote tasks. • Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. • Instructional materials used are unsuitable to the lesson and/or the students. • The lesson drags, or is rushed. 	<ul style="list-style-type: none"> • Some students are intellectually engaged in the lesson. • Learning tasks are a mix of those requiring thinking and recall. • Student engagement with the content is largely passive, learning primarily facts or procedures. • Students have no choice in how they complete tasks. • The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives. • The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking. • The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others. 	<ul style="list-style-type: none"> • Most students are intellectually engaged in the lesson. • Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking. • Students have some choice in how they complete learning tasks. • There is a mix of different types of groupings, suitable to the lesson objectives. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged. 	<p><i>In addition to the characteristics of effective;</i></p> <ul style="list-style-type: none"> • Virtually all students are highly engaged in the lesson. • Students take initiative to modify a learning task to make it more meaningful or relevant to their needs. • Students suggest modifications to the grouping patterns used. • Students have extensive choice in how they complete tasks. • Students suggest modifications or additions to the materials being used. • Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.
Possible Examples	<ul style="list-style-type: none"> • Most students are playing video games during the lesson. • Students fill out the lesson worksheet by copying words from the board. • The teacher lectures for 45 minutes. • Most students don't have time to complete the assignment; the teacher moves on in the lesson. 	<ul style="list-style-type: none"> • In three of the five small groups, students are figuring out an answer to the assigned problem. • Students are asked to fill in a worksheet, following an established procedure. • There is a recognizable beginning, middle, and end to the lesson. • The teacher lectures for 20 minutes, and provides 15 	<ul style="list-style-type: none"> • Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents. • Students are given a task to do independently, then to discuss with a table group, followed by a report-out from each table. • There is a clear beginning, middle, and end to the lesson. 	<ul style="list-style-type: none"> • Students are asked to write an essay "in the style of Hemmingway." • A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently. • Students identify or create their own learning materials. • Students summarize their learning from the lesson.

		minutes for the students to write an essay; most students are able to complete it.	<ul style="list-style-type: none"> • The lesson is neither rushed nor drags. 	
Standard 3	3d: Using Assessment in Instruction			
<p>Assessment of student learning plays an important role in instruction; no longer does it signal the <i>end</i> of instruction; it is now recognized to be an integral part of instruction. While assessment of learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what they intended) assessment <i>for</i> learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have their finger on "the pulse" of a lesson, monitoring student understanding and, where appropriate, offering feedback to students.</p> <p>Of course, a teacher's actions in monitoring student learning, while it may superficially look the same as monitoring student behavior, has a fundamentally different purpose. When a teacher is monitoring behavior, he/she is alert to students who may be passing notes, or bothering their neighbors; when teachers monitor student learning, they look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation in order to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing so is quite different in the two situations.</p> <p>Similarly, on the surface, questions asked of students for the purpose of monitoring learning, are fundamentally different from those used to build understanding; in the former, teachers are alert to students' revealed misconceptions, whereas in the latter the questions are designed to explore relationships, or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding, and use techniques (such as exit tickets) to ascertain the degree of understanding of every student in the class. Indeed, encouraging students (and actually teaching them the necessary skills) of monitoring their own learning against clear standards is demonstrated by teachers at high levels of performance in this component.</p> <p>Elements of Component 3d are:</p> <ul style="list-style-type: none"> • Assessment Criteria <i>It is essential students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria for, for example, a clear oral presentation</i> • Monitoring of student learning <i>A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is planned carefully in advance. But even after carefully planning, monitoring of student learning must be woven seamlessly into the lesson, using a variety of techniques</i> • Feedback to students <i>Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing as to how they are doing, and how their work can be improved. Valuable feedback must be timely, constructive, and substantive, and provide students the guidance they need to improve their performance</i> • Student self-assessment and monitoring of progress <i>The culmination of student assumption of responsibility for their learning is when they monitor their own learning, and take appropriate action. Of course, they can only do this if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria</i> 				

	<p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Teacher paying close attention to evidence of student understanding</i> • <i>Teacher posing specifically-created questions to elicit evidence of student understanding</i> • <i>Teacher circulating to monitor student learning and to offer feedback</i> • <i>Students assessing their own work against established criteria</i> 			
	Ineffective	Minimally Effective	Effective	Highly Effective
3d: Using Assessment in Instruction	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria; few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback advancing learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/ prompts/assessments are used regularly to diagnose evidence of learning by individual students.
Critical Attributes	<ul style="list-style-type: none"> • <i>The teacher gives no indication of what high quality work looks like.</i> • <i>The teacher makes no effort to determine whether students understand the lesson.</i> • <i>Feedback is only global.</i> • <i>The teacher does not ask students to evaluate their own or classmates' work.</i> 	<ul style="list-style-type: none"> • <i>There is little evidence the students understand how their work will be evaluated.</i> • <i>Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students</i> • <i>Teacher requests global indications of student understanding.</i> • <i>Feedback to students is not uniformly specific, not oriented towards future improvement of work.</i> • <i>The teacher makes only minor attempts to engage students in self- or peer-assessment.</i> 	<ul style="list-style-type: none"> • <i>Students indicate they clearly understand the characteristics of high-quality work.</i> • <i>The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements.</i> • <i>Feedback includes specific and timely guidance for at least groups of students.</i> • <i>The teacher attempts to engage students in self- or peer-assessment.</i> 	<p><i>In addition to the characteristics of effective;</i></p> <ul style="list-style-type: none"> • <i>There is evidence students have helped establish the evaluation criteria.</i> • <i>Teacher monitoring of student understanding is sophisticated and continuous: The teacher is constantly "taking the pulse" of the class.</i> • <i>Teacher makes frequent use of strategies to elicit information about individual student understanding.</i> • <i>Feedback to students is specific and timely, and is provided from many sources, including other students.</i> • <i>Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</i>

<p>Possible Examples</p>	<ul style="list-style-type: none"> • A student asks: “How is this assignment going to be graded?” • A student asks “Does this quiz count towards my grade?” • The teacher forges ahead with a presentation without checking for understanding. • The teacher says: “good job, everyone.” 	<ul style="list-style-type: none"> • Teacher asks: “does anyone have a question?” • When a student completes a problem on the board, the teacher corrects the student’s work without explaining why. • The teacher, after receiving a correct response from one student, continues, without ascertaining whether all students understand the concept. 	<ul style="list-style-type: none"> • The teacher circulates during small group or independent work, offering suggestions to groups of students. • The teacher uses a specifically-formulated question to elicit evidence of student understanding. • The teacher asks students to look over their papers to correct their errors. 	<ul style="list-style-type: none"> • The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting the students themselves helped develop them. • While students are working, the teacher circulates providing specific feedback to individual students. • The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding. • Students offer feedback to their classmates on their work. • Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.
<p>Standard 3</p>	<p>3e: Demonstrating Flexibility and Responsiveness</p>			
<p>“Flexibility and responsiveness” refer to a teacher’s skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in mid-stream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go, and being prepared for different possible scenarios. But even the most skilled, and best prepared, teachers will on occasion find either a lesson is not going as they would like, or a teachable moment has presented itself. They are ready for such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage them in learning, even when confronted with initial setbacks.</p> <p>Elements of Component 3e are:</p> <ul style="list-style-type: none"> • Lesson adjustment <i>Experienced teachers are able to make both minor and (when needed) major adjustments to a lesson, a mid-course correction. Such adjustments depend on a teacher’s store of alternate instructional strategies, and the confidence to make a shift when needed.</i> • Response to students <i>Occasionally, during a lesson, an unexpected event will occur which presents a true, “teachable moment.” It is a mark of considerable teacher skill to be able to capitalize on such opportunities.</i> • Persistence <i>Committed teachers don’t give up easily; when students encounter difficulty in learning (which all do at some point) these teachers seek alternate approaches to help their students be successful. In these efforts, teachers display a keen sense of efficacy.</i> 				

	<p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Incorporation of student interests and events of the day into a lesson</i> • <i>Visible adjustment in the face of student lack of understanding</i> • <i>Teacher seizing on a “teachable moment”</i> 			
	Ineffective	Minimally Effective	Effective	Highly Effective
3e: Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students’ lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
Critical Attributes	<ul style="list-style-type: none"> • <i>Teacher ignores indications of student boredom or lack of understanding.</i> • <i>Teacher brushes aside student questions.</i> • <i>Teacher makes no attempt to incorporate student interests into the lesson.</i> • <i>The teacher conveys to students when they have difficulty learning, it is their fault.</i> • <i>In reflecting on practice, the teacher does not indicate it is important to reach all students.</i> 	<ul style="list-style-type: none"> • <i>Teacher’s efforts to modify the lesson are only partially successful.</i> • <i>Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.</i> • <i>The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them.</i> • <i>In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.</i> 	<ul style="list-style-type: none"> • <i>When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.</i> • <i>Teacher incorporates students’ interests and questions into the heart of the lesson.</i> • <i>The teacher conveys to students s/he has other approaches to try when the students experience difficulty.</i> • <i>In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.</i> 	<p><i>In addition to the characteristics of effective;</i></p> <ul style="list-style-type: none"> • <i>The teacher’s adjustments to the lesson are designed to assist individual students.</i> • <i>Teacher seizes on a teachable moment to enhance a lesson.</i> • <i>The teacher conveys to students s/he won’t consider a lesson “finished” until every student understands, and s/he has a broad range of approaches to use.</i> • <i>In reflecting on practice, the teacher can cite others in the school and beyond who s/he has contacted for assistance in reaching some students.</i>
Possible Examples	<ul style="list-style-type: none"> • The teacher says: “We don’t have time for that today.” • The teacher makes no attempt to adjust the lesson based on student 	<ul style="list-style-type: none"> • The teacher says: “I’ll try to think of another way to come at this and get back to you.” • The teacher says: “I realize not 	<ul style="list-style-type: none"> • The teacher says: “That’s an interesting idea; let’s see how it fits.” • The teacher illustrates a principle 	<ul style="list-style-type: none"> • The teacher stops in mid-stream in a lesson, and says: “This activity doesn’t seem to be working! Here’s another way I’d like you to try it.”

	<p>confusion.</p> <ul style="list-style-type: none"> The teacher says: “If you’d just pay attention, you could understand this.” 	<p>everyone understands this, but we can’t spend any more time on it.”</p> <ul style="list-style-type: none"> The teacher re-arranges the way the students are grouped in an attempt to help students understand the lesson; it’s partially successful. 	<p>of good writing to a student using his interest in basketball as context.</p> <ul style="list-style-type: none"> The teacher says: “Let’s try this way, and then uses another approach.” 	<ul style="list-style-type: none"> The teacher incorporates the school’s upcoming championship game into an explanation of averages. The teacher says: “If we have to come back to this tomorrow, we will; it’s really important you understand it.”
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Standard 4:	Professional Responsibilities			
4a: Accuracy and use in future teaching	<p>Reflecting on teaching encompasses the teacher’s thinking that follows any instructional event, an analysis of the many decisions made both in planning and implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions, and what aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, informal observations and conversations with students, or simply thinking about their teaching. Reflecting with accuracy, specificity and ability to use what has been learned in future teaching is a learned skill; mentors, coaches and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking and analyzing instruction through the lens of student learning becomes a habit of mind, leading to improvement in teaching and learning.</p> <p>Elements of Component 4a are:</p> <ul style="list-style-type: none"> <i>Accuracy: As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments given by an external and unbiased observer. Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments</i> <i>Use in future teaching: In order for the potential of reflection to improve teaching to be fully realized, teachers must use their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these plans</i> <p>Indicators include:</p> <ul style="list-style-type: none"> <i>Accurate reflections on a lesson</i> <i>Citations of adjustments to practice, drawing on a repertoire of strategies</i> 			
	Ineffective	Minimally Effective	Effective	Highly Effective
4a Accuracy and use in future teaching	Teacher does not know whether a lesson was effective or achieved its objectives, or teacher profoundly misjudges the success of a lesson. No data was referenced to support the	Teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which objectives were met. Limited data was referenced to support the reflection of	Teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its objectives and can cite general references based on data to support	Teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its objectives, citing specific examples based on data to support the reflection

	reflection of the lesson.	the lesson.	the reflection of the lesson.	of the lesson.
Critical Attributes	<ul style="list-style-type: none"> The teacher considers the lesson but draws incorrect conclusions about its effectiveness. The teacher makes no suggestions for improvement. The teacher does not utilize data in the reflection. 	<ul style="list-style-type: none"> The teacher has a general sense of whether or not instructional practices were effective. The teacher offers general modifications for future instruction with limited reference to data. 	<ul style="list-style-type: none"> The teacher accurately assesses the effectiveness of instructional activities used. The teacher identifies specific ways in which a lesson might be improved, utilizing relevant data. 	<p>In addition to the characteristics of effective;</p> <ul style="list-style-type: none"> Teacher’s assessment of the lesson is thoughtful, and includes specific indicators of effectiveness. Teacher’s suggestions for improvement draw on an extensive repertoire, and are based on data related to student learning.
Possible Examples	<ul style="list-style-type: none"> Despite evidence to the contrary, the teachers says, “My students did great on the lesson!” The teacher says: “The lesson was awful; I wish I knew what to do!” The teacher does not use data related to student achievement. 	<ul style="list-style-type: none"> At the end of the lesson the teacher says, “I guess that went okay.” The teacher says: “I guess I’ll try x next time.” The teacher’s use of data to reflect is minimal. 	<ul style="list-style-type: none"> The teacher says: “I wasn’t pleased with the level of engagement of the students.” The teacher’s journal indicates several possible lesson improvements based on some data. 	<ul style="list-style-type: none"> The teacher says: “I think the lesson worked pretty well, although I was disappointed in how the group at the back table performed.” In conversation with colleagues, the teacher considers different group strategies for improving a lesson, using all available student assessment data.

Domain 4:	Professional Responsibilities
4b: Maintaining Accurate Records	<p>An essential responsibility of professional educators is keeping accurate records of both instructional and non-instructional events. This includes student completion of assignments, student progress in learning, and records of non-instructional activities are part of the day-to-day functions in a school setting, including such things as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital, as these records inform interactions with students and parents, and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information being recorded. For example, records of formal assessments may be recorded electronically, using spreadsheets and databases, allowing for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes kept in student folders.</p>

	<p>Elements of Component 4b are:</p> <ul style="list-style-type: none"> • Student completion of assignments: <i>Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed, but students' success in completing them</i> • Student progress in learning: <i>In order to plan instruction, teachers need to know where each student "is" in his or her learning. This information may be collected formally or informally, but must be updated frequently</i> • Non-instructional records: <i>Non-instructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples are such things as knowing which students have returned their permissions slips for a field trip, or which students have paid for their school pictures</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Routines and systems track student completion of assignments</i> • <i>Systems of information regarding student progress against instructional outcomes</i> • <i>Processes of maintaining accurate non-instructional records</i> 			
	Ineffective	Minimally Effective	Effective	Highly Effective
4b Maintaining Accurate Records	Teacher's system for maintaining information on student completion of assignments is incomplete or not maintained regularly. Teacher's records for non-instructional activities are incomplete, in disarray, or are not maintained regularly.	Teacher's system for maintaining information on students' assignments is incomplete, inaccurate, or not maintained regularly. Teacher's records for non-instructional activities are occasionally incomplete, in disarray, or not maintained regularly. (Ex. Attendance, field trips, lunch count).	Teacher's system for maintaining information on student completion of assignments is complete and accurate. Students occasionally indicate awareness of their academic progress. Teacher's system for maintaining information on non-instructional activities is complete, accurate, and maintained regularly.	Teacher's system for maintaining information on student completion of assignments is complete and accurate. Students consistently exhibit awareness of their academic progress. Teacher's system for maintaining information on non-instructional activities is completed accurately and consistently.

<p>Critical Attributes</p>	<ul style="list-style-type: none"> • Absence of a system for either instructional or non-instructional records. • Record-keeping systems are in disarray so as to provide incorrect or confusing information. 	<ul style="list-style-type: none"> • The teacher has process for recording student work completion. However, it may be out-of-date or does not permit students to access the information. • The teacher's process for tracking student progress is cumbersome to use. • The teacher has a process for tracking some non-instructional information, but not all, or it may contain some errors. 	<ul style="list-style-type: none"> • The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments. • The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. • The teacher's process for recording non-instructional information is both efficient and effective. 	<p>In addition to the characteristics of effective;</p> <ul style="list-style-type: none"> • Students utilize information about their academic progress to help improve their learning.
<p>Possible Examples</p>	<ul style="list-style-type: none"> • A student says, "I'm sure I turned in my assignment, but the teacher lost it!" • The teacher says, "I misplaced the writing samples for my class but it doesn't matter – I know what the students would have scored." • On the morning of the field trip, the teacher discovers five students never turned in their permission slips. 	<ul style="list-style-type: none"> • A student says, "I wasn't in school today, and my teacher's website is out of date, so I don't know what the assignments are!" • The teacher says: "I've got all these notes about how the kids are doing; I should put them into the system but I just don't have time." • On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings. 	<ul style="list-style-type: none"> • The teacher-creates a link on the class website which students can access to check on any missing assignments. • The teacher's grade book records student progress toward learning goals. • The teacher-creates a spreadsheet for tracking which students have paid for their school pictures. 	<ul style="list-style-type: none"> • A student-from each team maintains the database of current and missing assignments for the team. • When asked about their progress in a class, a student proudly shows her data file and can explain how the documents indicate her progress toward learning goals. • When they bring in their permission slips for a field trip, students add their own information to the database.

<p>Standard 4:</p>	<p>Professional Responsibilities</p>
<p>4c: Partnership with Families</p>	<p>Although the ability of families to participate in their child's learning varies widely due to other family or job obligations, it is the responsibility of teachers to provide opportunities for them to both understand the instructional program and their child's progress. Teachers establish relationships with families by communicating to them about the instructional program, about individual students and they invite them to be part of the educational process itself. The level</p>

	<p>of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher’s effort to communicate with families conveys an essential caring on the part of the teacher, valued by families of students of all ages.</p> <p>Elements of component 4c are:</p> <ul style="list-style-type: none"> • Information about the instructional program: <i>Frequent information is provided to families, as appropriate, about the instructional program.</i> • Information about individual students: <i>Frequent information is provided to families, as appropriate, about students’ individual progress.</i> • Engagement of families in the instructional program: <i>Successful and frequent engagement opportunities are offered to families so they can participate in the learning activities.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Frequent and culturally appropriate information sent home regarding the instructional program, and student progress • Two-way communication between the teacher and families • Frequent opportunities for families to engage in the learning process.
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	Ineffective	Minimally Effective	Effective	Highly Effective
4c: <i>Partnerships with families</i>	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate. Information to families is conveyed in a culturally appropriate manner.	Teacher’s communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher’s efforts to engage families in the instructional program are frequent and successful.

<p>Critical Attributes</p>	<ul style="list-style-type: none"> • Little or no information regarding instructional program available to parents. • Families are unaware of their children’s progress. • Lack of family engagement activities. • Culturally inappropriate communication. 	<ul style="list-style-type: none"> • School or district-created materials about the instructional program are sent home. • Infrequent or incomplete information sent home by teachers about the instructional program. • Teacher maintains school-required grade book but does little else to inform families about student progress. • Teacher communications are sometimes inappropriate to families’ cultural norms. 	<ul style="list-style-type: none"> • Information about the instructional program is available on a regular basis. • The teacher sends information about student progress home on a regular basis. • Teacher develops activities designed to successfully engage families in their children’s learning, as appropriate. 	<p>In addition to the characteristics of effective;</p> <ul style="list-style-type: none"> • On a regular basis, students develop materials to inform their families about the instructional program. • Students maintain accurate records about their individual learning progress and frequently share this information with families. • Students contribute to regular and ongoing projects designed to engage families in the learning process.
<p>Possible Examples</p>	<ul style="list-style-type: none"> • A parent says, “I’d like to know what my kid is working on at school!” • A parent says, “I wish I knew something about my child’s progress before the report card comes out.” • A parent says, “I wonder why we never see any school work come home.” 	<ul style="list-style-type: none"> • A parent says, “I received the district pamphlet on the reading program, but I wonder how it’s being taught in my child’s class.” • A parent says, “I emailed the teacher about my child’s struggles with math, but all I got back was a note stating he’s doing fine.” • Weekly quizzes are sent home for parent/guardian signature. 	<ul style="list-style-type: none"> • The teacher-sends weekly newsletter home to families, including information that precedes homework, current class activities, community and/or school projects, field trips, etc. • The teacher-created monthly progress report sent home for each student. • The teacher sends home a project asking students to interview a family member about growing up during the 1950’s. 	<ul style="list-style-type: none"> • Students-create materials for “Back to School” night that outline the approach for learning science • Student daily reflection log describes learning and go home each week for a response from a parent or guardian. • Students-design a project on charting family use of plastics.

Goal Setting

Adapted from Charlotte Danielson's Enhancing Professional Practice

Number of Goals

Typically, teachers set one to three goals. If a goal represents a significant amount of learning, one may be sufficient. If each goal involves small amounts of learning, it's not unrealistic to undertake two or three.

Individual Goals Versus School and District Goals

Goals established by schools and districts may be appropriate for inclusion in a teacher's individual goals for professional growth; it depends on the situation. Some district goals relate to aspects of the district operation to which teachers don't directly contribute, such as completing a building project. But for those goals that address student learning, it is important for teachers to translate those goals into their own efforts, where appropriate.

For example, a high school seeking improvement in students' writing skills might ask all teachers, in all subjects, to incorporate student writing into their courses. A science teacher could well incorporate learning how to teach students to write about science into a professional growth goal. However, a math teacher might have concentrated on this area several years ago, so a focus on student writing in mathematics would not represent new learning for that teacher.

Alternatively, a physical education teacher might well have limited opportunity to ask students to write and so might decide not to incorporate the district goal into a set of individual goals. Simply stated, whether teachers' professional growth goals reflect district or building goals depends on whether they are suitable to the individuals concerned.

Characteristics of Good Goals for Professional Growth

Not all goals represent valuable pursuits for a teacher's professional learning. In general, viable goals share certain characteristics.

- The goal should be related to the teacher's responsibilities. This requirement would disqualify a goal such as pursuing an administrative credential or learning a skill (that one does not teach) purely for personal reasons, such as pottery or ballroom dancing.
- The goal should be related to the teacher's everyday teaching responsibilities. Thus, for example, "implementing the new reading program" is not a growth goal; it is part of the teacher's job responsibilities. However, it is possible that implementing a new program—for example, science—will require a teacher to learn important new skills, such as how to guide students in scientific inquiry. The learning of those skills would represent valuable new learning.
- The goal should be something important to the teacher. This is not to deny an important role for an administrator in helping a teacher clarify an approach or locate resources. But if the administrator is dictating the goal, then it is no longer the teacher's goal. Of course, if during the year of a comprehensive evaluation certain areas of teaching were identified as relatively weak, it

would be sensible for a teacher to choose to strengthen those areas. But the choice should be the teacher's.

- A goal may be stated in terms of a project or action research. To investigate the effectiveness of a certain practice or to create some new materials to help students understand the European settlers' expansion into the western territories from the natives' point of view would certainly qualify as visible goals.
- Goals should be stated as outcomes, not as activities. Therefore, taking students on a study trip to the aquarium is not a professional growth goal. However, developing a curriculum incorporating the resources of the aquarium could be.
- As part of establishing a goal, a teacher should be able to indicate what would count as evidence of success. This indication should be stated in specific terms rather than a general statement such as "Students will improve their reading skills." Stating evidence may require the teacher to collect data of some sort, as appropriate to the goal. If the goal is a project to ascertain the effectiveness of a new instructional strategy, samples of student work would be appropriate. If the goal relates to a teacher's use of a general approach, such as differentiation of instruction, the evidence would consist of the teacher's documentation of how she differentiated, and the results achieved.

Action Planning

A professional growth plan is a document that outlines the activities teachers will undertake in pursuing their goals for professional growth. These plans need not be elaborate; in fact, the simpler they are the better, the plan should include a reasonable sequence of activities the teacher expects to do in pursuing the goal and estimated completion dates for each activity. The plan can include various types of activities, such as reading books or articles, taking a workshop or course, conferring with colleagues, observing colleagues who are skilled in the area one is pursuing, trying new strategies in one's own class, or inviting a colleague or administrator to observe and provide feedback.

The plan should also include needed resources, if any. For example, if a teacher wants to observe colleagues or to invite colleagues to observe and provide feedback, class coverage may be needed. Or if a teacher intends to read books or articles that are not in the school's professional library, they could be acquired and then made available to other faculty.

Other teachers in the school may be working on a similar topic, in which case they can work together in a study group. The administrator may be the individual who is most together in a study group, the administrator may be the individual who is most aware of the interests of different members of the faculty and can facilitate the formation of such groups.

Carrying Out the Plan

For serious professional learning to occur, teachers must devote time to the effort. And if several teachers have identified similar goals to pursue, they can frequently achieve more if they work together. But actually doing the activities one has identified in a plan is sometimes a challenge. Teaching is, after all, demanding work. But if ongoing professional learning is recognized as important to effective performance, teachers must take it seriously.

Planning Conference Interview

Based on the work of Danielson; promotes teacher thinking and conversation prior to a classroom observation.

Be prepared to answer these questions related to the planning process:

- Briefly describe the students in this class
- What are your goals/objectives/learning outcomes for your students? How will you communicate the objective(s) to your students?
- In what ways are the goals/objectives suitable for this group?
- What challenges do student typically experience in this area and how do you plan to anticipate and address these?
- What will you do to cognitively engage the students? What will the students be doing? What will you be doing?
- How does your grouping support student needs and the desired outcomes for the lesson?
- What materials and/or resources will the students be using?
- How do you plan to assess student progress toward the goals/objectives/learning outcomes? What formal or informal procedures will you use? Attach any tests or performance tasks with rubrics and scoring guides.
- How do you plan to use the results of the assessment?

Is there anything else you would like me to specifically observe during the lesson?

Post Conference Interview Questions

Observation Form Description: Based on the work of Danielson; promotes teacher thinking and reflective conversation after a classroom observation has occurred.

Questions for discussion:

- In general, how successful was the lesson? Did the student learn what you intended them to learn? How do you know?
- If you had an opportunity to teach this lesson again to the same group of students, what, if anything, would you do differently?
- Did you depart from your plan? If so, how and why?
- How did your classroom procedures (routines, transitions, student movement, and configuration) enhance or detract from the lesson? What, if anything, would you do differently?
- How did your instructional delivery impact students' cognitive engagement? (Directions and procedures, explanation of content, modeling examples)
- What evidence do you have of student learning? What do student work samples reveal about cognitive engagement and learning?
- What did you learn from informal assessment during the lesson? How did the results impact your instruction and/or student learning?
- What impact did student behavior have on cognitive engagement and learning?



Washoe County School District Principal/Assistant Principal Professional Growth System Handbook



Washoe County School District
Every Child. By Name. And Face. To Graduation.

Vision

As a courageous innovator and leader in education, Washoe County School District will be one of the nation's top performing school districts, graduating all students college ready and/or highly skilled



Mr. Keith Greig
Vice President

Mr. Scott Kelley
Clerk

Mr. Dan Carne
Member

Mr. John R. Mayer
Member

Ms. Barbara Clark
Member

Mrs. Estela Gutierrez
Member

School Administration

Dr. Heath Morrison
Superintendent of Schools

Mrs. Jane Woodburn
Deputy Superintendent



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Principal/Assistant Principal Professional Growth System Handbook

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These documents are forthcoming:

Appendix D - Quantitative Evaluation Rubric

Appendix E - Evaluation Summary Rating Sheet

INTRODUCTION

In the spring of 2010, the Washoe County School District (WCSD) started a campaign to reform the education system for the betterment of the students it serves. Envision WCSD 2015, Investing in Our Future, was published as a promise to ensure a better tomorrow by focusing on “every child, by name and face, to graduation.”

Vision

As a courageous, innovative leader in education, Washoe County School District will be one of the nation’s top performing school districts, graduating all students college ready and/or highly skilled.

Mission

To create an education system where all students achieve academic success, develop personal and civic responsibility, and achieve career and college readiness for the 21st century.

Core Beliefs

- All students will learn and be successful.
- The achievement gap will be eliminated by ensuring every student is challenged to learn at or above grade level.
- Effective teachers and principals, dedicated support staff, rigorous curriculum, measurable outcomes, ongoing monitoring and assessment, collaboration, professional development, and a culture of continuous improvement will ensure classroom success for all.
- Superior performance will be achieved through clear goals that set high expectations and standards for all students and employees
- Family, school, and community engagement will be required for student success.
- Leadership and passion, together with accountability and transparency, will be keys to reform and success.

Theory of Action

Along with these overarching beliefs, the Trustees of WCSD adopted a theory of action, their view of how the District will carry out the important daily work of improving student achievement at site levels. Called Managed Performance Empowerment (MPE), the theory of action grants flexibility and decision making authority to schools based on successful performance. From a school support perspective, at one end of the MPE continuum is tightly managed control over instructional practice to best support low performing schools. At the other end of the continuum are empowerment and high degrees of autonomy to high performing schools. The system expectation is to move all schools toward the autonomous end of the continuum. This will encourage schools to assume full ownership for student performance, exhibit better decision making at all levels, establish more innovative and flexible approaches for resolving problems and challenges, and ultimately continuously improve from within with a strong, performance-oriented culture.

Principal Professional Growth System (PPGS)

In 2010, the Washoe County School District successfully applied for and was awarded the Teacher Incentive Fund (TIF) Grant from the United States Department of Education.

In support of Envision WCSD 2015 and the TIF Grant, WCSD began developing a Principal Professional Growth System (PPGS) for principals and assistant principals. The purpose of the PPGS is to support the development of high quality leadership for every school in WCSD. The PPGS for WCSD is a compilation of educational best practices from across the United States, educational research, and contributions from District personnel. The PPGS is designed to support the leaders of each site by providing a culture in which the highest standard of educational achievement for each student can be met.

Philosophy

Driving schools today is a highly complex and data driven responsibility with a keen focus on improving teaching and learning within a school. The PPGS is designed to support the efforts of school leaders in developing and refining the skills needed to lead a school to the autonomous end of the continuum as outlined in the theory of action. The PPGS will describe these skills and provide the knowledge to build strong learning communities.

The PPGS shall:

- Provide a comprehensive system for developing and evaluating principals and assistant principals;
- Provide clear expectations for the roles and responsibilities of the principal and assistant principal;
- Describe professional growth opportunities to support and grow site administrators;
- Promote a collaborative atmosphere in which constructive feedback can be provided and implemented;
- Promote self-awareness, self- assessment, and ownership of one's professional development;
- Promote life-long learning and improvement.

Conclusion

The PPGS is dependent upon a professional culture of collaboration, respect, teamwork, and trust for continuous improvement. With these tenets, principals and assistant principals will be empowered to lead schools toward the vision, mission, and core beliefs of WCSD.

DEFINITION OF TERMS

Attracting and Recruiting

Attracting is the process by which personnel are given opportunities to learn about the benefits and responsibilities of being a principal or assistant principal. Recruiting is the process by which individuals are sought to apply for positions.

Consulting Principal is an employee of WCSD assigned to the Chief Academic Officer who works to mentor, support, and coach principals/assistant principals and who makes recommendations to the Peer Assistance Review (PAR) Panel.

Evaluation Rating is a decision made by the Area Superintendent based on a holistic view of the evidence regarding an individual's performance on all the standards. The rating will state that the individual is rated as, highly effective, effective, minimally effective, or ineffective. Evaluation may require a qualified second observer if the evaluation is rated minimally effective or ineffective.

Formal Observations require the person being observed know he/she is being observed, that a written report is shared with the person, and the person has the right to provide a written response to the report.

New to Assignment refers to administrators or supervisors who are new to their current position although they have held a similar or corresponding position at a different location or level.

Novice administrators are administrators in the first three years their position.

Performance with Concerns indicates that the immediate supervisor has identified and documented concerns regarding the administrator's performance in relation to any of the Seven Standards.

Performance with No Concerns indicates that the immediate supervisor has identified and documented the administrator is meeting and making continued progress in relation to the Seven Standards.

Principal/Assistant Principal's Portfolio provides the principal/assistant principal with the opportunity to collect and present a variety of data sources describing his/her performance. The portfolio could include: information from parents, staff, or students; results of school meetings or surveys; course work; attendance or presentations at professional conferences; and/or examples of professional activities with WCSD or other educational groups. It is an optional tool maintained by the principal/assistant principal to address the Seven Standards.

Peer Assistance Review (PAR) Panel consists of the coordinating Area Superintendent, two Area Superintendents not assigned to the principal/assistant principal, and three current sitting principals. The panel reviews the reports and recommendations of the Area Superintendent and the consulting principal, and then presents recommendations to the Superintendent on personnel

actions for principals/assistant principals in the Evaluation Support Cycle. The panel is trained in the PAR process and serves three year terms.

Qualified Observer is the Superintendent, Area Superintendent, or one of their designees.

Second Observer is a qualified observer providing an objective independent assessment.

Special Evaluation is an evaluation scheduled out of the regular evaluation cycle (see appendix A for cycle). The purpose of the Special Evaluation is to address serious deficiencies in the principal's/assistant principal's performance on the Seven Standards and school achievement results. Observations by both the Area Superintendent and another qualified observer are required. A Special Evaluation can result in referral to the Evaluation Support Cycle, or to return to the professional growth cycle.

Supervisory School Visit is a visit by the Area Superintendent. The supervisory school visit is related to the evaluation of the principal/assistant principal. The Area Superintendent determines what is observed related to the identified needs of the principal/assistant principal and/or the needs of the school.

Walk-Through is an activity used to increase the quality and frequency of intellectual discourse about teaching and learning. This professional development walk-through can be accomplished in collaboration with the Area Superintendent, School Performance Director, and school staff. It is hoped these walk-throughs will become common practice in the school where school staff decide to analyze various practices. In addition, if the principal/assistant principal is interested in obtaining feedback about a particular program or initiative, the school can request that staff from the central office visit a school to look at a particular program or initiative in order to provide feedback to the school about how a certain initiative is being implemented. This type of walk-through could also provide insight for central office staff regarding support needed by the school.

ATTRACTING AND RECRUITING

Vision

Washoe County School District believes through the recruitment, selection, development, and retention of dedicated, highly effective personnel, all students will be provided the best educational opportunities and services to achieve their academic potential. The principal/assistant principal role is vital to ensure every student has the opportunity to succeed in academic and personal achievement.

The PPGS is essential for attracting and recruiting highly effective instructional leaders. This comprehensive professional growth system is based on standards and performance criteria that reflect the high level of skills and commitment to excellence expected of principals/assistant principals. Providing professional development opportunities, including mentoring, create an atmosphere in which individuals are motivated to seek school leadership positions. It is the goal of WCSD to attract a large, diverse pool of highly skilled candidates which is reflected in the depth of recruiting efforts. The application process is clearly described, equitable, and transparent so candidates know what to expect and have confidence in the integrity of the system. Announcements, webpages, informational group meetings, process maps, and official statements reflect this integrity.

Attracting Principal/Assistant Principal Candidates

In the principal/assistant principal Professional Growth System, the process of attracting includes identifying, nurturing, and encouraging talented personnel who exhibit the abilities required of a site administrator to prepare and apply for these roles. Current District administrators take responsibility for encouraging talented individuals in a variety of ways, including mentoring, and opportunities to job shadow. An individual interested in a position will be provided a formal job description upon request so they have clear expectations about the position. Specific information about the principal/assistant principal job and application process is located on the WCSD website under the employment section. Detailed job descriptions are available in the Human Resources department.

A culture of support is provided as the fundamental foundation for attracting staff to administrative and supervisory positions. Potential candidates are encouraged to participate on school or District committees. Serving on a school improvement team, faculty leadership committee, District committee, or similar work groups will help individuals to acquire knowledge, gain exposure, and practice skills that are important for becoming a principal or assistant principal.

Potential candidates are encouraged to participate in professional organizations and to read professional materials. Specifically, widely respected publications such as Education Week, Educational Leadership, and the Kappan are readily available. Articles of relevance to school and District objectives should be recommended to these individuals for reading. Reading and analyzing books on a variety of administrative topics, such as student achievement, leadership, change theory, and professional learning communities should be encouraged. Feedback from current administrative and non-administrative employees is gathered regarding interests in

promotions, professional development needed for advancement, and incentives for applying for administrative vacancies. Examples of experiences for employees to build their understanding and capacity to move into principal/assistant principal positions include:

- Leadership opportunities at the site and District level;
- Courses to provide skills and knowledge needed for principal/assistant principal positions;
- Opportunities to shadow principals/assistant principals to understand their job responsibilities;
- Workshops where firsthand information can be provided;
- Aspiring administrator programs to maximize internal administrative recruitment.

In these ways, current employees learn about the skills, knowledge, and abilities expected for each principal/assistant principal vacancy.

Central office leaders at all levels must accept the responsibility to identify and nurture talented individuals who have the ability to lead schools. School based leaders also have a responsibility to identify and coach individuals who show promise and the desire to lead at the school level.

Recruiting Principal/Assistant Principals

To ensure a pool of excellent candidates, WCSD seeks candidates internally and externally and looks for individuals of diverse backgrounds. Pathways for internal promotions are provided through professional development opportunities in the PPGS and professional development opportunities offered within the District. External recruitment offers the possibility for experienced administrators to enter WCSD. In advertising principal and assistant principal positions through the WCSD website, journals, employment websites, professional organizations, community groups, newspapers and attending job fairs, the District seeks to recruit candidates of the highest quality. Active recruiting means: increasing exposure in historically Black universities and colleges and other diverse institutions of higher learning; building relationships with candidates from different regions of our country; fostering relationships with diverse community organizations in order to provide a larger pool of candidates; and bringing in instructional leaders who reflect our student population.

Other avenues for recruitment include universities, other school systems, personal contacts, professional conferences, professional organizations, national conventions, national publications, and other methods for soliciting interests at local, regional, state, and national levels.

Candidates for principal or assistant principal jobs should have teaching experience and an understanding of standards, criteria, and behaviors for effective teaching. In addition, candidates need to understand the performance standards expected of administrators and exhibit behaviors demonstrating these standards. WCSD ideal candidates will demonstrate: Setting high expectations for all students; demonstrating passion for leadership; teaching and learning; establishing connections and building relationships with students, families and community; showing persistence; refusing to give up on students; and demonstrate cultural responsiveness for all students. Knowing how to develop a vision, being able to utilize data for decision making,

managing organizational processes, collaborating with stakeholders, being self-reflective to continually improve, and understanding the broader political context, are some of the key characteristics of individuals who wish to apply for principal or assistant principal positions.

Highly skilled mentors help develop potential leader's knowledge and skills needed to be accepted into the leadership training program. Internal candidates for assistant principal and principal positions receive training and professional development to prepare them for administrative roles. Those internal and external candidates who demonstrate characteristics of highly effective principals are considered for selection.

Feedback for Continuous Improvement

As a method of quality control, the District solicits feedback from applicants regarding their experience in the process of filling vacancies. Candidates who do not obtain a position for which they have applied have the opportunity to receive feedback related to the criteria for the position through the Office of Human Resources. To maintain its commitment to continuous improvement, the District also gathers information from its current and exiting site administrative staff to determine factors that impact retention.

Conclusion

It is the goal of the Principal/Assistant Principal Professional Growth System to attract and recruit the most talented pool of highly effective individuals possible to become administrators to ensure the success of every student, by name and face, to graduation.

PROFESSIONAL DEVELOPMENT

Vision

A major component of the WCSD PPGS is a comprehensive professional development process for administrators. The vision for the professional development component is to provide a variety of leadership experiences for administrative staff that will expand their knowledge, skills, strategies, practices, and beliefs in each of the Seven Standards (see Appendix C). Continuous learning and experimentation will be promoted by providing learning experiences that allow WCSD staff members to participate in District-wide professional development, professional development to increase effectiveness to meet school community/office needs, and professional development focused on the needs of the individual administrator.

District-wide professional development will be guided by a plan in which administrators are full partners with the District in development, implementation, and evaluation of the plan. The plan will encompass various aspects of professional development such as, but not limited to, the following: training; peer coaching and mentoring; action research; school and office visitations; research and study of best practices; and study groups. The individual administrator's professional development plan will be guided by the needs of the District, the school, and the individual administrator. Time will be provided for professional development, and growth will be reflected informally through self, peer, and supervisory feedback, and documented formally within the evaluation process.

Content

The content of professional development experiences will focus on areas related to the Seven Standards within the WCSD PPGS. The selection and delivery of the experiences will be research-based and will focus on student achievement as the end result. The improvement of student learning is central to the development of all professional development experiences. At the school level, this is accomplished through the school improvement planning process. The content will provide the following:

- A deeper understanding of teaching and learning, and school/office improvement planning;
- An in-depth understanding of what each of the Seven Standards mean;
- The skill and abilities to implement the Seven Standards effectively;
- An understanding and practice of leadership skills to manage the change process;
- Increased facilitation skills to build a professional learning community;
- Knowledge of District initiatives.

Activities and Practices for Professional Development

Professional development experiences will reflect the learning needs of the administrators as they move through their careers. It is expected that novice administrators may need experiences increasing their knowledge and understanding of the complexity of administrative leadership. Veteran administrators may need experiences expanding their expertise in the areas of leadership and supervision. Administrators may require skills in areas leading to promotional opportunities.

At each juncture of the administrator's career, experiences should be structured to ensure that District and individual needs are met. Additionally, administrators may increase their learning by participating in District activities, such as committees and workgroups, and serving as instructors and developers of District initiatives.

Individual Professional Development Plans

Between formal evaluation years, each administrator will create, in consultation with his/her direct supervisor, a Professional Development Plan (PDP) for continuous improvement. During formal evaluation years, an administrator is not required to create a PDP. The goal is to have a meaningful learning plan that outlines continuous growth for the individual. The path of activity administrators choose to undertake in the PDP is reflected through a thoughtful process involving the analysis of data, the current position held, and individual growth needs to meet the goals of the school. This plan will include the following:

- Area of growth
- Expected outcomes
- Plan for meeting the goal
- Identification of resources needed
- Evidence of attainment

Audiences

The Novice Administrator

- A novice administrator is one who is in the first three years of an administrative school-based position. Novice administrators who have just moved into administrative assignments have specific needs for professional development and growth. These needs will be met through a comprehensive process.
- For all novice administrators, a comprehensive training and development program will be implemented to ensure the administrator has a full understanding of the Seven Standards, has opportunities to practice leadership skills, and becomes knowledgeable about the expectations of the position. Orientation, training, and development sessions will be provided and coordinated by the Office of Staff Development.
- Novice principals will be supported by a team, including the consulting principal, supervisory staff from the Office of School Performance, and professional development from the Office of Staff Development.
- For assistant principals, a development program will provide training and support through a process that includes regular training sessions and ongoing development team meetings to focus on identified areas of growth.
- New-to-District principals will be provided support through an orientation program, training and support by the individual's supervisor and the mentoring program.
- Seminars are provided where District leaders will further the new administrators' knowledge base of leadership and management topics.

The Veteran Administrator

Experiences that improve leadership skills for continuous improvement are critical components of a professional learning community. For the veteran administrator, these experiences may include the following opportunities:

- Participating in District committees, work groups and action teams;
- Training others in best practices;
- Participating in training, peer reflective conversations, and peer visits with reflections;
- Shadowing others both within and outside of the District;
- Attending and presenting at WCSD, state, national, and international conferences and meetings;
- Taking courses in NISL (National Institute for School Leaders);
- Teaching in graduate programs;
- Forming action research or peer study groups.

Conclusion

It is the goal of the professional development component to provide experiences and opportunities to enhance the skills and leadership abilities of all administrators in order to meet the needs of the District, the school, and the individual administrator.

PROFESSIONAL DEVELOPMENT PLAN (PDP)

Office of Staff Development
WASHOE COUNTY SCHOOL DISTRICT
Reno, Nevada 89520

Principal's
Professional Development Plan (PDP)

Name:
School
Timeframe for PDP:

PURPOSE:

The purpose of your PDP is to give you the opportunity to reflect on and continuously improve your knowledge, skills, and abilities as they relate to the leadership standards for your position. Your PDP is to be aligned with your work and it is to support you in doing your job.

1. Directions for Developing the PDP

- Review the leadership standards for your position and complete a self-assessment.
- Gather and review data related to the area upon which you wish to focus.
- Develop your initial plan with self-reflection and with consultation from colleagues of your choice.
- Present the plan to your direct supervisor for collaborative input and agreement.
- Make revisions, if any, and give a copy to your direct supervisor.
- Participate in meetings with your direct supervisor to discuss your progress on the outcome, evidence of attainment, resources needed, and completion.
- The timeline for completing the PDP will be established in collaboration with your supervisor. It does not have to coincide with the academic year.
- You may also decide to modify your plan or change it entirely at any time in collaboration with your supervisor.

II. PDP Form

Identify the standard and criterion you want to develop or enhance to address your focus area. WCSD LEADERSHIP STANDARD and CRITERION:
State your focus as an outcome. (By the end of – I will – so that ---)
What evidence/data will you collect to verify that you will have attained your outcome?
How does your outcome relate to your school improvement plan?

Action Plan: In the space below, identify the actions you will take to achieve your outcome and your anticipated timeline for actions. Your direct supervisor is to assist you with the supports, if needed, to achieve the outcome.

ACTIONS	SUPPORTS NEEDED (OPTIONAL)	ANTICIPATED EVIDENCE	ANTICIPATED TIMELINE	DATE OF COMPLETION

Signatures: These signatures reflect mutual agreement on the plan.		
Administrators Name (Print)	Signature	Date
Direct Supervisor Name (Print)	Signature	Date

III. Process for Completing the PDP

- Compile data regarding the attainment of your outcome.
- Reflect upon the data and the leadership standard. Consult with colleagues of your choice.
- Arrange a meeting with your direct supervisor to review and discuss the data, the leadership standard, and any supports used.
- Decide with your direct supervisor if the outcome is achieved or if the plan needs to be changed.
- Attach any documents that are evidence of attainment of your outcome. The use of a portfolio is optional for this purpose.
- Use another sheet to provide a reflection on your outcome attainment.

Signatures: These signatures reflect mutual agreement on the plan.		
Administrator Name (Print)	Signature	Date
Direct Supervisor Name (Print)	Signature	Date

MENTORING

Vision

An essential element of the professional development component of the PPGS is a supportive and collegial mentoring model. The vision for a mentoring model is to provide a variety of structures that meet the needs of administrative personnel throughout their careers, so they can be effective leaders based on the performance standards for administrators. The goal is to provide supportive relationships that are dynamic and cultivate a culture of sharing best practices about both the content of leadership and the political and social culture of the District.

Mentoring would include a variety of activities such as coaching, modeling, peer observation with reflection, and constructive feedback. Mentors are viewed as a collegial support system for novice administrators, administrators who seek monitoring through the professional development planning process, and administrators who are provided mentors through the evaluation and supervision process. The mentor/mentee relationship is one in which both parties receive benefits. The mentor and mentee learn from the sharing of ideas and insights, from the mutual reflection on strategies, practices, and their outcomes; and the opportunity for networking with other professionals.

Qualities of a Mentor

Mentors will need to have skills matched with the needs and interests of the individual they will mentor. They need to demonstrate excellence in communicating, listening, analyzing, and providing feedback. Mentors must be respected by colleagues for their knowledge base in both the pedagogy of leadership and their understanding of District dynamics. A mentor must be willing to develop supportive relationships, exhibit a commitment to the mentoring process in both time and effort, and be trustworthy in order to establish a relationship of trust with his/her mentee. A mentor may be a colleague administrator, an executive staff member, or an external partner from the field of education or business. The mentor will not be the mentee's direct supervisor.

Roles of a Mentor

The mentor will serve numerous roles, based on the specific needs and interests of the mentee. These roles may include the following:

- Assist the mentee in understanding the Seven Standards for administrators;
- Provide feedback on the mentee's development in the Standards;
- Listen to mentee concerns and promote self-reflection;
- Assist the mentee in developing the relationships necessary for building a culture of collaboration;
- Assist the mentee in understanding the beliefs essential for maximizing student achievement for all;
- Provide an understanding of change theory and suggest strategies for implementing change;
- Help the mentee understand his/her leadership role in our high-performing District;
- Provide information about the school, zone, office, district, state or national issues;

- Answer questions about policies, procedures, and work situations;
- Share strategies about effective implementation of routines and processes;
- Suggest multiple solutions to problems;
- Offer peer observation with reflection;
- Propose strategies and practices for improving student achievement through data analysis and established targets for growth;
- Suggest strategies to access district supports;
- Coach in identified areas of professional growth;
- Assist in developing skills to meet the various needs of stakeholders;
- Support the mentee in using the Envision WCSD 2015 Goals (Strategic Plan) for continuous growth;
- Guide the mentee in self-discovery and in the capacity to change;
- Facilitate the mentee in developing his/her leadership skills.

Process for the Mentoring Model

Format

Mentoring within the PPGS will include both a one-on-one relationship between a mentor and a mentee, and a series of seminars specifically designed for the cohort group involved.

One-on-one mentoring can provide an administrator with the confidence and self-assurance necessary for self-reflection and continuous improvement. Respected administrators who develop a trusting relationship with the mentee can assist in assessing individual strengths and improvement needs. The mentor can help the mentee reflect on goals and identify opportunities for professional development. Providing access to highly effective colleagues who can impart astute feedback is a crucial aspect of the WCSD mentoring model, as this gives administrators the individual support they seek.

Mentoring seminars provide job-alike cohort groups the opportunity to develop new knowledge and skills on a variety of topics such as District goals and initiatives, curriculum, instruction, and assessment, data analysis, best practices, and the WCSD standards for administrators. Seminars are provided for aspiring administrators, assistant principals, novice principals, principals new to WCSD, and experienced principals.

Selection of One-on-One Mentors

A variety of individuals may serve in a mentor capacity. Mentors may include consulting principals, peers, Area Superintendents, directors, coordinators, and other District staff. Additionally, mentors external to WCSD may be identified from the fields of education and business.

Mentors are selected through a collaborative process among the mentee, the direct supervisor of the mentee, and the Office of Staff Development. Mentors are selected based on the needs of the mentee.

Training for Mentors

Mentors receive formal training provided by the Office of Staff Development in expectations for mentoring support and in the standards. The training encompasses skills and expectations for effective mentoring and coaching. Mentors are provided with ongoing training so they have an understanding of the complexities of standards that enable them to build the relationship and create the culture to achieve WCSD goals and expectations. The training process includes feedback from stakeholders about the effectiveness of the mentoring supports so that continuous improvements to the training program are made.

Eligibility for Individual Mentoring

The following administrators are eligible for individual mentoring support:

- Novice administrators;
- Administrators new to WCSD;
- Administrators seeking mentoring through the Professional Development Planning process;
- Administrators linked with mentors through the evaluation and supervision process;
- Administrators new to a school level.

Accessing Individual Mentors

Individual mentors are accessed through the Office of Staff Development with the approval of the direct supervisor.

Conclusion

Mentoring is a research-based method for developing the knowledge, skills, and abilities of administrators to be effective leaders. This is a key component in helping administrators meet the professional growth criteria. Having a variety of structures for mentoring meets the needs of administrators at different career stages.

EVALUATION PROCESS FOR PRINCIPALS/ASSISTANT PRINCIPALS

Purpose

The purpose of the evaluation component of the PPGS is to ensure and document high-quality performance of principals/assistant principals for WCSD and to provide feedback to principal/assistant principals for their own continuous professional improvement. The evaluation component clearly outlines expectations and measures based in equal part on the Seven Standards of performance and student achievement outcomes. The evaluation system also provides WCSD with information from which professional development programs can be developed, personnel selection procedures can be appraised, and the adequacy of human and material resources can be assessed.

The structure of the evaluation process recognizes the complexities of the principal/assistant principal role and provides opportunities for continuous improvement. The principal's/assistant principal's strengths are recognized and nurtured. Strengths and areas of need are documented through multiple sources of data. Principals/assistant principals are given the necessary support and resources to address identified needs and improve performance.

Elements of the Evaluation Process

Evaluators

Area Superintendents are responsible for the formal evaluation of all principals within their supervisory zone. Assistant Principals are evaluated by their respective principals.

Frequency Schedules

Formal evaluations are required as follows:

- First, second, and third year as a WCSD principal/assistant principal;
- First year after a change of level and then return to cycle;
- First year after new assignment and then return to cycle;
- Sixth year;
- Tenth year;
- Every fifth year after the tenth year;

Note: A Special Evaluation may be used in any year using the process outlined in the Special Evaluation/Evaluation Support Cycle listed below.

Annual Review Process in Professional Growth Years

Between formal evaluation years, principals/assistant principals participate in personalized professional growth activities as part of the professional growth cycle. This component of the PPGS is described in the Professional Development Section of the PPGS Handbook. These growth activities are based upon individualized professional development plans (PDPs) developed for each principal/assistant principal.

During professional growth years, the principal/assistant principal gathers data for four annual meetings with the Area Superintendent and/or director of school performance. These meetings will occur near the beginning, middle and the end of the school year to review data sources in order to set goals, review progress toward goals, and review summative performance in relation to the Seven Standards, school achievement results and the school improvement process.

Performance with no concerns:

If annual reviews indicate that progress is continuing and there are no concerns, the principal/assistant principal will continue in the professional growth cycle that will include a Personal Professional Development Plan. Novice principals/assistant principals in their first three years, those new to WCSD, and principals/assistant principals new to an assignment, are not eligible for a Personal Professional Development Plan.

Performance with concerns:

At any time during the school year, if the Area Superintendent identifies and documents significant concerns regarding the principal's/assistant principal's performance in relation to the Seven Standards and/or school achievement results, the principal/assistant principal will be provided training and/or support by a consulting principal and the director of school performance. The role of the consulting principal is defined at the end of this section. The consulting principal will organize a meeting with the principal, Area Superintendent, and/or the director of school performance during which the consulting principal will facilitate the development of an improvement plan. This plan will be the basis for identifying needs, providing support, establishing a timeline, and determining the measures by which the principal/assistant principal is expected to meet standard. The Area Superintendent will review the data points of the improvement plan and the input from the consulting principal and will write a summary of progress by April 1.

- If the Area Superintendent finds that the principal/assistant principal has met the goals of the improvement plan, the principal/assistant principal continues in the professional growth cycle the following year.
- If the principal's/assistant principal's performance is rated as ineffective or minimally effective, he/she is placed in the Evaluation Support Cycle for the next school year.

Collection of Evaluation Data

The Area Superintendent, director of school performance, consulting principal and/or the Superintendent's designee will collect and analyze data from observations, conferences, meetings and other related data sources to inform the evaluation process. The principal/assistant principal should take an active role in the collection of data for the evaluation process and provide that data to the Area Superintendent. This should be an ongoing and cumulative process documenting progress over time.

In addition to four formal meetings focusing on the evaluation, there will be formal observations, monthly monitoring visits, and interactions as needed to document performance in relation to the Seven Standards and student achievement results. During an evaluation year, at least two formal observations are required. Formal observations require that the person being observed has full knowledge of the observation, that a written observation report is shared with the person, and the person has the right to respond to the observation report. It is recommended that observations should be a minimum of 30 minutes in length or longer, as appropriate. Examples of formal observations and visits include:

- Staff meetings
- Student meetings
- Special education meetings
- Parent/community meetings
- School Improvement Team meetings
- Achievement Steering Committee Meetings
- Intervention Assistance Team Meetings
- Staff evaluation conferences
- Parent conferences
- Monthly Monitoring Visits
- Staff, student, and parent interactions

Data sources to be used in the evaluation process may include:

- Formal observations
- School Improvement Plan
- Northwest Accreditation Plan
- Professional Development Plan
- CRT, MAP, DRA, End of Course Exams, HSPE, SAT, ACT, AP/IB Enrollment, Cohort Graduation Rate, Ninth grade credit attainment, discipline and attendance records, Course failure reports
- Staff profile, including but not limited to, turnover, diversity, attendance, and experience
- WCSD parent, student, and staff surveys

Annual Review Process in Formal Evaluation Years

Principals/Assistant Principals enter the evaluation year in accordance with the frequency schedule (see appendix A) of the evaluation process. During a formal evaluation year, the principal/assistant principal gathers data for three annual supervisory meetings with the Area Superintendent. These meetings will occur near the beginning, middle and the end of the school year to review data sources in order to set goals, review progress toward goals, and review summative performance in relation to the Seven Standards, school achievement results and the school improvement process.

During formal evaluation years, the Area Superintendent will complete observations, gather information, and review data sources with the principal/assistant principal. A minimum of two formal observations are required with at least one each semester. The evaluation is based on the Seven Standards listed in the McREL evaluation system (Appendix C), component descriptors and practices, and student achievement outcomes.

- If the principal/assistant principal is rated effective or highly effective, the principal/assistant principal continues in the professional growth cycle.
- If the Area Superintendent identifies concerns during the formal evaluation year, a consulting principal is assigned for support and an improvement plan is developed.
- If the principal/assistant principal is rated ineffective or minimally effective, he/she enters the Evaluation Support Cycle.

Special Evaluation/Evaluation Support Cycle

During the Special Evaluation/Evaluation Support Cycle, the principal/assistant principal will receive clear expectations and support from the Area Superintendent, the director of school performance, a consulting principal, and the Peer Assistance Review (PAR) Panel. The consulting principal, the Area Superintendent, and the principal/assistant principal will collaborate on the development of an improvement plan that will include the identification of the specific areas of need, the expected improvements, and the support provided by the consulting principal and Area Superintendent, and the specific data used to determine effectiveness. The goal of this intense intervention is to provide assistance and opportunities to the principal/assistant principal in order to meet all standards. The principal/assistant principal takes responsibility for involvement in developing the improvement plan to meet the standard of effective or highly effective. The principal/assistant principal enters the Evaluation Support Cycle when an ineffective or minimally effective evaluation is anticipated or earned. The Evaluation Support Cycle includes:

- The consulting principal provides direction and support to the principal/assistant principal. He/she will observe and confer with the principal/assistant principal and submit quarterly reports to the Area Superintendent and the PAR Panel on the supports provided to the principal/assistant principal and the principal's/assistant principal's progress on the improvement plan. By April 1 of the Evaluation Support Cycle year, the consulting principal will complete a summary report on the principal's/assistant principal's progress in the improvement plan.
- The Area Superintendent will also monitor progress on the improvement plan through quarterly observation and meetings with the principal/assistant principal. As outlined in "Collection of Evaluation Data" above, the Area Superintendent will complete the evaluation using multiple sources of required data to document each standard.
- The PAR Panel is comprised of the coordinating Area Superintendent, two Area Superintendents not assigned to the principal/assistant principal under review, and three

principals recommended by the Washoe School Principal Association (WSPA). The Superintendent or designee will approve the membership for the panel. This panel will receive quarterly updates from the Area Superintendent and the consulting principal on the progress of the principal/assistant principal on the improvement plan to reach the standard of effective or highly effective at the end of the year of the Evaluation Support Cycle.

Decisions Regarding the Evaluation Support Cycle

If the Area Superintendent and consulting principal agree the principal/assistant principal has met the standard of effective or highly effective, the principal/assistant principal will return to the professional growth cycle. If the Area Superintendent and the consulting principal agree the principal/assistant principal has not met the standard of effective or highly effective or they could not agree if the principal/assistant principal met either of those standards, they will present their findings to the PAR Panel. The principal/assistant principal will also have an opportunity to present information to the PAR Panel. After considering all of the information, the PAR Panel will make one of the following recommendations to the Superintendent by April 1.

- The principal/assistant principal returns to the professional growth cycle;
- The principal/assistant principal receives a second year on the Special Evaluation Cycle (this is an automatic recommendation if the PAR Panel is in a deadlock);
- The principal/assistant principal is reassigned to another administrative position;
- The principal/assistant principal is reassigned to a certificated teaching position to which they are qualified (only if position is available);
- The principal/assistant principal is dismissed from WCSD.

Appeal Process

Through these procedures, the PPGS establishes the principal/assistant principal play an active role throughout the evaluation process. The meetings held at the beginning, middle and end of each year, the post-observation conferences, and the development of any improvement plans, are examples of the opportunities for collaboration among the Area Superintendent, the principal/assistant principal, and others involved. The District shall be responsible for maintaining the confidentiality of an individual's evaluation process and all related documents. The following appeal process will be available:

- The principal/assistant principal may respond in writing to any observation report within 10 working days of receiving the report and have that response attached to the report;
- The principal/assistant principal may appeal an ineffective or minimally effective evaluation to their Area Superintendent in writing within 10 days of receiving the evaluation. The Area Superintendent has 10 days from the receipt of the appeal to respond. Responses shall range from: upholding the evaluation score to modifying the score;

- The principal/assistant principal may appeal an ineffective or minimally effective evaluation to the Chief Officer of Human Resources. The Chief Officer of Human Resources and Chief School Accountability Officer will select a person from a pre-determined list of five people with principal/assistant principal experience to review an appeal. The Chief Officer of Human Resources will take into consideration the principal/assistant principals' written appeal, the review of the appeal, and his or her own review of the appeal and render one of the following decisions: uphold the evaluation; or, modify the evaluation;
- The principal/assistant principal may submit information and request a meeting with the Superintendent or designee to appeal the recommendation of the PAR Panel. The Superintendent makes final recommendations to the Board of Trustees.

Role of Consulting Principal

The purpose of the consulting principal role is to provide support for the principal/assistant principal. In order to accomplish this, the consulting principal meets initially with the Area Superintendent and, at the request of the Area Superintendent, the director of school performance, to obtain information about the needs of the school. As soon as possible thereafter, the consulting principal meets with the principal/assistant principal. A priority of the position is to provide sufficient time for effective interactions with the principal/assistant principal. The consulting principal is responsible for coaching and mentoring the principal/assistant principal providing direction with regard to supports available from within WCSD and outside sources.

For principals/assistant principals in special evaluation, the consulting principal organizes a meeting with the principal/assistant principal, the Area Superintendent, and the director of school performance, where the consulting principal facilitates the development of an improvement plan. This plan is the basis for identifying needs, providing support, establishing a timeline, and determining the measures by which the principal/assistant principal is expected to meet a rating standard of effective or highly effective. The consulting principal provides assistance to the principal/assistant principal with regard to the areas of need as identified on the improvement plan. The consulting principal helps the principal/assistant principal set priorities and maintains a focus on improvement.

The consulting principal shall be responsible for the following:

- Making frequent visits with informal support;
- Analyzing problems and suggesting options;
- Identifying resources for the principal/assistant principal;
- Conducting a minimum of two formal observations with post-conferences (one per semester recommended);
- Providing written reports on the formal observation to the District and the Area Superintendent
- Communicating with the Area Superintendent and director of school performance regarding the principal's/assistant principal's progress;
- Preparing quarterly reports to the PAR Panel, including a final summative report;

- Making a recommendation regarding the principal's/assistant principal' status to the PAR Panel at the end of the formal time frame.

A consulting principal shall be an experienced principal in WCSD and hired for the position of consulting principal for a three-year term. At the end of the three-year period, the consulting principal returns to a principal/assistant principal position or another administrative position for which he/she is qualified.

Appendix A Evaluation Cycle Schedule

(Based on the number of years of WCSD Principal/Assistant Principal experience)

Probationary Principal/Assistant Principal

Year 1 Evaluation	Year 2 Evaluation	Year 3 Evaluation
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Post-Probationary Principal/Assistant Principal (Three Year Cycle)

Year 4 Personalized Professional Growth Plan	Year 5 Personalized Professional Growth Plan	Year 6 Evaluation
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Post-Probationary Principal/Assistant Principal (Four Year Cycle)

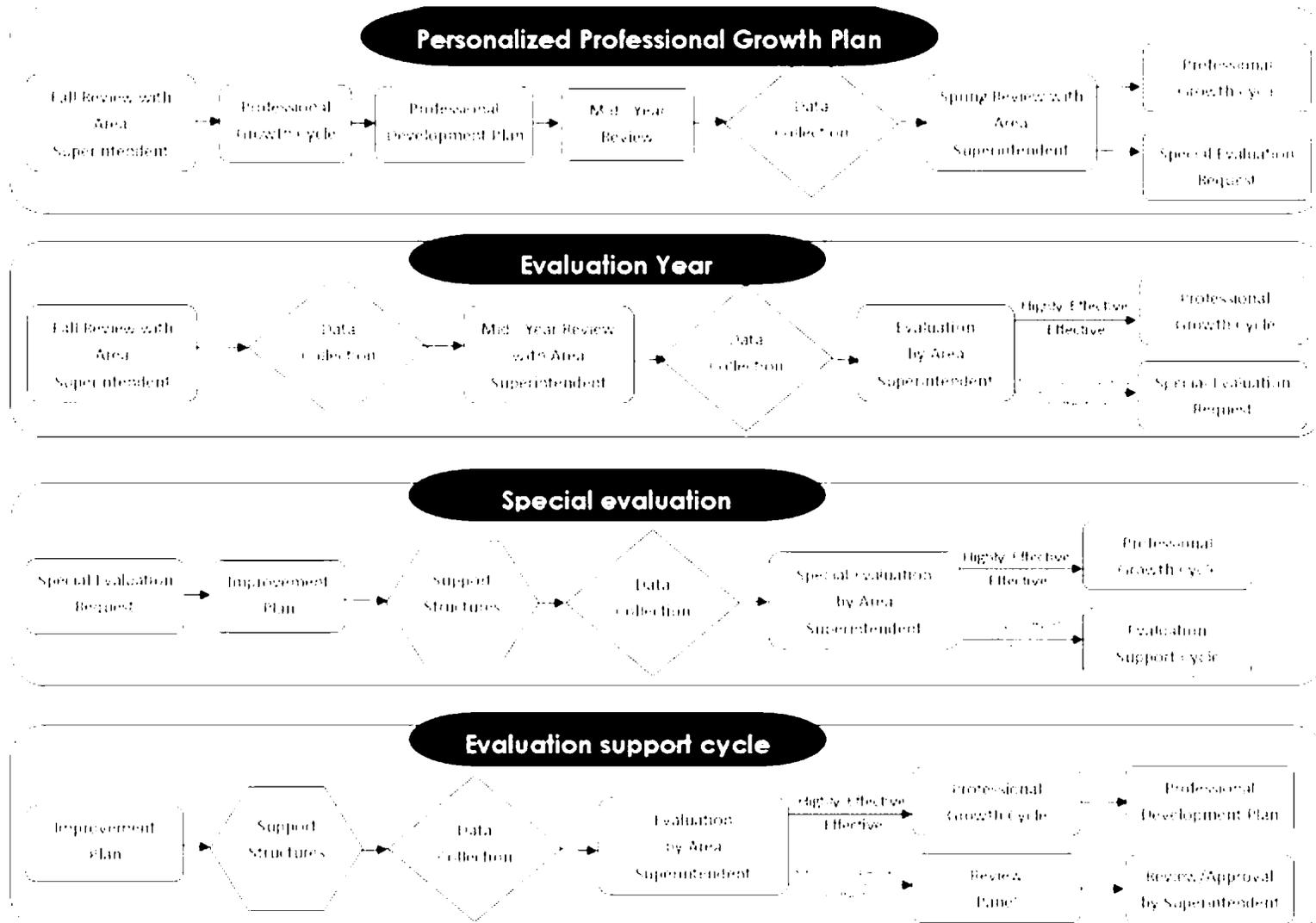
Year 7 Personalized Professional Growth Plan	Year 8 Personalized Professional Growth Plan	Year 9 Personalized Professional Growth Plan	Year 10 Evaluation
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Post-Probationary Principal/Assistant Principal (Five Year Cycle)

Year 11	Year 12	Year 13	Year 14	Year 15
Year 16	Year 17	Year 18	Year 19	Year 20
Year 21	Year 22	Year 23	Year 24	Year 25
Year 26	Year 27	Year 28	Year 29	Year 30
Year 31	Year 32	Year 33	Year 34	Year 35
Year 36	Year 37	Year 38	Year 39	Year 40
Personalized Professional Growth Plan	Personalized Professional Growth Plan	Personalized Professional Growth Plan	Personalized Professional Growth Plan	Evaluation

****To see what occurs during a particular year in the cycle please see detailed diagram on the following page***

Appendix B - Evaluation Cycle Descriptive Flow Chart

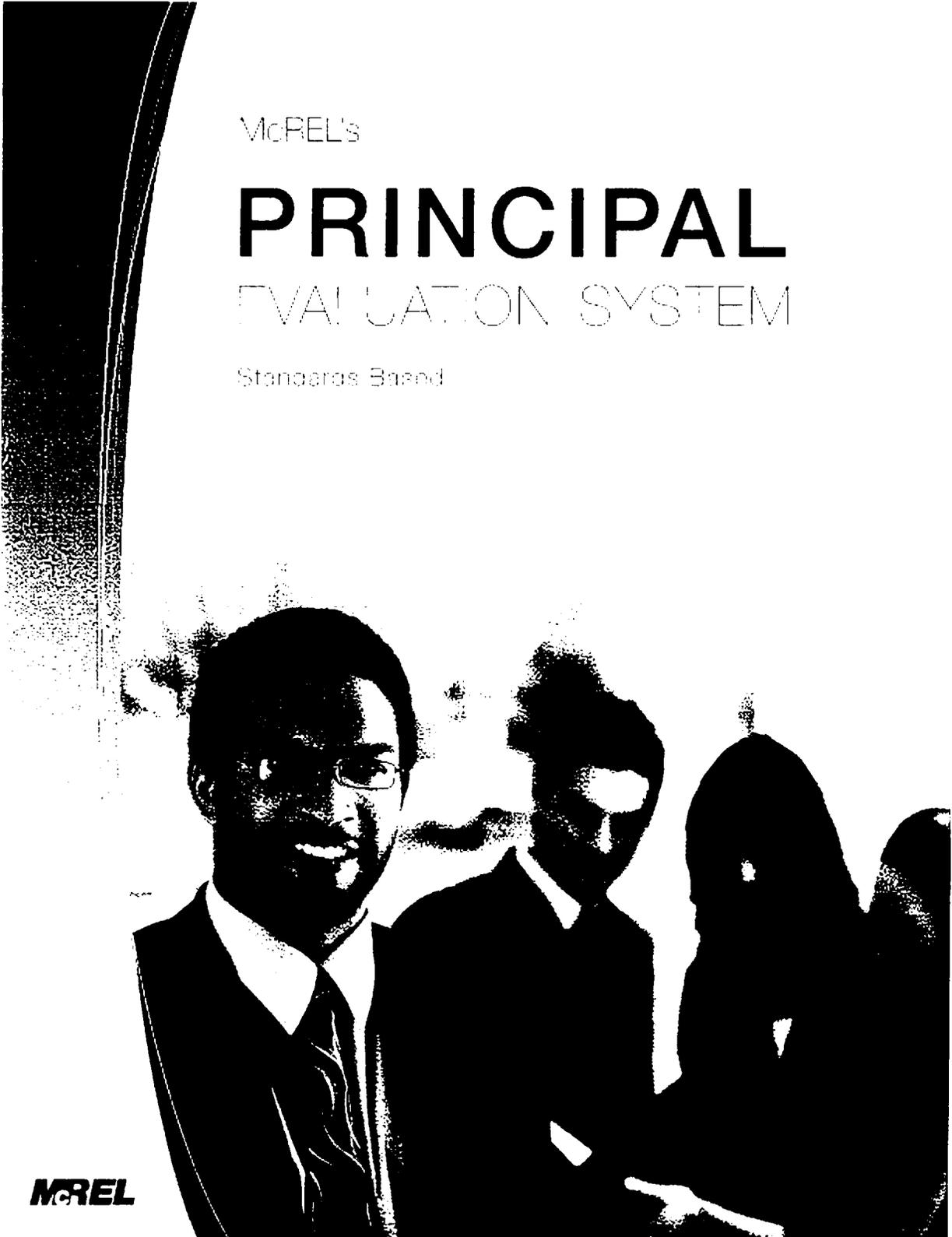


Appendix C – McREL Evaluation System

McREL's

PRINCIPAL EVALUATION SYSTEM

Standards Based





About McREL

McREL (National Center for Educational Leadership) McREL is a nationally recognized, private, non-profit organization dedicated to providing high-quality, research-based educational leadership training and professional development for school leaders. McREL is a 501(c)(3) organization and is a member of the National Education Leadership Institute (NELI).

Acknowledgments

The Washoe County McREL is a public entity system was developed in collaboration with the Washoe County Board of Education and the Nevada State Board of Education. McREL is a public entity system that is a member of the National Education Leadership Institute (NELI).

McREL is a public entity system that is a member of the National Education Leadership Institute (NELI). We would like to thank the Washoe County Board of Education and the Nevada State Board of Education for their support and funding of this project.

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McREL's Principal Evaluation System

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Introduction

McREL's Principal Evaluation System is developed in collaboration with the North Carolina State Board of Education and the North Carolina Department of Public Instruction. It is a standards-based, validated, non-stimulated observation system that promotes a valid method for professional growth. This system is comprised of two components. The first is an ongoing, year-long process between the principal and the supervisor. The second is the evaluation instrument itself, which may be used to assess principals in support of the development of standards along with the forms and reports for self-reflection, goal setting, management, and formative evaluation campaigns.

McREL's Principal Evaluation System also identifies the evaluation process, provides support for teacher coaching and knowledge building, and helps to build educational leadership as their position. The system is intended to improve communication between a supervisor and a principal with fairness, transparency, and credibility and to increase accountability. McREL's system uses a communication process to determine what to build, what to capture, and how to evaluate the process and its results.

The Purposes of the Evaluation

The Principal Evaluation System evaluation process will:

- Serve as a guide for principals to collect, upon and improve, to effective various school activities.
- Support higher education programs in developing the content and requirements of degree programs that prepare future principals.
- Focus the goals and objectives of districts in their support in their evaluation process.
- Build professional development for principals and
- Serve as a tool to develop a program to assist in a comprehensive plan for principal.

Definitions

In the process of this evaluation process, the following terms are defined below:

Artifact – A product resulting from a principal's work. Artifacts are actual representations of work and are used to describe the purpose of an evaluation requirements. Artifacts are used to inform the evaluator and the principal of the principal's progress, change, or the final rating. Principals may use them as examples of their work.

Examples of artifacts include:

- **Classroom walk-through** – A plan that includes strategies for improving student performance, how and when to implement, and how to measure, align or state standards, success for various, and. Plans are created for to meet their needs in their class.
- **Classroom walk-through** – An informal report of school activities and the presence of all kinds of work, strategies, and resources, instructional supports, resources, teacher assessment, and parents of children, and more, which includes programs to support school improvement plan, to strengthen student performance.
- **Student Progress Report** – Data on progress of students who did not pass on a test.
- **Student achievement data** – Data on student performance, including data on the number of students who are
- **Teacher Background Information** – Teachers who have earned National Board Certification.
- **Professional Development** – Staff who have completed or are scheduled to complete a professional development program, and professional development data on the number of students who are
- **PPG** – A school's plan to meet its goals and objectives.

Observation – The information used as the basis for the final rating, instrument for planning.

Portfolio – Documents that demonstrate or contain the work of the principal and the principal's work, support, and other work.

Principal Evaluation Flow – Forms that describe the principal's system principles, in which the principal's performance is determined. These forms are used to assess the principal's performance. These forms are also used (see Appendix A, page 29).

- Principal Summer Evaluation Worksheet
 - Goal Setting Worksheet
 - Principal Performance Goal Form
 - Multi-Year Evaluation Progress Toward Achieving Goals
 - Principal Evaluation Process Documentation
6. **Principals' Goals** – Goals for improvement in professional practice based on the self-assessment and on a performance recommendation.
7. **Performance Rating** – The following are the scale of the standards during school principals and assistant principals:
- **Developing:** Principal demonstrated a lack of knowledge and/or skills during the period of performance. The principal's performance is not at the level of performance.
 - **Proficient:** Principal demonstrated basic performance and skills during the period of performance.
 - **Accomplished:** Principal exceeded basic performance and skills during the period of performance.
 - **Distinguished:** Principal demonstrated superior performance and skills during the period of performance.
 - **Not Demonstrated:** Principal did not demonstrate competence or an adequate growth toward achieving a satisfactory level of performance.
- Note: Refer to the following link for more information on the evaluation process: [http://www.washoe.k12.nv.us/PPGS/PPGS%20Manual.pdf](#)*
8. **Annual Review** – Principals
9. **Self-assessment** – Personal reflection on one's performance in a practice to identify strengths and areas for improvement and to share information with others.
- Source: [http://www.washoe.k12.nv.us/PPGS/PPGS%20Manual.pdf](#)*

Evaluation Process

Principal Responsibilities

- Know and understand the Standard for Principals
- Understand the Principal Evaluation System
- Prepare the Principal and understand the administrative and operational requirements of performance evaluation, including ongoing evaluation and annual evaluation
- Prepare the Principal and understand the performance standards and requirements of the goals
- Develop and maintain strategies to improve personal performance, set goals, discuss non-achievement of objectives, and document
- Participate in the Mid-Year and Final Review conferences

Evaluator Responsibilities

- Know and understand the Standard for Principals
- Participate in training to understand and implement the Principal Evaluation System
- Set up the Principal Evaluation System and understand the steps and objectives of the ongoing and annual processes
- Know the principal's strengths and weaknesses, set goals, and make recommendations for improvement and professional development
- Ensure that the reviews of the Principal Summer Evaluation during the conferences are done in a fair and objective manner and are reflective of the principal's performance

Instructions for Principal Evaluation Process

The principal's responsibility is to ensure the process is to assess the principal's performance in relation to the Standards for Principal Leadership and to the district's performance. The process will be fully aligned with the standards during the evaluation process through the use of self-assessment, which is a mandatory activity, near to monthly, for all school leaders with an interest in the leadership of the school. The responsibility to observe by the principal is as a minimum. It is **not** intended to be one part of a portfolio. If there is available possible evidence for self-assessment, goal setting, professional development, or demonstration of performance in specific standards. The following steps outline the essential elements of the evaluation process.

Step 1: Orientation

At the beginning of the school year, the superintendent/designee will conduct a group orientation with all of the district principals and assistant principals. At this orientation, each principal will be provided a complete set of materials that include the evaluation process.

Step 2: Pre-Evaluation Planning

Principals will complete a self-assessment using the *Washoe Evaluating Principals* (pp. 1-7). These self-assessments will serve as the basis for the pre-observation form, which is used to complete a pre-observation (See 2).

Step 3: Meeting Between Principal and Superintendent/Designee

Principals will meet monthly with the district superintendent/designee with the purpose of delegating responsibility to various principals of critical evaluation and primary performance goals and the evidence and data collected for the evaluation process. The principal and superintendent/designee will discuss the data, evidence, and artifacts to measure the evaluation process and confirm the principal's level of performance.

Step 4: Data Collection

The principal will collect the data generated in Step 3. These items include the artifacts listed previously, as well as other data from all major projects, standards, and the school community, if applicable, or professional development completed during the year, and observations of principal's achievement of performance goals. The district superintendent/designee will be available during the process in order to assess the environment and interact with the principal and other members of the school community.

Step 5: Mid-Year Evaluation Between Principal and Superintendent/Designee

Principals will meet monthly with the district superintendent/designee to discuss the progress to date and to discuss the progress to date and to discuss the progress to date. The mid-year discussion will focus on the progress to date and to discuss the progress to date and to discuss the progress to date.

Step 6: Prepare a Consolidated Performance Assessment

The principal will review the data generated in Steps 4 and 5 in order to prepare a consolidated performance assessment. This final summary of the data and artifacts used to evaluate performance will be prepared to the superintendent/designee for review. The data and artifacts used to evaluate performance will be reviewed.

Step 7: Meeting Between Principal and Superintendent/Designee

The principal and superintendent/designee will meet at the school site to discuss the progress to date and to discuss the progress to date. They will discuss the self-assessment, consolidated assessment, and data and artifacts used to evaluate the principal's performance. The superintendent/designee will prepare a final assessment. Should additional data or artifacts need to be collected, the principal will be responsible for collecting the data and artifacts. At this meeting, the principal and superintendent/designee will discuss the performance goals and recommendations for the principal's growth plan.

A meeting agenda to complete the process are included in the report. While the report is an important component of the evaluation process.

- District of Learning Principles and Self-Assessment Form
- Principal Summary and Evaluation Report

The Standards and Their Practices

Standard 1: Strategic Leadership

Summary: School principals and administrators with a vision of strategic leadership manage the school's vision, mission, and goals in the 21st century. Understanding that schools should prepare students for an uncertain future, also that a product of learning is the formation and maintenance of important skills. Hence, the school's vision, mission, and strategic purpose must allow building on its strengths and focus on areas of improvement for the school to develop long-term success in practice.

Practices: The school uses a variety of practices effective strategic leadership with results:

- Implement a vision, mission, strategic plan, and 21st century skills that schools are preparing students for.
- Systematically change the status quo by leading change to develop only beneficial outcomes.
- Systematically considers new ideas, change, strengths, and weaknesses with major change to the strategies or methods used.
- Communicate, before implementation, the change process to acquire 21st century skills.
- Create a school-level vision, mission, and strategic plan that contains periods of reflection and assignment.
- The school processes that provide for a regular review and revision of the school's vision, mission, and strategic goals by all school stakeholders.
- Create processes to monitor the school's degree of achievement, adjust, learn, and subsequently create decisions and implement a change in the school.
- Analyze a state or experimental strategy using the School Improvement Plan.
- Evaluate the school's development process and its role in improvement plans to meet strategic goals and objectives.
- Evaluate the successful execution of the state for prevention plan against the mission and goals set by the state plan or achievement.
- Evaluate the implementation of state for prevention plan in the schools' classrooms.
- Evaluate the setting of state for prevention goals and the expectations that all students meet them.
- Establishes strong professional habits and standards, teaching, and learning that reflect best practices and best practice in preparing students for success in college or workforce.
- Conducts a review of school's development plan for the school.

Possible Artifacts:

- Degree to which school improvement plan strategies are implemented, assessed, and modified.
- Evidence of an effective process for the School Improvement Team.
- Evidence of a school's strategic plan for the school's strategic plan.
- Strategic plan.

Standard 2: Instructional Leadership

Summary: School leaders will set up a variety of leadership structures, programs, and 21st century resources and assess the impact of these structures on the school environment. The school leader must have knowledge and expertise in instructional design, practices and models, research, and data to create the structure of a 21st century school. The school leader will be able to design, implement, and evaluate the structure of the school to meet the needs of students, the ongoing performance of the school, and the school's role in the community.

Practices: The school leader will practice the following instructional leadership practices:

- Creates policies, procedures, and structures that promote a culture of learning and teaching. Emphasizes the quality of instruction as a focus of instruction and student learning that are grounded in the best practices and research in the field.
- Creates and implements a variety of instructional design, leadership, and teacher improvement practices.
- Demonstrates knowledge of 21st century curriculum, standards, and assessment by leading or participating in ongoing work with a team and working with those teams to develop and implement high quality formative and summative assessments with student, parent, and community involvement.
- Ensures that there is an appropriate and logical alignment between the curriculum, the school, and the state's accountability system.
- Creates processes and structures that facilitate the collaborative teams design, sharing, evaluation, and refining of ongoing, evolving, and engaging instructional lessons that ensure students acquire essential knowledge.
- Challenges staff to reflect deeply on and improve what knowledge, skills and competencies are needed to complete a variety of diverse projects of students.
- Creates processes that allow and encourage students to test ideas and then formative and formative assessment to the improvement of instruction.
- Creates processes for an annual, bi-annual, and periodic structures across a variety of 21st century, instructional, and emerging technologies and best practices for meeting diverse student needs.
- Creates processes to ensure that strategic, thematic and content resources to meet instructional goals and support teacher needs.
- Creates processes to provide formal feedback to teachers regarding the effectiveness of their classroom instruction.
- Creates processes that monitor teacher practices and influences that would come from their instructional and individual level of instructional practice.
- Sets an example and encourages others to assess and challenge their own instructional practices and their own role.

Possible Artifacts:

- School improvement plan
- Strategic plan, goals, and objectives
- Long range plan
- Teacher contracts
- Documented list of formative assessment systems to improve instruction
- Instructional and content standards, 21st century personalized learning strategies, and standards of student learning and individual level of instructional practice
- Evidence of how standards developed by the state are being implemented

Standard 3: Cultural Leadership

Summary: School executives will demonstrate a clear understanding of the important role of school culture in achieving high exemplary performance of students. School executives must support and evaluate the traditions, rituals, symbols and programs that contribute to the school community that result in a positive learning environment. School executives will be able to evaluate the school's ability to engage with stakeholders in a way that is consistent with the school's vision, mission, and purpose. School executives will also ensure that the school has the people, resources and systems in place to support the school's vision, mission, and purpose. School executives will also ensure that the school has the people, resources and systems in place to support the school's vision, mission, and purpose.

Practices: The school executive will be effective in cultural leadership by:

- Collaborates with government professionals to design management that supports the vision, mission, and purpose of the school and promotes a positive learning environment.
- Communicates strong, clear, and consistent values, beliefs, and professional learning opportunities with teachers, staff, parents, and students and their experiences in the classroom.
- Influences the school's culture to support the vision, mission, and purpose of the school as outlined in the school improvement plan.
- Systematically develops and uses core values, beliefs, and professional learning opportunities that emphasize a sense of community and cooperation to reach the objectives throughout the school and staff.
- Systematically and fairly uses non-negotiable values as a determinant of the school and staff.
- Actively supports the positive, non-negotiable responses of the school community.
- Maintains a sense of self among organizational members.
- Maintains a sense of efficacy and empowerment among staff that results in a high level of staff performance and achievement.
- Empowers staff to recommend and implement school improvement.

Possible Artifacts:

- Work of Professional Learning Community members and groups in the school.
- Documents used in the SPP or decision-making process of the school.
- Signs of professional learning.
- Testimonials from staff.
- Staff survey results.
- Awards or recognition given by school.

Standard 4 – Human Resource Leadership

Summary: School districts will ensure that when hiring professional learning coaches, they will ensure that they are the practitioners who are most qualified to lead in the school environment and who support excellent development and instruction of the district through it. The school district will encourage and support accomplished teachers to act in a leadership manner and share their professional expertise with other teachers as discipline, communication with parents, and strong relationships from their interaction with teaching and learning. Fair and consistent decisions of teachers will be made to ensure that all teachers are engaged in professional development and that their expertise and skills are leveraged to lead their colleagues and support district success in learning.

Practices: The school district will create an effective human resource leadership plan to be:

- Provide resources for the development of effective professional learning communities aligned with the school improvement plan, its goals, results, and characterized by collaborative, participatory, and instructional planning and student learning.
- Measure the impact of the current and future learning activities to evaluate growth in knowledge and skills, and self-reported self-awareness.
- Communicate a positive attitude about the district's ability to accomplish self-stated outcomes to improve their effectiveness.
- Create a process for teachers to assess leadership and direct ongoing roles within the school district for ongoing development.
- Create a timeline for progress to be met, including and supporting new teachers and staff to be school.
- Create a plan for the Teacher Working Conditions Survey to ensure that it is a fair and equitable process for teachers and the state.
- Increase teacher and staff satisfaction and determine and act on the results of evaluations to improve performance.
- Measure the results of professional development that is aligned with defined 21st-century curricular, instructional, and assessment goals as measured by teacher improvement goals and as defined in school improvement goals.
- Continue to search for the best placement and organization of staff to take lesson, training, weights, and
- Use scientific and personally involved in the district's professional activities.

Possible Artifacts:

- School improvement plan
- Copies of all correspondence documenting the hiring process for individual and collaborative planning for every year of
- Newspaper, News, or Board Committee reports
- Teacher surveys data
- Number of teachers pursuing self-directed professional development, or a record of success in their teaching
- Record of all activities for the purpose of self-learning
- Record of professional development practices and an assessment of the impact of professional development on student learning
- Method records, beginning teacher feedback, or a record of the correlation of assignment of mentored teachers
- Copies of surveys and questionnaires
- Student achievement data

Standard 5: Managerial Leadership

Summary: School administrators will ensure that the school is prepared to implement plans for budgeting, staffing, or facilities being implemented, and so ensure that results from ongoing work are consistent with the school's vision and mission. The responsibility for the management of the school budget and the financial and analyses of the budget details is so as to set the effective state model of financial soundness. Financially soundly managing the completion of every calculation critical for staff to be able to do is a concern of implementation.

Practices: The school administrator promotes effective managerial leadership practices that:

- Create processes to provide the school with appropriate budget for all programs and activities.
- Create processes to monitor and ensure high quality of data on the school that meets the diverse needs of students.
- Create processes to identify and address local, district, or school issues that may be complex or difficult to address in any other way.
- Design a system of communication that is able to be used by responsible staff or information to be used, and with school and district staff.
- Design school and processes to provide the information staff and students and to ensure learning needs.
- Develop mechanisms to ensure that the school is maximizing financial management for individual and group needs to the parents for every child.
- Collaboratively develop and to ensure compliance with the school and processes for students and staff.

Possible Artifacts:

- School Improvement Plan
- Financial reports, such as budget
- Copies of current schedules for activities
- Communication materials, procedures, and policies that are consistent with the school's mission.

Standard 6: External Development Leadership

Summary: A school leader will design, set, and review processes that build in community management, support, and ownership. A school principal or administrator who works for a local community, the leader proactively creates a list of opportunities, priorities, community and business representatives to participate in school activities, and a list of community assessments of resources and good will are necessary to do this.

Practices: The school leader will strive to influence external development leadership which he or she:

- Implements processes that empower parents and other stakeholders to make significant decisions;
- Creates systems of managing all community stakeholders in a shared responsibility for student and school success;
- Designs protocols and processes that ensure compliance with state and local mandates;
- Creates opportunities to address the needs of the community and parents;
- Communicates the school's responsibilities to the community and public media in accordance with LEA policies;
- Creates a list of external human resources from the community to support the 21st century learning agenda of the school; and
- Builds an ongoing communication system to support ongoing aspects of the current improvement effort to address a variety of general goals.

Possible Artifacts:

- PISA participation;
- PISA meeting agendas, bullet points;
- Parent and community school improvement team minutes;
- Survey results from parents;
- Evidence of community support from community;
- Business representation;
- Number of school activities;
- Plans for ongoing community development work in the community;
- PISA membership;
- Evidence of business partnership in the community and school activities.

Standard 7: Micro-political leadership

Summary: The school leader will work systems and relationships that will increase staff diversity, encourage collaboration and build trust in order to leverage staff expertise, talent and initiative to realize the school's vision for success. The leader will also work to improve awareness of staff's professional needs, values and interests to build staff interest and ownership in shared decision-making.

Practices: The school leader will practice effective micro-political leadership when he or she:

- Uses the School Improvement Plan to raise decisions and build a practice environment for staff to be involved in evaluating school policies.
- Creates mechanisms and mechanisms to ensure all internal stakeholders' voices are heard and respected.
- Creates processes and protocols to gather and analyze staff feedback.
- Is readily accessible to teachers and staff.
- Designs transparent systems to coordinate management and human resources.
- Demonstrates awareness of teachers' needs and goals.
- Demonstrates awareness of informal gaps and relationships among school staff and identifies ways to provide resources.
- Demonstrates awareness of burdening and potentially stressful issues in the school.
- Encourages people to express opinions rather than to draw in a silence.
- Demonstrates ability to predict when conflict will arise from day-to-day.
- Encourages people to be the primary creators of reward and acknowledgment.
- Maintains a visible high regard for the school's staff.
- Maintains open, vertical and horizontal communications throughout the school community.

Possible Artifacts:

- Teacher retention data
- Discussion logs, minutes and ground rules
- Evidence of ability to coordinate and create common and shared goals and outcomes
- Evidence of shared decision-making
- Evidence of use of a diversity matrix
- Evidence of a new staff process through systems
- Evidence of distributed leadership

Competencies

A competency is a combination of knowledge, critical and creative analysis and skills that one needs to effectively perform the practices. It is a knowledge/skill-based knowledge/skill, not a personal knowledge/skill. The emphasis is on the action and the underlying knowledge. For example, the term "Team Skills" brings a practice to expert-level knowledge. It is when you can do that skill-related work for most or series of steps that it is done, without thinking.

There are many competencies that are directly related to the successful performance of all of the practices that underpin the seven core functions of a district. The predominant or most important personal possession of these competencies, but not necessarily that, is to be a place that no one possesses, but to be an effective and efficient use of them. Although the predominant or most important personal possession is to be a place that no one possesses, it is to be an effective use of them. Although the predominant or most important personal possession is to be a place that no one possesses, it is to be an effective use of them.

The competencies listed below are not so common in the practice, can be applied to multiple practices and are so fundamental for the successful execution of the practices that they are essential. For example, the competency "Conflict Management" is important in Micro-political Leadership, Strategic Planning, and Leadership and perhaps one could argue that this competency is necessary in all seven Standards. Thus, competencies are listed here to emphasize their importance and to make sure they are included in the development of each executive.

- **Communication** – effectively listens to others, clearly and effectively presents and negotiates objectives, and uses written and oral communication to effectively manage in a manner that includes needed local and global communication of processes.
- **Change Management** – effectively engages staff and teams in the change process in a manner that ensures their support of the change and its successful implementation.
- **Conflict Management** – finds places or ways to resolve confrontations, disagreements, or complaints in a constructive manner.
- **Creative Thinking** – engages staff and fosters an environment for others to engage in innovative thinking.
- **Customer Focus** – effectively treats students as customers of the work of the district and the service of teachers and staff.
- **Delegation** – effectively assigns staff and resources in a way that provides an understanding of their role and ways that ensure the efficient operation of the school.
- **Dialogue/Inquiry** – fosters an environment for engaging people in conversations that explore issues, challenge, and build relationships that are leading to school performance.
- **Emotional Intelligence** – effectively manages oneself through self-awareness, self-management, and is able to manage relationships through emotional awareness and relationships management. This encompasses the ability to building strong relationships, managing relationships through difficult times of uncertainty.
- **Environmental Awareness** – becomes aware and remains abreast of the local and global trends, benefits and risks to the organization, industry, and community.
- **Global Perspective** – understands the importance of the global perspective in the world of the knowledge and skills used as a field of business in this economy.
- **Judgment** – effectively makes significant decisions and manages decisions based on available information, giving priority and managing significant issues. Analyzing and managing complex information.
- **Organizational Ability** – effectively organizes and schedules work to be done in a manner that is fair, reasonable, and efficient, with a schedule that flows from work and is being performed in a manner that is fair, reasonable, and efficient.
- **Personal Ethics and Values** – consistently exhibits high standards in the areas of honesty, integrity, fairness, reliability, trust, respect, and confidentiality.
- **Personal Responsibility for Performance** – Proven in the organization's improved performance by focusing on individual and organizational improvement and management of strategic, tactical, and operational support, back from others, ability to respond to the organization's needs.

- **Responsiveness** – Director of Instruction, requires that all principals have a minimum number of direct observations of instructional practice and/or responses to parents' suggestions or suggestions of improvement.
- **Results Orientation** – Director of Instruction requires that all principals have a minimum number of direct observations of instructional practice. Requires that all principals have a minimum number of direct observations of instructional practice. Requires that all principals have a minimum number of direct observations of instructional practice.
- **Sensitivity** – Director of Instruction, requires that all principals have a minimum number of direct observations of instructional practice. Requires that all principals have a minimum number of direct observations of instructional practice.
- **Systems Thinking** – Director of Instruction, requires that all principals have a minimum number of direct observations of instructional practice. Requires that all principals have a minimum number of direct observations of instructional practice.
- **Technology** – Director of Instruction, requires that all principals have a minimum number of direct observations of instructional practice. Requires that all principals have a minimum number of direct observations of instructional practice.
- **Time Management** – Director of Instruction, requires that all principals have a minimum number of direct observations of instructional practice. Requires that all principals have a minimum number of direct observations of instructional practice.
- **Visionary** – Director of Instruction, requires that all principals have a minimum number of direct observations of instructional practice. Requires that all principals have a minimum number of direct observations of instructional practice.

Rubric for Evaluating Principals and Self-Assessment Form (Required)

This form must be completed by the principal as a part of the self-assessment process and by the superintendent/district principal supervisor for the superintendent/district principal.

Standard 1: Strategic Leadership

Principals develop and implement a strategic plan that results in the achievement of the district's goals in the 21st century. Principals manage and coordinate the preparation of the district's budget for the district and the school, the superintendent/district principal supervisor, and the community to effectively support and implement the district's vision, mission and goals. District and school principal supervisors determine the principal's performance plan.

a. School Vision, Mission and Strategic Goals: The superintendent/district principal supervisor determines the school vision, mission and goals of the school. The superintendent/district principal supervisor and the principal develop the strategic plan for the school and the superintendent/district principal supervisor and the principal determine the principal's performance plan.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> Develops the school vision, mission and goals of the school. 	<ul style="list-style-type: none"> Develops the school vision, mission and goals of the school. 	<ul style="list-style-type: none"> Develops the school vision, mission and goals of the school. 	<ul style="list-style-type: none"> Develops the school vision, mission and goals of the school. 	

b. Leading Change: The superintendent/district principal supervisor determines the strategic plan for the school and the superintendent/district principal supervisor and the principal determine the principal's performance plan.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> Leads change in the school. 	<ul style="list-style-type: none"> Leads change in the school. 	<ul style="list-style-type: none"> Leads change in the school. 	<ul style="list-style-type: none"> Leads change in the school. 	

c. School Improvement Plan: The school improvement plan must be developed and implemented in a way that meets the requirements of the state and federal laws and regulations.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> Develops a school improvement plan that is aligned with the district's strategic plan and the state and federal laws and regulations. 	<ul style="list-style-type: none"> Develops a school improvement plan that is aligned with the district's strategic plan and the state and federal laws and regulations. 	<ul style="list-style-type: none"> Develops a school improvement plan that is aligned with the district's strategic plan and the state and federal laws and regulations. Develops a school improvement plan that is aligned with the district's strategic plan and the state and federal laws and regulations. 	<ul style="list-style-type: none"> Develops a school improvement plan that is aligned with the district's strategic plan and the state and federal laws and regulations. 	

d. Distributive Leadership: The school leader uses a variety of strategies to ensure that all staff members are engaged in the school's improvement efforts.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> Engages staff in the school's improvement efforts. Engages staff in the school's improvement efforts. 	<ul style="list-style-type: none"> Engages staff in the school's improvement efforts. Engages staff in the school's improvement efforts. 	<ul style="list-style-type: none"> Engages staff in the school's improvement efforts. Engages staff in the school's improvement efforts. 	<ul style="list-style-type: none"> Engages staff in the school's improvement efforts. 	

Comments

Examples of Artifacts:

- School Improvement Plan
- Professional School Improvement Plan
- Student Learning Objectives
- Student Learning Objectives Implementation Plan
- Evidence of collaboration with other professionals

Standard 2: Instructional Leadership

Principal sets goals and leads the professional practice of the entire membership and is responsible for all instructional programs and student outcomes. This includes the development of best practices, standards, curriculum, and assessment, the knowledge and use of the creation of collaborative structures within the school for the design of all instructional programs, and the monitoring, planning, and the sharing of this work throughout the professional community.

a. Focus on Learning and Teaching, Curriculum, Instruction and Assessment: Principals will monitor and evaluate the quality of the curriculum, instruction, and assessment practices in the school and take appropriate action to improve and enhance high quality instructional practices.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> The principal does not have a clear vision of the school's instructional goals and objectives. <input type="checkbox"/> The principal does not have a clear vision of the school's instructional goals and objectives. <input type="checkbox"/> The principal does not have a clear vision of the school's instructional goals and objectives. 	<ul style="list-style-type: none"> <input type="checkbox"/> The principal has a clear vision of the school's instructional goals and objectives. <input type="checkbox"/> The principal has a clear vision of the school's instructional goals and objectives. <input type="checkbox"/> The principal has a clear vision of the school's instructional goals and objectives. 	<ul style="list-style-type: none"> <input type="checkbox"/> The principal has a clear vision of the school's instructional goals and objectives. <input type="checkbox"/> The principal has a clear vision of the school's instructional goals and objectives. <input type="checkbox"/> The principal has a clear vision of the school's instructional goals and objectives. 	<ul style="list-style-type: none"> <input type="checkbox"/> The principal has a clear vision of the school's instructional goals and objectives. <input type="checkbox"/> The principal has a clear vision of the school's instructional goals and objectives. <input type="checkbox"/> The principal has a clear vision of the school's instructional goals and objectives. 	

b. Focus on Instructional Time: The principal will ensure that instructional time is used effectively and efficiently to maximize student learning.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> The principal does not have a clear vision of the school's instructional goals and objectives. <input type="checkbox"/> The principal does not have a clear vision of the school's instructional goals and objectives. <input type="checkbox"/> The principal does not have a clear vision of the school's instructional goals and objectives. 	<ul style="list-style-type: none"> <input type="checkbox"/> The principal has a clear vision of the school's instructional goals and objectives. <input type="checkbox"/> The principal has a clear vision of the school's instructional goals and objectives. <input type="checkbox"/> The principal has a clear vision of the school's instructional goals and objectives. 	<ul style="list-style-type: none"> <input type="checkbox"/> The principal has a clear vision of the school's instructional goals and objectives. <input type="checkbox"/> The principal has a clear vision of the school's instructional goals and objectives. <input type="checkbox"/> The principal has a clear vision of the school's instructional goals and objectives. 	<ul style="list-style-type: none"> <input type="checkbox"/> The principal has a clear vision of the school's instructional goals and objectives. <input type="checkbox"/> The principal has a clear vision of the school's instructional goals and objectives. <input type="checkbox"/> The principal has a clear vision of the school's instructional goals and objectives. 	

Comments

Examples of Artifacts:

- School improvement plan
- Strategic vision or mission statement
- School improvement plan
- Data analysis and trends (e.g., assessment data, graduation rates)
- Data program and implementation of data-driven personal learning plans for each teacher
- Evidence of team development activities (e.g., professional learning communities, job-embedded coaching, peer observations)
- List of research-based practices and strategies and why
- Assessment or analysis of strengths and weaknesses (e.g., assessment data, teacher surveys)
- _____
- _____
- _____

Standard 3: Cultural Leadership

Principals will understand and act on the significance of the importance of a school's culture plan in contributing to the exemplary performance of the school. Principals must support and value the traditions, rituals, customs and positive practices of the school and community that result in a sense of identity and pride up to which all build, especially those of a principal. A principal must be able to describe the current climate of the school and explain the school's goals for improving school and district performance to meet the needs of the students and students with special needs and purposes. Cultural leaders implement multicultural education through the participation of all staff, the active involvement of the school board, and work with the traditional community to create new traditions, rituals, customs and practices that align with the school's goals.

a. Focus on Collaborative Work Environment. The school administrator must have a clear understanding of the value of the school's collaborative work environment and play a leadership role in the work environment.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> The administrator does not actively engage in the work environment. <input type="checkbox"/> The administrator does not actively engage in the work environment. <input type="checkbox"/> The administrator does not actively engage in the work environment. <input type="checkbox"/> The administrator does not actively engage in the work environment. 	<ul style="list-style-type: none"> <input type="checkbox"/> The administrator actively engages in the work environment. <input type="checkbox"/> The administrator actively engages in the work environment. <input type="checkbox"/> The administrator actively engages in the work environment. <input type="checkbox"/> The administrator actively engages in the work environment. 	<ul style="list-style-type: none"> <input type="checkbox"/> The administrator actively engages in the work environment. <input type="checkbox"/> The administrator actively engages in the work environment. <input type="checkbox"/> The administrator actively engages in the work environment. <input type="checkbox"/> The administrator actively engages in the work environment. 	<ul style="list-style-type: none"> <input type="checkbox"/> The administrator actively engages in the work environment. <input type="checkbox"/> The administrator actively engages in the work environment. <input type="checkbox"/> The administrator actively engages in the work environment. <input type="checkbox"/> The administrator actively engages in the work environment. 	

b. School Culture and Identity: The principal develops and sustains a school culture and climate that define the identity and values of the school.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> Establishes the instructional vision of the school and communicates this vision to all staff. 	<ul style="list-style-type: none"> Establishes a vision and a set of priorities that are shared by all staff. 	<ul style="list-style-type: none"> Establishes a vision and a set of priorities that are shared by all staff and that are reflected in the school's strategic plan. 	<ul style="list-style-type: none"> Establishes a vision and a set of priorities that are shared by all staff and that are reflected in the school's strategic plan and that are reflected in the school's culture and climate. 	

c. Acknowledges Failures, Celebrates Accomplishments and Rewards: The principal acknowledges failures and celebrates accomplishments and rewards staff members for their contributions to the school.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> Establishes a process for acknowledging failures and celebrating accomplishments and rewards staff members for their contributions to the school. 	<ul style="list-style-type: none"> Establishes a process for acknowledging failures and celebrating accomplishments and rewards staff members for their contributions to the school. 	<ul style="list-style-type: none"> Establishes a process for acknowledging failures and celebrating accomplishments and rewards staff members for their contributions to the school. 	<ul style="list-style-type: none"> Establishes a process for acknowledging failures and celebrating accomplishments and rewards staff members for their contributions to the school. 	

d. Efficacy and Empowerment: The principal develops and sustains a school culture and climate that define the identity and values of the school.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> Establishes a process for developing and sustaining a school culture and climate that define the identity and values of the school. 	<ul style="list-style-type: none"> Establishes a process for developing and sustaining a school culture and climate that define the identity and values of the school. 	<ul style="list-style-type: none"> Establishes a process for developing and sustaining a school culture and climate that define the identity and values of the school. 	<ul style="list-style-type: none"> Establishes a process for developing and sustaining a school culture and climate that define the identity and values of the school. 	

Comments

Examples of Artifacts:

- School improvement plan
- School improvement team
- Professional development calendar or schedule of activities
- Professional development materials
- Professional development calendar
- Professional development calendar
- School improvement plan
- Professional development plan
- Teacher evaluation
- _____
- _____
- _____

Standard 4: Human Resource Leadership

Principals will ensure that the school is a professional learning community. Principals will ensure that professional development activities will create a learning environment that offers support, evaluation, development and feedback to high performing staff. Principals will ensure that professional development activities will support the teachers in a distributed manner and the support of teachers in distributed ways will be a separate communication with principals, principals, and professional staff from other staff. Principals will ensure that professional development activities will be a separate communication with principals, principals, and professional staff from other staff. Principals will ensure that professional development activities will be a separate communication with principals, principals, and professional staff from other staff.

a. Professional Development/Learning Communities: The principal ensures that the school supports a professional learning community.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> The principal develops a professional development plan that is aligned with the school improvement plan and the district goals. <input type="checkbox"/> The principal ensures that professional development activities are aligned with the school improvement plan and the district goals. 	<p>and</p> <ul style="list-style-type: none"> <input type="checkbox"/> The principal ensures that professional development activities are aligned with the school improvement plan and the district goals. 	<p>and</p> <ul style="list-style-type: none"> <input type="checkbox"/> The principal ensures that professional development activities are aligned with the school improvement plan and the district goals. 	<p>and</p> <ul style="list-style-type: none"> <input type="checkbox"/> The principal ensures that professional development activities are aligned with the school improvement plan and the district goals. 	

b. Recruiting, Hiring, Placing and Mentoring of staff: The principal ensures that the school supports a professional learning community.

<ul style="list-style-type: none"> <input type="checkbox"/> The principal ensures that the school supports a professional learning community. 	<p>and</p> <ul style="list-style-type: none"> <input type="checkbox"/> The principal ensures that the school supports a professional learning community. 	<p>and</p> <ul style="list-style-type: none"> <input type="checkbox"/> The principal ensures that the school supports a professional learning community. 	<p>and</p> <ul style="list-style-type: none"> <input type="checkbox"/> The principal ensures that the school supports a professional learning community. 	
--	---	---	---	--

Standard 5: Managerial Leadership

The principal ensures that the school has the processes and systems in place for budgeting, planning, and controlling the school's operations, including expectations and standards that result in governing the work activities in the building. The principal must be able to guide the management of the school budget and the allocation of resources in the building to ensure the most effective use of every classroom. Effectively and efficiently managing the allocation of every dollar is critical to the school's success and the success of its members.

a. School Resources and Budget: The principal establishes budget and resource systems with which all personnel and relevant departments are able to interact.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> Does not manage the school budget and resources. Does not manage the school budget and resources. 	<ul style="list-style-type: none"> Manages the school budget and resources. Manages the school budget and resources. Manages the school budget and resources. 	<ul style="list-style-type: none"> Manages the school budget and resources. Manages the school budget and resources. Manages the school budget and resources. 	<ul style="list-style-type: none"> Manages the school budget and resources. Manages the school budget and resources. Manages the school budget and resources. 	

b. Conflict Management and Resolution: The principal effectively and efficiently manages conflict among all members of the school community and the community at large.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> Does not manage conflict and resolution. Does not manage conflict and resolution. 	<ul style="list-style-type: none"> Manages conflict and resolution. Manages conflict and resolution. 	<ul style="list-style-type: none"> Manages conflict and resolution. Manages conflict and resolution. Manages conflict and resolution. 	<ul style="list-style-type: none"> Manages conflict and resolution. Manages conflict and resolution. Manages conflict and resolution. 	

c. Systematic Communication: The principal develops and maintains a system of communication that is effective and efficient in the school community and the community at large.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> Does not manage systematic communication. Does not manage systematic communication. 	<ul style="list-style-type: none"> Manages systematic communication. Manages systematic communication. 	<ul style="list-style-type: none"> Manages systematic communication. Manages systematic communication. Manages systematic communication. 	<ul style="list-style-type: none"> Manages systematic communication. Manages systematic communication. Manages systematic communication. 	

Standard 6: External Development Leadership

Principals will design structures and processes that engage the community in engagement, support, and ownership. Acknowledging the role of the change effort in building community, the principal will be on any activities with staff, opportunities for parents, families, community, and business representatives to participate with staff and leaders in their leadership in a continued investment in their school and the community at large.

a. Parent and Community Involvement and Outreach: The principal designs structures and processes which facilitate parental and community engagement, support, and ownership in the school.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> ❑ The principal does not know or does not provide information through various means to inform parents and the community about the school's mission, vision, and goals. ❑ The principal does not understand or does not provide information about the school's mission, vision, and goals to the community. 	<ul style="list-style-type: none"> ❑ The principal effectively communicates the school's mission, vision, and goals to the community through various means. ❑ The principal effectively communicates the school's mission, vision, and goals to the community through various means. 	<ul style="list-style-type: none"> ❑ The principal effectively communicates the school's mission, vision, and goals to the community through various means. ❑ The principal effectively communicates the school's mission, vision, and goals to the community through various means. 	<ul style="list-style-type: none"> ❑ The principal effectively communicates the school's mission, vision, and goals to the community through various means. ❑ The principal effectively communicates the school's mission, vision, and goals to the community through various means. 	

b. Federal, State and District Mandates: The principal effectively communicates and complies with federal, state, and district mandates.

<ul style="list-style-type: none"> ❑ The principal does not communicate or does not communicate with federal, state, and district mandates. ❑ The principal does not communicate or does not communicate with federal, state, and district mandates. 	<ul style="list-style-type: none"> ❑ The principal effectively communicates and complies with federal, state, and district mandates. ❑ The principal effectively communicates and complies with federal, state, and district mandates. 	<ul style="list-style-type: none"> ❑ The principal effectively communicates and complies with federal, state, and district mandates. ❑ The principal effectively communicates and complies with federal, state, and district mandates. 	<ul style="list-style-type: none"> ❑ The principal effectively communicates and complies with federal, state, and district mandates. ❑ The principal effectively communicates and complies with federal, state, and district mandates. 	
--	--	--	--	--

Comments

Examples of Artifacts:

- | | |
|---|--|
| <input checked="" type="checkbox"/> District or School Improvement Team | <input checked="" type="checkbox"/> System of Professional Support |
| <input checked="" type="checkbox"/> PISA Process, Evaluation and Participation | <input checked="" type="checkbox"/> Needs and/or Instructional Resources |
| <input checked="" type="checkbox"/> Learning Objectives | <input type="checkbox"/> _____ |
| <input checked="" type="checkbox"/> Evidence of Staff Learning and Professional Development | <input type="checkbox"/> _____ |
| <input checked="" type="checkbox"/> Evidence of Staff Learning and Professional Development | <input type="checkbox"/> _____ |

Standard 7: Micro-political Leadership

Principals will build systems and relationships that will ensure the effective use of governance, ideological, and/or other factors to leverage staff and their power and influence in order to realize the vision for success. The principal will be evaluated on his or her ability to establish and maintain a system of relationships that will be used to facilitate organizational performance and sound decision-making.

School Executive Micro-political Leadership The principal will use a variety of formal and informal power to leverage staff capabilities and ensure the effective use of the school's available resources and personnel.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> The principal does not use the school's available resources and personnel. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The principal expertly plans and implements a system of relationships that will be used to leverage staff capabilities and ensure the effective use of the school's available resources and personnel. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The principal uses a variety of formal and informal power to leverage staff capabilities and ensure the effective use of the school's available resources and personnel. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The principal uses a variety of formal and informal power to leverage staff capabilities and ensure the effective use of the school's available resources and personnel. 	

Comments

Examples of Artifacts:

- | | |
|--|--------------------------------|
| <input type="checkbox"/> Evidence of Staff Learning and Professional Development | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Evidence of Staff Learning and Professional Development | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Evidence of Staff Learning and Professional Development | <input type="checkbox"/> _____ |

Scoring the Rubric

The Rubric for Evaluating Principals will be oriented to each element of the standard. For example, Standard 11, Strategic Leadership, has four elements: School Vision, Mission and Strategic Goals; Learning Organization; School Improvement Plan; and Distributed Leadership. The principal or assistant principal will complete each subelement, as a minimum, of the criteria. The evaluator also will score each of the demands.

The evaluator should begin with the left-hand column and mark each demand that the candidate performs at a minimum level for which a principal or assistant principal is being evaluated. If the evaluator is not a candidate for any of the descriptions, then the "Not Determined" comment must be used. In some cases, the evaluator may state a comment about why the principal or assistant principal was not able to meet a specific proficiency of the element. The individual element scores will determine the overall score for the standard.

The same letter grade is given for all demands where all descriptors are met. An example is provided on pages 36-37. If a principal or assistant principal would be rated as "Prominent" on School Vision, Mission and Strategic Goals, then the other three demands of the "Accomplished" and "Distinguished" categories of the rubric must also be met. If a principal or assistant principal would be rated as "Prominent" on Learning Organization, then the other three demands of the "Accomplished" and "Distinguished" categories of the rubric must also be met. Likewise, the principal or assistant principal would be rated as "Prominent" on School Improvement Plan and "Distinguished" on Distributed Leadership. The word "not" is used in the last part of "Prominent" or "Distinguished" because of the number of standards in the "Accomplished" and "Distinguished" columns.

When a principal or assistant principal is rated as "Developing" for "Not Determined," the evaluator should use the following language to complete the level: "Since a goal to address the area of the problem has not been met."

Example of How to Score the Rubric

Standard 1: Strategic Leadership

Principals will evaluate candidates for leadership strategies that manage the school's overall mission and vision in the following: Leadership strategies are clearly prepared, implemented, assessed, and adjusted to meet the school's objectives. A complete and significant challenge to the school's current vision and mission is demonstrated by analyzing the school's values and beliefs. It is preferred that candidates develop a plan to conduct:

a. School Vision, Mission and Strategic Goals: The school's identity is clearly derived from the vision, mission, values, beliefs, and goals that are used as a primary means to establish these attributes and the ways they are implemented in the school's daily operations.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>✗ The school's vision, mission, and strategic goals are not clearly defined and are not used as a primary means to establish these attributes.</p>	<p>✓ The school's vision, mission, and strategic goals are clearly defined and are used as a primary means to establish these attributes. The principal clearly communicates the vision, mission, and strategic goals to the school community.</p> <p>✓ The school's vision, mission, and strategic goals are used as a primary means to establish these attributes.</p>	<p>✓ The school's vision, mission, and strategic goals are clearly defined and are used as a primary means to establish these attributes. The principal clearly communicates the vision, mission, and strategic goals to the school community.</p> <p>✓ The school's vision, mission, and strategic goals are used as a primary means to establish these attributes. The principal clearly communicates the vision, mission, and strategic goals to the school community.</p>	<p>✓ The school's vision, mission, and strategic goals are clearly defined and are used as a primary means to establish these attributes. The principal clearly communicates the vision, mission, and strategic goals to the school community.</p> <p>✓ The school's vision, mission, and strategic goals are used as a primary means to establish these attributes. The principal clearly communicates the vision, mission, and strategic goals to the school community.</p>	

b. Leading Change: The principal clearly leads the school in implementing the school's vision, mission, and strategic goals. The principal is a leader in the school community and is a role model for the school staff.

<p>✗ The principal does not clearly lead the school in implementing the school's vision, mission, and strategic goals.</p>	<p>✓ The principal clearly leads the school in implementing the school's vision, mission, and strategic goals. The principal is a leader in the school community and is a role model for the school staff.</p>	<p>✓ The principal clearly leads the school in implementing the school's vision, mission, and strategic goals. The principal is a leader in the school community and is a role model for the school staff.</p> <p>✓ The principal clearly leads the school in implementing the school's vision, mission, and strategic goals. The principal is a leader in the school community and is a role model for the school staff.</p>	<p>✓ The principal clearly leads the school in implementing the school's vision, mission, and strategic goals. The principal is a leader in the school community and is a role model for the school staff.</p> <p>✓ The principal clearly leads the school in implementing the school's vision, mission, and strategic goals. The principal is a leader in the school community and is a role model for the school staff.</p>	
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Example of How to Complete Principal Summary Evaluation Worksheet (Optional)

This form may be used by a principal to self-assess and evaluate his/her performance for the most recent school year. It may also be used by a supervisor to evaluate a principal's performance.

Name _____ Date _____
 School _____ District _____
 Evaluator _____ Job _____

Standard 1: Strategic Leadership		Exceeds	Meets	Needs Improvement	Not Rated
1. Develops and communicates a clear vision and strategic plan			✓		
2. Develops and communicates a clear vision and strategic plan			✓		
3. Develops and communicates a clear vision and strategic plan		✓			
4. Develops and communicates a clear vision and strategic plan		✓			
Overall Rating for Standard 1			✓		

Standard 2: Instructional Leadership		Exceeds	Meets	Needs Improvement	Not Rated
1. Develops and communicates a clear vision and strategic plan			✓		
2. Develops and communicates a clear vision and strategic plan		✓			
Overall Rating for Standard 2			✓		

Standard 3: Cultural Leadership		Exceeds	Meets	Needs Improvement	Not Rated
1. Develops and communicates a clear vision and strategic plan				✓	
2. Develops and communicates a clear vision and strategic plan				✓	
3. Develops and communicates a clear vision and strategic plan		✓			
4. Develops and communicates a clear vision and strategic plan		✓			
Overall Rating for Standard 3			✓		

Standard 4: Human Resource Leadership		Exceeds	Meets	Needs Improvement	Not Rated
1. Develops and communicates a clear vision and strategic plan				✓	
2. Develops and communicates a clear vision and strategic plan			✓		
3. Develops and communicates a clear vision and strategic plan			✓		
Overall Rating for Standard 4			✓		

Standard 5: Managerial Leadership		Exceeds	Meets	Needs Improvement	Not Rated
1. Develops and communicates a clear vision and strategic plan			✓		
2. Develops and communicates a clear vision and strategic plan			✓		
3. Develops and communicates a clear vision and strategic plan		✓			
4. Develops and communicates a clear vision and strategic plan			✓		
Overall Rating for Standard 5			✓		

Standard 6: External Development Leadership		Exceeding	Exceeds	Approaching	Not Meeting
1. Collaborate with the community and stakeholders		✓			
2. Develop and implement community relations			✓		
Overall Rating for Standard 6		✓			
Standard 7: Micro-political Leadership		Exceeding	Exceeds	Approaching	Not Meeting
1. Demonstrate political leadership				✓	
Overall Rating for Standard 7				✓	

Standard 5: Managerial Leadership

Elements	Exceeding	Exemplary	Proficient	Developing	Not Rated
A. School Resources and Budget The principal effectively administers and manages school resources and budget to ensure that all students have access to quality educational programs and services.					
B. Conflict Management and Resolution The principal effectively manages conflict and resolves disputes among staff, students, and the community to ensure a safe and positive learning environment.					
C. Systematic Communication The principal effectively communicates with all stakeholders to ensure that all are informed, engaged, and empowered to contribute to the school's success.					
D. School Expectations for Students and Staff The principal effectively sets and communicates clear expectations for students and staff to ensure a high-quality learning environment.					
Overall Rating for Standard 5					

<p>Comments:</p> <p>Recommendations for improvement:</p> <p>Resources needed to complete items:</p>	<p>Evidence or documentation to support rating:</p> <ul style="list-style-type: none"> <input type="checkbox"/> School Improvement Plan <input type="checkbox"/> Financial statements and budget reports <input type="checkbox"/> Staff contracts and labor agreements <input type="checkbox"/> Staff evaluation documents <input type="checkbox"/> Discipline and behavior management records <input type="checkbox"/> Evidence of communication with stakeholders <input type="checkbox"/> Evidence of school policies and procedures <input type="checkbox"/> Other: _____ _____ _____
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Appendix A: Optional Evaluation Forms

Principal Summary Evaluation Worksheet (Optional)

This form may be used for summative or formative assessment at the end of the year or in preparation for the end-of-year summary evaluation of a principal. It may also be used as a guide for evaluation of a principal.

Name: _____	Date: _____
School: _____	District: _____
Evaluator: _____	Title: _____

Standard 1: Strategic Leadership		Exceeds	Meets	Approaching	Not Met	Not Applicable
1. Develops and communicates a vision.	_____					
2. Develops a strategic plan.	_____					
3. Allocates resources effectively.	_____					
4. Develops and implements a budget.	_____					
Overall Rating for Standard 1						

Standard 2: Instructional Leadership		Exceeds	Meets	Approaching	Not Met	Not Applicable
5. Evaluates and improves instructional practices and programs.	_____					
6. Promotes and supports effective teaching.	_____					
Overall Rating for Standard 2						

Standard 3: Cultural Leadership		Exceeds	Meets	Approaching	Not Met	Not Applicable
7. Promotes and supports a positive school culture.	_____					
8. Promotes and supports a positive school climate.	_____					
9. Promotes and supports a positive school community.	_____					
10. Promotes and supports a positive school environment.	_____					
Overall Rating for Standard 3						

Standard 4: Human Resource Leadership		Exceeds	Meets	Approaching	Not Met	Not Applicable
11. Promotes and supports effective human resource management.	_____					
12. Promotes and supports effective human resource development.	_____					
13. Promotes and supports effective human resource utilization.	_____					
Overall Rating for Standard 4						

Standard 5: Managerial Leadership		Exceeds	Meets	Approaching	Not Met	Not Applicable
14. Promotes and supports effective organizational management.	_____					
15. Promotes and supports effective organizational communication.	_____					
16. Promotes and supports effective organizational collaboration.	_____					
17. Promotes and supports effective organizational leadership.	_____					
Overall Rating for Standard 5						

Standard 6: External Development Leadership		Analysis	Notes	Assessment	Efficiency	Self-Reflection
6.1. Develop and implement a strategic plan						
6.2. Build and sustain a strong district						
Overall Rating for Standard 6						
Standard 7: Micro-political Leadership		Analysis	Notes	Assessment	Efficiency	Self-Reflection
7.1. Establish a strong political environment						
7.2. Build and sustain a strong district						
Overall Rating for Standard 7						

Goal Setting Worksheet (Optional)

Use this form to identify professional growth goals based on data gathered from artifacts and other sources:

Targeted Professional Growth Goals:

Data Source	Identified Strengths and Growth Areas	Identified Data Patterns or Trends	Corresponding Standard and Element
	Strength		
	Growth Area		
	Strength		
	Growth Area		
	Strength		
	Growth Area		
	Strength		
	Growth Area		
	Strength		
	Growth Area		
	Strength		
	Growth Area		

Principal Summary Goal Form (Optional)

Name _____ Title _____
 School _____ School Year _____

INSTRUCTIONS: This goal summary form will be completed by the principal following the goal assessment process. The goal, as well as activities, outcomes and time line, will be reviewed by the evaluator prior to the beginning work on the goal. The evaluator may suggest additional goals as appropriate. It is not necessary to have a goal for each standard.

Standard	Goal(s)	Key Activities/Strategies (What you need to accomplish the goal)	Outcomes (Measurement)	Time Line For Measuring Goal Outcome
1. Strategic thinking				
2. Instructional strategies				
3. Data utilization				
4. Family/community partnership				
5. Professional development				
6. Learning environment				
7. School improvement				

* Area for monitoring or reporting the school's performance rate on the goal included
Comments

Principal's Signature _____ Date _____

Superintendent/Designee Signature _____ Date _____

**Mid-Year Evaluation: Progress Toward Achieving Goals
(Required Meeting; Optional Form)**

Name _____ District _____
 School _____ School Year _____
 Supervisor _____ Title _____

This evaluation determines whether the principal is making adequate progress toward goals in a given year for each standard.
 Mark this category as **(P)** progressing or **(NP)** not progressing.

Goal	P	NP	NA
Standard 1: Strategic Leadership			
Standard 2: Instructional Leadership			
Standard 3: Culture and Climate			
Standard 4: Human Resources Leadership			
Standard 5: Managing Resources			
Standard 6: External Relations and Community			
Standard 7: Measurement and Evaluation			

Comments:

Goal:

Remarks:

Principal Signature _____ Date _____
 Superintendent/Designee Signature _____ Date _____

Principal Evaluation Process Documentation (Optional)

Name _____ ID# _____
 School _____ School Year _____
 Evaluation _____ Title _____

The Principal Evaluation Process is based in part on a formal discussion of performance and conference based on the following criteria:

Site Visit Dates	Conf. Dates	Principal's Signature	Superintendent's/Designee's Signature

Mid-year Evaluation Conference Date: _____

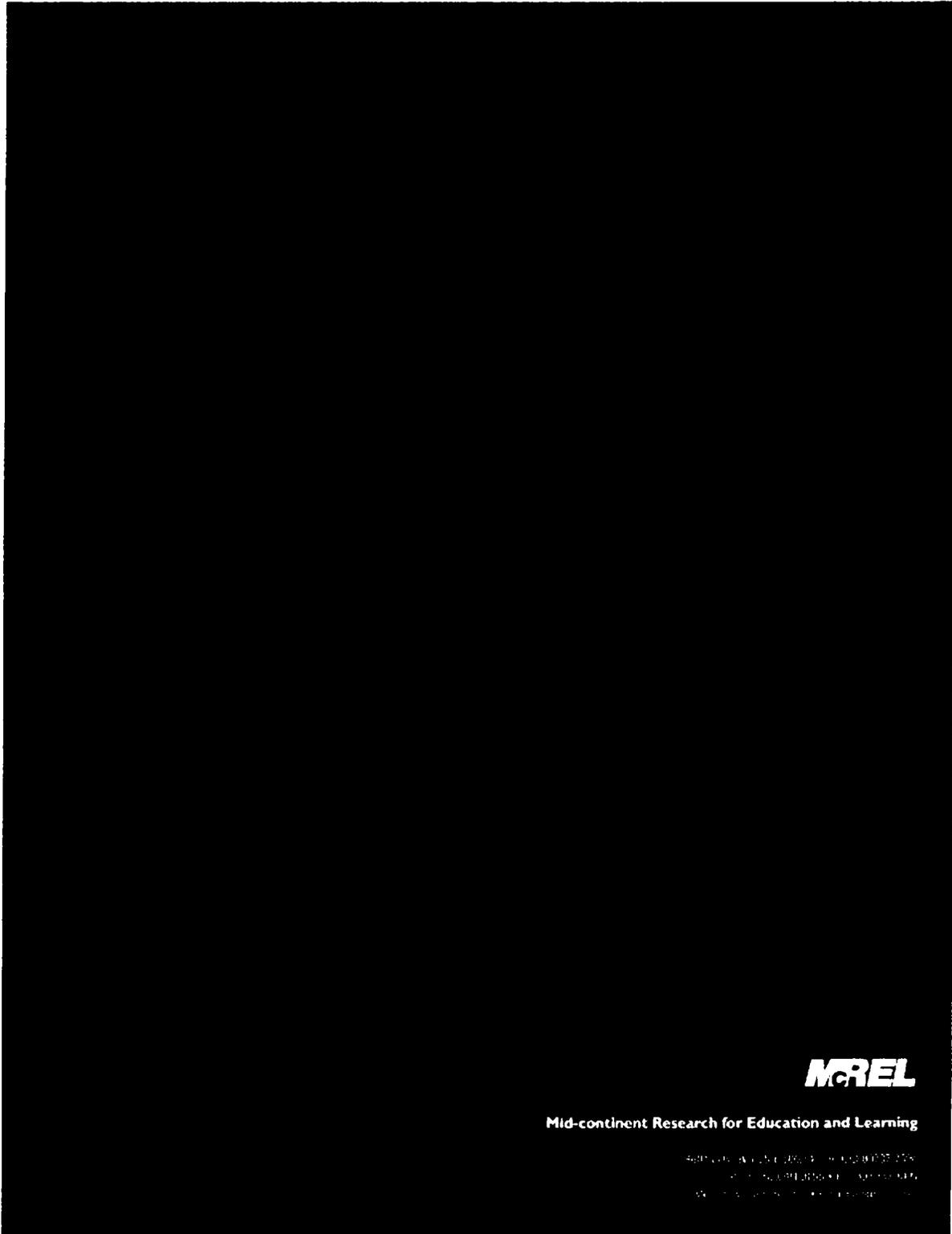
Summary Evaluation Conference Date: _____

The Mid-year and Summary Evaluation conferences are required for every principal. In addition, observations and other relevant sources of performance may be considered in determining a rating.

The following rating scale will be used for all principal evaluations:

- **Developing:** Principals are just starting to develop good professional practices and may be considered a "work in progress" and not demonstrate consistent or sustained level of performance.
- **Proficient:** Principals have a good professional competence in all areas of performance.
- **Accomplished:** Principals would have a competence in all areas with performance in all areas.
- **Distinguished:** Principals consistently and significantly exceeded basic competence in all areas of performance.
- **Not Demonstrated:** Principals did not demonstrate competence in all areas and are not working toward meeting standards of performance.

Note: If a "Not Demonstrated" rating is given, the principal will be given a written plan for improvement.



Mid-continent Research for Education and Learning

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Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

Washoe County School District, Nevada - BUDGET NARRATIVE
Grant Name: CFDA # 84.374B Teacher Incentive Fund with Focus on STEM

	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE
Personnel					
TIF Project Coordinator 1.0 FTE will provide technical assistance and support to all project stakeholders to implement grant activities and oversee day-to-day operations of this project. Narrative pg. 43. (Salary begins in Year 4).	\$ -	\$ -	\$ -	\$ 120,000	\$ 120,000
Clerical Staff .5 FTE to support the Coordinator with clerical and data work. Narrative p. 43.	\$ 19,000	\$ 19,000	\$ 19,000	\$ 19,000	\$ 19,000
STEM Coordinator 1 FTE to oversee all professional development including management of Implementation Specialists, 21st Century Learning/Technology Coaches as well as work closely with UNR in the STEM content areas. Narrative pg. 43.	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000
Student Learning Objectives (SLO) Coordinator 1 FTE to develop and implement SLO's for teaching staff in non-tested grades and subjects as part of the Professional Growth System. Narrative pgs. 31, 43.	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000
HCMS Manager 1 FTE to develop and manage personnel documents to allow Human Resources, principals, and teachers to track employment occurrences including housing SLOs, evaluations, observation notes, professional development plans, and teacher classroom artifacts. Narrative pgs. 26, 43.	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000
Data Analyst 1 FTE responsible for the data input of scorecards, dashboards and collection of data needed to develop performance measurement tools for 9 participating TIF schools. Narrative pg. 43. (No salary from this budget until Year 4).	\$ -	\$ -	\$ -	\$ 80,000	\$ 80,000
STEM Implementation Specialists 9 FTE certified to assist in STEM instructional practices, guidance for new teachers, instructional coaching to build STEM teaching capacity, and coordinate transition to new site-based coaching (career lattice) opportunities at 9 TIF schools (9 @ \$65,000 each). Narrative pgs. 43, 55.	\$ 585,000	\$ 585,000	\$ 585,000	\$ 585,000	\$ 585,000

Washoe County School District, Nevada - BUDGET NARRATIVE
Grant Name: CFDA # 84.374B Teacher Incentive Fund with Focus on STEM

	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE
21st Century Learning/Technology Coaches 4 FTE certified will assist teachers in adapting, creating, and integrating new and emerging technologies in support of sound pedagogical approaches for teaching STEM disciplines (4 @ \$65,000 each). Narrative pgs. 43, 55.	\$ 260,000	\$ 260,000	\$ 260,000	\$ 260,000	\$ 260,000
Career Lattice Incentives for Teachers qualifying for STEM Master Teacher and/or STEM Lead Site Teacher (9 STEM Teachers x \$10,000/each). Narrative pgs. 12-13, 53-54.	\$ -	\$ 90,000	\$ 90,000	\$ 90,000	\$ 90,000
Career Lattice Incentives for Teachers qualifying for Teacher Mentors (ES: 7 + MS: 1 + HS: 2 = 10 Teacher Mentors x \$7,000/each). Narrative pgs. 12-13, 53-54.	\$ -	\$ 70,000	\$ 70,000	\$ 70,000	\$ 70,000
Incentive Pay for Principals and other school administrators (Assistant Principals) for meeting school performance criteria in Principal and Teacher Performance Growth Model evaluation tool developed in Year 1 at 9 participating schools = Total 16 administrators x \$5,000 each). Narrative pgs. 12-13, 53-54.	\$ -	\$ 80,000	\$ 80,000	\$ 80,000	\$ 80,000
Schoolwide Incentive for Teachers for meeting school performance criteria in Teacher Performance Growth Model evaluation tool developed in Year 1. (292 certified positions x \$2,000/each) from 9 participating schools. Narrative pgs. 12-13, 53-54.	\$ -	\$ 584,000	\$ 584,000	\$ 584,000	\$ 584,000
Schoolwide Incentive for Classified Staff for meeting school performance criteria developed in Year 1 at 9 participating schools (133 classified positions x \$500/each). Narrative pgs. 12-13, 53-54.	\$ -	\$ 66,500	\$ 66,500	\$ 66,500	\$ 66,500
Hourly Pay for Classroom Peer Observers - Highly trained and certified observers will provide teachers and leaders critical feedback on teacher classroom instruction, build capacity in 21st Century learning skills with other teachers, and to inform teacher PD needs. (9 Observers x 30 hours in Years 2-5 x \$30/hour - trained in Year 1.) Narrative pg. 38.	\$ -	\$ 8,100	\$ 8,100	\$ 8,100	\$ 8,100

Washoe County School District, Nevada - BUDGET NARRATIVE
Grant Name: CFDA # 84.374B Teacher Incentive Fund with Focus on STEM

	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE
Hourly Pay for Teachers (STEM Teams representing each grade band) to build STEM core content during PLCs, and other professional learning. Years 3-5. (20 teachers x 20 hours x \$30/hr. = \$12,000 x 9 schools.) Narrative pg. 55.	\$ -	\$ -	\$ 108,000	\$ 108,000	\$ 108,000
Hourly Pay for teachers/staff for Pathways Trainings held throughout the year. Years 2-5. Est 20 hours x 40 teachers/staff x \$30/hour = \$24,000. Narrative pg. 55.	\$ -	\$ 24,000	\$ 24,000	\$ 24,000	\$ 24,000
Hourly Pay for instructors/facilitators for Pathways Trainings held throughout the year. Years 2-5. 20 hours x 3 instructors/facilitators x \$35 hour = \$2,100. Narrative pg. 55.	\$ -	\$ 2,100	\$ 2,100	\$ 2,100	\$ 2,100
Sub Days for Master Teachers (9) and Mentor Teachers (10) receiving professional development in STEM in Year 3 (4 Days x \$100 x 19 teachers). Narrative pg. 55.	\$ -	\$ -	\$ 7,600	\$ -	\$ -
Sub Days for Regular TIF Teachers attending Understanding by Design Professional Development Years 3 -5 (6 days x \$100 x 30 Teachers). Narrative pg. 55.	\$ -	\$ -	\$ 18,000	\$ 18,000	\$ 18,000

Washoe County School District, Nevada - BUDGET NARRATIVE
Grant Name: CFDA # 84.374B Teacher Incentive Fund with Focus on STEM

	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE
<i>CTAC Project Director</i> - Senior leader with national expertise designing, developing and implementing SLOs. Provides overall project coordination and management. Serves as liaison for the project and assists with preparation of grant reports as required. Provides technical assistance to leadership and working groups. Designs, implements and oversees capacity building and accountability tasks. Participates in data analysis and integration of findings into district operations and improvements to the compensation system. 1 FTE Years 1 & 2, .5 FTE Years 3 - 5. Year 1 base salary is \$165,000 with increases budgeted at 5% per year thereafter. Narrative pgs. 3, 30-31, 43.	\$ 165,000	\$ 173,250	\$ 90,955	\$ 95,500	\$ 100,000
<i>CTAC Senior Associate, National School Reform</i> - Student Learning Objective specialists. Facilitate and guide SLO development and implementation, including but not limited to design, implementation, customization of materials, and on-site training. 2 FTEs Years 1 and 2, 1.75 FTE Year 3, 1 FTE Year 4, and .75 FTE Year 5. Year 1 base salary is \$120,000 with increases budgeted at 5% per year thereafter. Narrative pgs. 3, 30-31, 43.	\$ 240,000	\$ 252,000	\$ 231,525	\$ 138,915	\$ 109,000
Personnel Subtotals	\$ 1,569,000	\$ 2,513,950	\$ 2,544,780	\$ 2,649,115	\$ 2,624,000
Fringe Benefits					
Group Insurance, \$7,500/FTE	\$ 123,750	\$ 123,750	\$ 123,750	\$ 138,750	\$ 138,750
Life Insurance: Cert / Class, \$96.00/FTE	\$ 1,296	\$ 1,296	\$ 1,296	\$ 1,296	\$ 1,296
Life Insurance: Admin / Pro \$480.00/FTE	\$ 1,440	\$ 1,440	\$ 1,440	\$ 2,400	\$ 2,400
Long Term Disab: Admin / Pro, \$0.25%	\$ 750	\$ 750	\$ 750	\$ 1,250	\$ 1,250
FICA, 6.20%				\$ 1,116	\$ 1,116
PERS, 23.75%	\$ 276,450	\$ 276,450	\$ 276,450	\$ 323,950	\$ 323,950
Medicare, 1.45%	\$ 16,878	\$ 30,287	\$ 32,224	\$ 35,014	\$ 35,014
Workers Compensation, 0.75%	\$ 8,730	\$ 15,666	\$ 16,668	\$ 18,111	\$ 18,111
Other Post Employment Benefits, \$1,125/FTE	\$ 18,563	\$ 18,563	\$ 18,563	\$ 20,813	\$ 20,813
Public Employees Benefits Program, \$1,125/FTE	\$ 18,563	\$ 18,563	\$ 18,563	\$ 20,813	\$ 20,813

Washoe County School District, Nevada - BUDGET NARRATIVE
Grant Name: CFDA # 84.374B Teacher Incentive Fund with Focus on STEM

	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE
CTAC Fringe Benefits: factored at 30%, include FICA, Medicare, Retirement, Health Insurance and Dental Insurance.	\$ 121,500	\$ 127,575	\$ 96,745	\$ 70,325	\$ 62,000
Fringe Benefits Subtotals	\$ 587,920	\$ 614,340	\$ 586,449	\$ 633,838	\$ 626,000
Travel					
Required TIF Grantee Meeting for TIF Coordinator and 2 other TIF personnel. Narrative pg. 55.					
Airfare - \$300 x 3 staff	\$ 900	\$ 900	\$ 900	\$ 900	\$ 900
Hotel - \$200/ night x 4 nts/ sgl occup. x 3 staff	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400
Per Diem -- 4 Days x 3 staff x. \$27/day	\$ 324	\$ 324	\$ 324	\$ 324	\$ 324
Ground Travel - \$50/ person x 3 staff	\$ 150	\$ 150	\$ 150	\$ 150	\$ 150
Subtotal	\$ 3,774	\$ 3,774	\$ 3,774	\$ 3,774	\$ 3,774
Required TIF Topical Meeting for TIF Coordinator and 1 other TIF Staff. Narrative pg. 55.					
Airfare - \$ 250 x 2 staff	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500
Hotel - \$200/ night x 4 nts/ sgl occup. x 2 staff	\$ 1,600	\$ 1,600	\$ 1,600	\$ 1,600	\$ 1,600
Per Diem -- 4 Days x 2 staff x. \$27/day	\$ 216	\$ 216	\$ 216	\$ 216	\$ 216
Ground Travel - \$50/ person x 2 staff	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100
Subtotal	\$ 2,416	\$ 2,416	\$ 2,416	\$ 2,416	\$ 2,416
Southwest Comprehensive Center WestED (CA, UT, AZ, NV, NM) Educator Effectiveness (3 days) for TIF Coordinator, HR Director, Office of Accountability, SLO coordinator, OSP/Office of Academics (5 staff). Narrative pg. 55.					
Airfare - \$250 x 5 staff x 4 trips	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Hotel - \$200/ night x 4 nts/sgl occup. x 5 staff x 4 trips	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000
Per Diem -- 4 Days x 5 staff x \$27/day x 4 trips	\$ 2,160	\$ 2,160	\$ 2,160	\$ 2,160	\$ 2,160
Ground Travel - \$50/person x 5 staff x 4 trips	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Subtotal	\$ 24,160	\$ 24,160	\$ 24,160	\$ 24,160	\$ 24,160

Washoe County School District, Nevada - BUDGET NARRATIVE
Grant Name: CFDA # 84.374B Teacher Incentive Fund with Focus on STEM

	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE
STEM Conference for TIF Coordinator, STEM Coordinator, STEM Implementation Specialists (9), Office of Staff Development person, 21st Century Coaches (4) = 16 staff. (Years 1 and 2). Narrative pgs. 7, 40-41.					
Airfare - \$250 x 16 staff	\$ 4,000	\$ 4,000	\$ -	\$ -	\$ -
Hotel - \$200/night x 4 nts/sgl occup. x 16 staff	\$ 12,800	\$ 12,800	\$ -	\$ -	\$ -
Per Diem -- 4 Days x 16 staff x \$27/day	\$ 50,508	\$ 50,508	\$ -	\$ -	\$ -
Ground Travel - \$50/person x 16 staff	\$ 800	\$ 800	\$ -	\$ -	\$ -
Subtotal	\$ 68,108	\$ 68,108	\$ -	\$ -	\$ -
STEM Conference for TIF Principals: ES: 7 + MS: 1 + HS:1, Assistant Principals: ES:7 + MS: 1 + HS: 3 = Total 20, STEM Master Teachers (9), Mentor Teachers (10), or 39 staff. (Years 3-5). Narrative pg. 55.					
Airfare - \$250 x 39 staff	\$ -	\$ -	\$ 9,750	\$ 9,750	\$ 9,750
Hotel - \$200/night x 4 nts/ sgl occup. x 39 staff	\$ -	\$ -	\$ 31,200	\$ 31,200	\$ 31,200
Per Diem -- 4 Days x 39 staff x \$27/day	\$ -	\$ -	\$ 4,212	\$ 4,212	\$ 4,212
Ground Travel - \$50/person x 39 staff	\$ -	\$ -	\$ 1,950	\$ 1,950	\$ 1,950
Subtotal	\$ -	\$ -	\$ 47,112	\$ 47,112	\$ 47,112
International Society for Technology in Education (ISTE) Conference, July Years 2-4: STEM Coordinator, 21st Century Coaches (4), Ed Tech Staff (6) = 11 staff. Narrative pg. 55.					
Airfare - \$250 x 11 staff	\$ -	\$ 2,750	\$ 2,750	\$ 2,750	\$ 2,750
Hotel - \$200/night x 4 nts/ sgl occup. x 11 staff	\$ -	\$ 8,800	\$ 8,800	\$ 8,800	\$ 8,800
Per Diem -- 4 Days x 11 staff x \$27/day	\$ -	\$ 1,188	\$ 1,188	\$ 1,188	\$ 1,188
Ground Travel - \$50/person x 11 staff	\$ -	\$ 550	\$ 550	\$ 550	\$ 550
Subtotal	\$ -	\$ 13,288	\$ 13,288	\$ 13,288	\$ 13,288
New Media Consortium Conference, June Years 2-4: STEM Coordinator, 21st Century Coaches (4), Ed Tech Staff (6), IS (9) = 20 staff. Narrative pg. 55.					
Airfare - \$250 x 20 staff	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Hotel - \$200/night x 4 nts/ sgl occup. x 20 staff	\$ -	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000
Per Diem -- 4 Days x 20 staff x \$27/day	\$ -	\$ 2,160	\$ 2,160	\$ 2,160	\$ 2,160
Ground Travel - \$50/person x 20 staff	\$ -	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Subtotal	\$ -	\$ 24,160	\$ 24,160	\$ 24,160	\$ 24,160

Washoe County School District, Nevada - BUDGET NARRATIVE
Grant Name: CFDA # 84.374B Teacher Incentive Fund with Focus on STEM

	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE
Change Processes, Pegasus Communications Conference, Nov. Years 1-5: Ed Tech Staff (6). Narrative pg. 55.					
Airfare - \$250 x 6 staff	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
Hotel - \$200/night x 4 nts/ sgl occup. x 6 staff	\$ 4,800	\$ 4,800	\$ 4,800	\$ 4,800	\$ 4,800
Per Diem -- 4 Days x 6 staff x \$27/day	\$ 2,808	\$ 2,808	\$ 2,808	\$ 2,808	\$ 2,808
Ground Travel - \$50/person x 6 staff	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300
Subtotal	\$ 9,408	\$ 9,408	\$ 9,408	\$ 9,408	\$ 9,408
Learning Forward Conference, December Years 1-4: STEM Coordinator, 21st Century Coaches (4), Ed Tech Staff (6), IS (9) = 20 staff. Narrative pg. 55.					
Airfare - \$250 x 20 staff	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Hotel - \$200/night x 4 nts/ sgl occup. x 20 staff	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000
Per Diem -- 4 Days x 20 staff x \$27/day	\$ 2,160	\$ 2,160	\$ 2,160	\$ 2,160	\$ 2,160
Ground Travel - \$50/person x 20 staff	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Subtotal	\$ 24,160	\$ 24,160	\$ 24,160	\$ 24,160	\$ 24,160
Nevada Mega Conference, April Years 2-4: STEM Coordinator, Ed Tech Staff (6), IS (9) = 16 staff; Years 3 and 4 add 9 teachers/presenters = 25 staff. Narrative pg. 55.					
Airfare - \$250	\$ -	\$ 4,000	\$ 6,250	\$ 6,250	\$ 6,250
Hotel - \$200/night x 4 nts/ sgl occup.	\$ -	\$ 12,800	\$ 20,000	\$ 20,000	\$ 20,000
Per Diem -- 4 Days x \$27/day	\$ -	\$ 1,728	\$ 2,700	\$ 2,700	\$ 2,700
Ground Travel - \$50/person	\$ -	\$ 800	\$ 1,250	\$ 1,250	\$ 1,250
Subtotal	\$ -	\$ 19,328	\$ 30,200	\$ 30,200	\$ 30,200
Nevada State STEM Coalition, September Years 2-4: STEM Coordinator, Ed Tech Staff (6) = 7 staff. Narrative pg. 55.					
Airfare - \$250 x 7 staff	\$ -	\$ 1,750	\$ 1,750	\$ 1,750	\$ 1,750
Hotel - \$200/night x 4 nts/ sgl occup. x 7 staff	\$ -	\$ 5,600	\$ 5,600	\$ 5,600	\$ 5,600
Per Diem -- 4 Days x 7 staff x \$27/day	\$ -	\$ 756	\$ 756	\$ 756	\$ 756
Ground Travel - \$50/person x 7 staff	\$ -	\$ 350	\$ 350	\$ 350	\$ 350
Subtotal	\$ -	\$ 8,456	\$ 8,456	\$ 8,456	\$ 8,456

Washoe County School District, Nevada - BUDGET NARRATIVE
Grant Name: CFDA # 84.374B Teacher Incentive Fund with Focus on STEM

	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE
ISTE Tech Coordinator Training Institute, July Year 2: 21st Century Coaches (4) and Ed Tech Staff (6) = 10 staff. Narrative pg. 55.					
Airfare - \$250 x 10 staff	\$ -	\$ 2,500	\$ -	\$ -	\$ -
Hotel - \$200/night x 4 nts/ sgl occup. x 10 staff	\$ -	\$ 8,000	\$ -	\$ -	\$ -
Per Diem -- 4 Days x 10 staff x \$27/day	\$ -	\$ 1,080	\$ -	\$ -	\$ -
Ground Travel - \$50/person x 10 staff	\$ -	\$ 500	\$ -	\$ -	\$ -
Subtotal	\$ -	\$ 12,080	\$ -	\$ -	\$ -
HCMS Training for HCMS Coord, TIF Coordinator (Years 1 and 2). Narrative pg. 55.					
Airfare - \$ 250 x 2 staff	\$ 500	\$ 500	\$ -	\$ -	\$ -
Hotel - \$200/night x 4 nts/sgl occup. x 2 staff	\$ 1,600	\$ 1,600	\$ -	\$ -	\$ -
Per Diem -- 4 Days x 2 staff x \$27/day	\$ 216	\$ 216	\$ -	\$ -	\$ -
Ground Travel - \$50/person x 2 staff	\$ 100	\$ 100	\$ -	\$ -	\$ -
Subtotal	\$ 2,416	\$ 2,416	\$ -	\$ -	\$ -
Travel for STEM Recruitment: Ten trips (two per year) by HR Coordinator and Director of Talent Acquisition to recruit teachers at various forums, such as STEM conferences, job fairs, targeted locations, historically black univ and colleges. Narrative pgs. 5, 15, 55.					
Airfare - \$300 x 2 staff x 2 trips	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200
Hotel - \$200/night x 4 nts/ sgl occup. x 2 staff	\$ 3,200	\$ 3,200	\$ 3,200	\$ 3,200	\$ 3,200
Per Diem -- 4 Days x 2 staff x \$27/day	\$ 432	\$ 432	\$ 432	\$ 432	\$ 432
Ground Travel - \$50/person x 2 staff	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200
Subtotal	\$ 5,032	\$ 5,032	\$ 5,032	\$ 5,032	\$ 5,032

Washoe County School District, Nevada - BUDGET NARRATIVE
Grant Name: CFDA # 84.374B Teacher Incentive Fund with Focus on STEM

	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE
CTAC Travel is required for onsite technical assistance in development and implementation of SLOs, onsite training, and project meetings. CTAC is based in Boston with staff located at various office locations throughout the county. Year 1 travel, including multiple trainers as necessary, is factored at 25 multi-day trips @ \$1,380 per trip including airfare (average \$550/flight), lodging (\$105/night * 4 nights), per diem (\$45/day * 4 days for each participant), and car rental (\$58/day * 4 days). Year 2 assumes 20 trips, Year 3 - 10 trips, and Years 4 & 5 - 5 trips. Narrative pgs. 3, 30-31, 43.	\$ 34,500	\$ 27,600	\$ 13,800	\$ 6,900	\$ 6,900
Mileage for Coordinators to travel to schools. TIF, STEM, SLO, HCMS (50 miles/month x 10 months x 4 coordinators = 2,000 miles x .55.5 per mile. Narrative pg. 55.	\$ 111,000	\$ 111,000	\$ 111,000	\$ 111,000	\$ 111,000
Travel Subtotals	\$ 284,974	\$ 355,386	\$ 316,966	\$ 310,066	\$ 209,000
Equipment <i>(useful life of more than one year and a cost of \$5,000 or more)</i>					
Supplies					
General Office Supplies. Program supplies for planning, implementing, communication, and professional development, SLO for every non-tested grade and STEM. Narrative pg. 55.	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Computer Workstations for all TIF Staff - Project Coordinator, Clerical, STEM Coordinator, SLO Coordinator, Data Analyst, HCMS Coordinator, Classroom Peer Observers (9), 21st Century Coaches (4), STEM Implementation Specialists (9) - 28 total x \$1,500 each. Narrative pg. 55.	\$ 42,000	\$ -	\$ -	\$ -	\$ -

Washoe County School District, Nevada - BUDGET NARRATIVE
Grant Name: CFDA # 84.374B Teacher Incentive Fund with Focus on STEM

	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE
Professional Development Books on STEM. (Est. \$200 x 51 TIF Staff/Administrators/Mentor and Master Teachers/ISs - Years 1 and 2; Est. \$200 for additional teachers at TIF schools x 5 teachers per school x 9 schools Years 3-5). Narrative pgs. 7, 40-41. Narrative pg. 55.	\$ 10,200	\$ 10,200	\$ 9,000	\$ 9,000	\$ 9,000
iPad Carts (\$2,600) with iPads (\$6,000 for 24 iPads) - \$8,600 x 9 STEM Implementation Specialists = \$77,400 in Year 1; Years 2-5 add one more per school - \$8,600 x 9 = \$77,400). Narrative pg. 57.	\$ 77,400	\$ 77,400	\$ 77,400	\$ 77,400	\$ 77,400
Recruitment Materials, Supplies and Facilities: For STEM recruitment efforts, such as activities in other cities, advertising in educational publications, job fairs. Narrative pgs. 5, 15, 55.	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000
Classroom Observation Supplies for use in TIF Schools to model classroom instruction and guide teachers in their own instructional skills: (a) Danielson Framework Evaluation template with indicators for use with an iPad - \$45pp x 308pp = \$13,860; Walkthrough data collection tool - school based annual site license and online teacher professional development annual site licenses - 10 schools = \$33,990; Video reflection, lesson sharing and collaboration tools = \$9,240; Camera capture station \$43,200; 360 Degree Cameras, high def microphones and cases \$8,982. Narrative pg. 28.	\$ 109,272	\$ 109,272	\$ 109,272	\$ 109,272	\$ 109,272
<i>CTAC Training and Support Documents</i>					

Washoe County School District, Nevada - BUDGET NARRATIVE
Grant Name: CFDA # 84.374B Teacher Incentive Fund with Focus on STEM

	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE
<p>CTAC: Successful implementation requires customized training materials, support documents and development tools. Electronic and hard copy formats will be available as needed. Year 1: Anticipated documents include SLO Development Guide and SLO Implementation Guide: 30 pages per guide, 1,250 copies \$3,750 total for each guide. Approximately 16 additional hard copy documents, average 4 pages, 375 copies of each at 30¢ per page total \$2,100; \$1,250 additional training materials and \$1,250 supplies. Year 2: 16 documents, 950 copies; \$1,250 training materials, \$1,455 supplies. Year 3: 16 documents, 450 copies; \$580 training materials and supplies. Year 4: 16 documents, 350 copies; \$315 training materials and supplies. Year 5: 16 documents, 125 copies; \$275 training materials and supplies. Narrative pgs. 3, 30-31, 43.</p>	\$ 12,500	\$ 8,025	\$ 3,100	\$ 2,275	\$
<i>CTAC Training Videos</i>					
<p>CTAC: Training videos will provide virtual on-line training in professional development, SLO development and SLO implementation. They will increase the District capacity for providing training to educators. They will provide the educators with flexibility to develop their own training schedule. Training videos will bring significant savings in travel and training material costs. Five videos are budgeted for Year 1, production of each video will take approximately two days. The estimated cost of one day of video production is \$2,800 including space rental (\$300 a day), filming digital equipment rental (\$1,200 a day), computerized editing equipment rental (\$450 a day) and hardware rental (\$850 a day). Year 2 is budgeted at 6 days of video production; Year 3 and 4 at 2 days and .5 days respectively. Narrative pgs. 3, 30-31, 43.</p>	\$ 28,500	\$ 17,100	\$ 5,600	\$ 1,800	\$
<i>CTAC Webinars</i>					

Washoe County School District, Nevada - BUDGET NARRATIVE
Grant Name: CFDA # 84.374B Teacher Incentive Fund with Focus on STEM

	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE
CTAC Webinar annual subscription is budgeted to \$3,900 for Years 1 - 3, allowing up to 500 participants. The webinars will facilitate professional development and targeted SLO training helping the district to build its capacity for SLO implementation. Unlimited access to webinars will allow substantial saving in travel costs. In Years 4 & 5, fewer participants are anticipated, budget is for up to 100 participants. Narrative pgs. 3, 30-31, 43.	\$ 3,900	\$ 3,900	\$ 3,900	\$ 950	\$
Supplies Subtotals	\$ 318,772	\$ 260,897	\$ 243,272	\$ 235,697	\$ 232,
Contracts					
External Grant Evaluator to evaluate TIF grant. 10%. Narrative pg. 48.	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,
University of Nevada, Reno - Leading STEM researchers at UNR College of Education and College of Engineering who specialize in the integration of STEM content into K-12 curriculum will develop and teach in-service teacher workshops in STEM content. (20 days/year x \$2,000/day in Years 2-5). Narrative pg. 3.	\$ -	\$ 40,000	\$ 40,000	\$ 40,000	\$ 40,
Buck Institute: Professional development training for TIF Implementation Specialists to learn how to facilitate student learning using real world situations through Project Based Learning . Years 1 and 2. Narrative pg. 55.	\$ 140,000	\$ 140,000	\$ -	\$ -	\$
Buck Institute: Professional development training for TIF teachers/principals to learn how to facilitate student learning using real world situations through Project Based Learning . Year 3-5. Narrative pg. 55.	\$ -	\$ -	\$ 140,000	\$ 140,000	\$ 140,
Training and Certification in Classroom Observation: Observer Training/Certification for 16 Administrators @ \$399/pp Year 1 only = \$6,384 and Observer Calibration and annual Recertification for 16 @ \$299/pp = \$4,784 Years 2-5. Narrative pg. 27.	\$ 6,384	\$ 4,784	\$ 4,784	\$ 4,784	\$ 4,

Washoe County School District, Nevada - BUDGET NARRATIVE
Grant Name: CFDA # 84.374B Teacher Incentive Fund with Focus on STEM

	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE
Training and Certification in Classroom Observation: Teacher Professional Learning on the Framework for teaching for 292 teachers @ \$45/pp Year 1 = \$13,140; Narrative pg. 27.	\$ 13,140	\$ 13,140	\$ 13,140	\$ 13,140	\$ 13,140
Training and Certification in Classroom Observation: Walkthrough training, reflection , learning how to schedule observations, collect evidence, score and create a final report (\$3,500), plus followup training 2-3 weeks post training (\$3,500). Narrative pg. 27.	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000
Human Capital Management System (HCMS) web-based system design, implementation, configuration, set-up, and training to efficiently manage alignment, accountability, accessibility, and achievement of personnel and to allow Human Resources, principals, and teachers to track employment occurrences including housing SLOs, evaluations, observation notes, professional development plans, and teacher classroom artifacts. Year 1 \$230,000 and Years 2-5 \$100,000. Narrative pgs. 26, 43.	\$ 230,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000
ASCD Understanding By Design - Six Day Professional Development Training focused on "teaching for understanding." Years 1 and 2 Training for TIF STEM ISS, Office of Staff Development, 21st Century Coaches. Years 3 through 5 for TIF Principals, Assistant Principals, Master Teachers, Mentor Teachers, and STEM teams at 9 TIF schools. (Years 3-5). Narrative pg. 55.	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000
New Media Consortium to provide professional development to teachers on the use of special technologies needed for STEM. (Year 1-4). Narrative pg. 55.	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Contractual Subtotals	\$ 1,436,524	\$ 1,344,924	\$ 1,344,924	\$ 1,344,924	\$ 1,334,924
Construction - N/A	n/a	n/a	n/a	n/a	n/a

Washoe County School District, Nevada - BUDGET NARRATIVE
Grant Name: CFDA # 84.374B Teacher Incentive Fund with Focus on STEM

	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE
<i>(generally not allowed unless specified in the appropriation)</i>					
Other					
Tuition for TIF Principals and Teachers to take college level and/or online STEM courses to gain additional specific content in order to enhance PBL lessons for students. Funds will cover the costs of the courses (4 teachers, 1 principal x 9 schools = 45 staff one course per year x \$600 per course tuition). Narrative pg. 55.	\$ 27,000	\$ 27,000	\$ 27,000	\$ 27,000	\$ 27,000
Printing of training and communication materials on use of Principal and Teacher evaluation tools, STEM. (\$3,000 per school x 9). Narrative pg. 55.	\$ 27,000	\$ 27,000	\$ 27,000	\$ 27,000	\$ 27,000
Conference Registration Fees:					
Southwest Comprehensive Center WestED (CA, UT, AZ, NV, NM) Educator Effectiveness (3 days) for TIF Coordinator, HR Director, Office of Accountability, SLO coordinator, OSP/Office of Academics (5 staff) @ \$600. Narrative pg. 55.	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
STEM Conference for TIF Coordinator, STEM Coordinator, STEM IS (9), OSP, 21st Century Coaches (4) = 16 staff @ \$600. Narrative pg. 55.	\$ 9,600	\$ 9,600	\$ -	\$ -	\$ -
STEM Conference for TIF Principals: ES: 7 + MS: 1 + HS:1, Assistant Principals: ES:7 + MS: 1 + HS: 3 = Total 20, Master Teachers (9), Mentor Teachers (10), or 39 staff @ \$600. (Years 3-5). Narrative pg. 55.	\$ -	\$ -	\$ 23,400	\$ 23,400	\$ 23,400
International Society for Technology in Education (ISTE) Conference, July Years 2-4: STEM Coordinator, 21st Century Coaches (4), Ed Tech Staff (6) = 11 staff @ \$745/each. Narrative pg. 55.	\$ -	\$ 8,195	\$ 8,195	\$ 8,195	\$ -
New Media Consortium Conference, June Years 2-4: STEM Coordinator, 21st Century Coaches (4), Ed Tech Staff (6), IS (9) = 20 staff @ \$650/each. Narrative pgs. 7, 40-41.	\$ -	\$ 13,000	\$ 13,000	\$ 13,000	\$ -
Change Processes, Pegasus Communications Conference, Nov. Years 1-5: Ed Tech Staff (6) @ \$1,100 each. Narrative pg. 55.	\$ 6,600	\$ 6,600	\$ 6,600	\$ 6,600	\$ 6,600

Washoe County School District, Nevada - BUDGET NARRATIVE
Grant Name: CFDA # 84.374B Teacher Incentive Fund with Focus on STEM

	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE
Learning Forward Conference, Dec. Years 1-4: STEM Coordinator, 21st Century Coaches (4), Ed Tech Staff (6), IS (9) = 20 staff @ \$510/each. Narrative pg. 55.	\$ 10,200	\$ 10,200	\$ 10,200	\$ 10,200	\$
Nevada Mega Conference, April Years 2-4: STEM Coordinator, Ed Tech Staff (6), IS (9) = 16 staff; Years 3 and 4 add 9 teachers/presenters = 25 staff @ \$100/each. Narrative pg. 55.	\$ -	\$ 2,500	\$ 2,500	\$ 2,500	\$
Nevada State STEM Coalition, September Years 2-4: STEM Coordinator, Ed Tech Staff (6) = 7 staff @ \$100/each. Narrative pg. 55.	\$ -	\$ 700	\$ 700	\$ 700	\$
ISTE Tech Coordinator Training Institute, July Year 2: 21st Century Coaches (4) and Ed Tech Staff (6) = 10 staff @ \$370/each. Narrative pg. 55.	\$ -	\$ 3,700	\$ -	\$ -	\$
HCMS Training for HCMS Coord, TIF Coordinator (Years 1 and 2) @ \$600. Narrative pg. 55.	\$ 600	\$ 600	\$ -	\$ -	\$

Washoe County School District, Nevada - BUDGET NARRATIVE
Grant Name: CFDA # 84.374B Teacher Incentive Fund with Focus on STEM

	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE
Professional Dues/Memberships: TIF District Staff such as Learning Forward, CUE Nevada, ISTE. Years 2-5. Narrative pg. 55.	\$ -	\$ 8,000	\$ 20,000	\$ 20,000	\$ 20,000
eLearning Webinars conducted throughout the year offered by 21st Century skills/technologies experts such as Learning Forward, Edutopia, ISTE, Partnership for 21st Century Skills. TIF Staff and teachers Years 2-5. Narrative pg. 55.	\$ -	\$ 10,000	\$ 20,000	\$ 20,000	\$ 20,000
Other Subtotals	\$ 84,000	\$ 130,095	\$ 161,595	\$ 161,595	\$ 127,000
TOTAL DIRECT COSTS	\$ 4,281,190	\$ 5,219,592	\$ 5,197,986	\$ 5,335,235	\$ 5,155,000
INDIRECT COSTS					
Washoe County School District Indirect Costs: 3.43% of all direct grant expenditures excluding capitalized equipment & contracts in excess of \$25,000. These are costs incurred by Washoe County School District for providing central services to all programs and include, but are not limited to, services provided such as Human Resources, Information Technology, Business & Finance, and Payroll.	\$ 78,042	\$ 113,194	\$ 118,072	\$ 127,203	\$ 122,000
CTAC Indirect Costs: 11.78% of total direct costs.	\$ 71,375	\$ 71,793	\$ 52,495	\$ 37,303	\$ 33,000
Indirect Costs Subtotals	\$ 149,417	\$ 184,987	\$ 170,567	\$ 164,506	\$ 155,000
TOTAL BUDGET	\$ 4,430,607	\$ 5,404,579	\$ 5,368,553	\$ 5,499,741	\$ 5,310,000

Washoe County School District, Nevada - BUDGET NARRATIVE NON TIF FUNDS
Grant Name: CFDA # 84.374B Teacher Incentive Fund with Focus on STEM

	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE
Personnel					
<i>(Include percentage of each person's time)</i>					
Implementation Specialists, General Fund (19.0)	\$ 1,235,000	\$ 1,235,000	\$ 1,235,000	\$ 1,235,000	\$
Implementation Specialists, Title I (4.0)	\$ 260,000	\$ 260,000	\$ 260,000	\$ 260,000	\$
Implementation Specialists, Title II (5.0)	\$ 325,000	\$ 325,000	\$ 325,000	\$ 325,000	\$
Consulting Teachers General Fund (6.0)	\$ 408,000	\$ 408,000	\$ 408,000	\$ 408,000	\$
Title II Consulting Principal (b)(4)	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$
Title I Data Implementation Specialist (1.0)	\$ 68,000	\$ 68,000	\$ 68,000	\$ 68,000	\$
GLAD Teachers, Title Title II (1.0)	\$ 55,000	\$ 55,000	\$ 55,000	\$ 55,000	\$
GLAD Teachers, Title Title I (1.0)	\$ 55,000	\$ 55,000	\$ 55,000	\$ 55,000	\$
GLAD Teacher Assistant (b)	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$
Sub Days (150) for Title I site staff and assessment symposium	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$
Hourly Pay (200 hrs) for Title I site staff and assessment symposium	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$
Title III SIOP Trainer (1.0)	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$
For all Non TIF Funds: Please see Narrative pgs. 59-60					
Personnel Subtotals	\$ 2,532,000	\$ 2,532,000	\$ 2,532,000	\$ 2,532,000	\$
Fringe Benefits					
Group Insurance, \$7,500/person	\$ 290,625	\$ 290,625	\$ 290,625	\$ 290,625	\$
Life Insurance: Cert / Class, \$96.00/person	\$ 3,696	\$ 3,696	\$ 3,696	\$ 3,696	\$
Life Insurance: Admin / Pro \$480.00/person	\$ 120	\$ 120	\$ 120	\$ 120	\$
Long Term Disab: Admin / Pro, \$0.25%	\$ 75	\$ 75	\$ 75	\$ 75	\$
FICA, 6.20%	\$ 930	\$ 930	\$ 930	\$ 930	\$
PERS, 23.75%	\$ 596,363	\$ 596,363	\$ 596,363	\$ 596,363	\$
Medicare, 1.45%	\$ 36,714	\$ 36,714	\$ 36,714	\$ 36,714	\$
Workers Compensation, 0.75%	\$ 18,990	\$ 18,990	\$ 18,990	\$ 18,990	\$
Other Post Employment Ben., 15.00%	\$ 43,594	\$ 43,594	\$ 43,594	\$ 43,594	\$
Public Employees Benefit Prog., 15.00%	\$ 43,594	\$ 43,594	\$ 43,594	\$ 43,594	\$
Fringe Benefits Subtotals	\$ 1,034,701	\$ 1,034,701	\$ 1,034,701	\$ 1,034,701	\$
Travel					
Travel					
Title I Site & Staff Support	40,000.00	40,000.00	40,000.00	40,000.00	
Mileage for GLAD & Implementation Specialists	6,000.00	6,000.00	6,000.00	6,000.00	

Washoe County School District, Nevada - BUDGET NARRATIVE NON TIF FUNDS
Grant Name: CFDA # 84.374B Teacher Incentive Fund with Focus on STEM

	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE
For all Non TIF Funds: Please see Narrative pgs. 59-60					
Travel Subtotals	\$ 46,000	\$ 46,000	\$ 46,000	\$ 46,000	\$
Equipment <i>(useful life of more than one year and a cost of \$5,000 or more)</i>	\$ -	\$ -			\$
Supplies					
Professional Books for Title I Literacy Masters Cohort	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$
Title I Supplies for GLAD & Implementation Specialists	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000	\$
For all Non TIF Funds: Please see Narrative pgs. 59-60					
Supplies Subtotals	\$ 19,000	\$ 19,000	\$ 19,000	\$ 19,000	\$
Contracts					
Principal's Training Program: WASL / NISIL training for current and future principals.	\$ 99,000	\$ 99,000	\$ 99,000	\$ 99,000	\$
For all Non TIF Funds: Please see Narrative pgs. 59-60					
Contractual Subtotals	\$ 99,000	\$ 99,000	\$ 99,000	\$ 99,000	\$
Construction - N/A <i>(generally not allowed unless specified in the appropriation)</i>	n/a	n/a			
Other					
Tuition for Title I staff to take STEM / Masters courses.	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$

Washoe County School District, Nevada - BUDGET NARRATIVE NON TIF FUNDS
Grant Name: CFDA # 84.374B Teacher Incentive Fund with Focus on STEM

	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE
Printing for GLAD	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$
(b)(4)					
TOTAL DIRECT COSTS	\$ 3,832,701	\$ 3,832,701	\$ 3,832,701	\$ 3,832,701	\$
Indirect Costs	\$ 131,461	\$ 131,461	\$ 131,461	\$ 131,461	\$
TOTAL BUDGET	3,964,162	3,964,162	3,964,162	3,964,162	

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.

Applicant's (Organization) Name:	Washoe County School District
Applicant's DUNS Name:	1000494690000
Federal Program:	Office of Elementary and Secondary Education (OESE): Teacher Incentive Fund (TIF):
CFDA Number:	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

Washoe County School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	1,569,000.00	2,513,950.00	2,544,780.00	2,649,115.00	2,624,375.00	11,901,220.00
2. Fringe Benefits	587,920.00	614,340.00	586,449.00	633,838.00	626,418.00	3,048,965.00
3. Travel	284,974.00	355,386.00	316,966.00	310,066.00	209,802.00	1,477,194.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	318,772.00	260,897.00	243,272.00	235,697.00	232,597.00	1,291,235.00
6. Contractual	1,436,524.00	1,344,924.00	1,344,924.00	1,344,924.00	1,334,924.00	6,806,220.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	84,000.00	130,095.00	161,595.00	161,595.00	127,000.00	664,285.00
9. Total Direct Costs (lines 1-8)	4,281,190.00	5,219,592.00	5,197,986.00	5,335,235.00	5,155,116.00	25,189,119.00
10. Indirect Costs*	149,417.00	184,987.00	170,567.00	164,506.00	155,385.00	824,862.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	4,430,607.00	5,404,579.00	5,368,553.00	5,499,741.00	5,310,501.00	26,013,981.00

***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): Nevada Department of Education

The Indirect Cost Rate is 3.43 %.

(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 Washoe County School District	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	(b)(4)					
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)