

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

TIF General Competition

CFDA # 84.374A

PR/Award # S374A120041

Grants.gov Tracking#: GRANT11189164

OMB No. , Expiration Date:

Closing Date: Jul 27, 2012

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
<i>Attachment - 1 (1237-IA Congressional Districts Code)</i>	e6
2. Assurances Non-Construction Programs (SF 424B)	e7
3. Disclosure Of Lobbying Activities (SF-LLL)	e9
4. ED GEPA427 Form	e10
<i>Attachment - 1 (1235-427 GEPA Statement)</i>	e11
5. Grants.gov Lobbying Form	e12
6. Dept of Education Supplemental Information for SF-424	e13
<i>Attachment - 1 (1236-Project Evaluation)</i>	e14
7. ED Abstract Narrative Form	e16
<i>Attachment - 1 (1234-Abstract Iowa)</i>	e17
8. Project Narrative Form	e18
<i>Attachment - 1 (1240-Iowa Project Narrative Final)</i>	e19
9. Other Narrative Form	e99
<i>Attachment - 1 (1239-Iowa_Other Attachments)</i>	e100
10. Budget Narrative Form	e210
<i>Attachment - 1 (1238-IA Budget Narrative FINAL)</i>	e211
11. Form FaithBased_SurveyOnEEO-V1.2.pdf	e248
12. Form ED_524_Budget_1_2-V1.2.pdf	e250

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: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): _____ * Other (Specify): _____
--	--	--

* 3. Date Received: 07/26/2012	4. Applicant Identifier: _____
-----------------------------------	-----------------------------------

5a. Federal Entity Identifier: _____	5b. Federal Award Identifier: _____
---	--

State Use Only:

6. Date Received by State: _____	7. State Application Identifier: _____
----------------------------------	--

8. APPLICANT INFORMATION:

* a. Legal Name: National Institute for Excellence in Teaching

* b. Employer/Taxpayer Identification Number (EIN/TIN): 202268389	* c. Organizational DUNS: 6095211610000
--	--

d. Address:

* Street1: 1250 Fourth Street
Street2: _____
* City: Santa Monica
County/Parish: _____
* State: CA: California
Province: _____
* Country: USA: UNITED STATES
* Zip / Postal Code: 90401-1418

e. Organizational Unit:

Department Name: _____	Division Name: _____
---------------------------	-------------------------

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

Prefix: _____ * First Name: Gary
Middle Name: _____
* Last Name: Stark
Suffix: _____

Title: President and CEO

Organizational Affiliation:
National Institute for Excellence in Teaching

* Telephone Number: 310-570-4860 Fax Number: _____

* Email: gstark@niet.org

Application for Federal Assistance SF-424

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

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.374

CFDA Title:

Teacher Incentive Fund

*** 12. Funding Opportunity Number:**

ED-GRANTS-061412-001

* Title:

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

13. Competition Identification Number:

84-374A2012-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Central Decatur & Saydel, IA & NIET TIF

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View 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="11,660,140.00"/>
* b. Applicant	<input type="text" value="(b)(4)"/>
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

IA- 003

IA-005

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>Kristan Van Hook</p>	<p>* TITLE</p> <p>President and CEO</p>
<p>* APPLICANT ORGANIZATION</p> <p>National Institute for Excellence in Teaching</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 checked="" type="checkbox"/> a. bid/offer/application <input 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
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: National Institute for Excellence in Teaching

* Street 1: 1250 Fourth Street * Street 2:

* City: Santa Monica * State: CA: California * Zip: 90025

Congressional District, if known:

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

8. Federal Action Number, if known:	9. Award Amount, if known: \$
--	---

10. a. Name and Address of Lobbying Registrant:

Prefix * 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: Kristan Van Hook

* Name: Prefix * First Name Gary Middle Name
* Last Name Stark Suffix

Title: President and CEO Telephone No.: 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.

427 GEPA Statement.pdf

Delete Attachment

View Attachment

427 GEPA Statement

The National Institute for Excellence in Teaching (NIET) is strongly committed to ensuring access to all components of the TAP system for all participants. Accommodations are made for those with specific needs. NIET and its staff maintain regular communication with all TAP participants through established school-wide methods. NIET's core trainings make accommodations for participants with specific needs, and the trainings are available in multiple formats: face-to-face, audio, and now, online.

Barrier- Teachers with physical disabilities may not be able to travel to the required training opportunities.

Solution- NIET has built a web-based comprehensive training portal that will allow access to all trainings without travel.

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**

National Institute for Excellence in Teaching

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

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

*** SIGNATURE:**

*** DATE:**

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	Gary		Stark	

Address:

* Street1:	1250 4th Street
Street2:	
* City:	Santa Monica
County:	
* State:	CA: California
* Zip Code:	90401
* Country:	USA: UNITED STATES

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

310-570-4860	310-570-4863
--------------	--------------

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) #: 1, 2, 4

--

No Provide Assurance #, if available:

--

Please attach an explanation Narrative:

Project Evaluation.pdf		Delete Attachment	View Attachment
------------------------	--	-------------------	-----------------

Project Evaluation

This project will be evaluated by a third-party professional evaluator with the capacity for working with both qualitative and quantitative data. The purpose of the evaluation will be twofold: first, to provide feedback for continuous improvement in the implementation and operation of TAP in the project schools; and second, to provide an analysis of the evidence that the project is achieving its objectives and goals. The evaluator will assess progress toward and accomplishment of all of the outcome measures identified in this proposal, as described below. In addition, the evaluator will study the implementation of TAP in the project schools during the length of the grant, including differences in fidelity to the TAP model between schools.

The evaluation will provide both quantitative and qualitative data in the following:

- (a) Student achievement and state accountability data (including disaggregated scores) will be provided by Central Decatur and Saydel. Value-added data (including underlying scores and standard errors) will be provided by an external vendor (to be selected after a grant is awarded) .
- (b) Teacher and principal evaluation results will come from the CODE data system used by TAP schools, including the detail for each classroom observation and principal performance review.
- (c) The evaluator will obtain administrative data regarding teacher and principal recruitment and retention, including exit interview data, from Central Decatur and Saydel and participating schools.
- (d) Survey data on teacher and principal attitudes and perceptions will result from the annual TAP web survey conducted by NIET nationally as well as local surveys conducted by the evaluator to address questions specific to this project.
- (e) Interviews and focus groups of TAP teachers and principals will complement and expand upon survey data about attitudes and perceptions.
- (f) The evaluator will conduct on-site observations of classrooms and cluster group meetings. These observations will provide data on the quality of instruction and the quality of the

professional development process, as indicators of the intermediate changes required to impact student outcomes. (g) The evaluator will have access to samples of student work, cluster group records, leadership team records, teacher individual growth plans and other artifacts of the process of change in the schools. (h) NIET will provide annual School Review data to the evaluator. These scores measure the quality and consistency of TAP implementation in a school. These ratings are conducted by experienced NIET staff from outside of the school, using quantitative and qualitative rubrics.

The evaluation will be "utilization focused" (Patton, 2002), meaning that the evaluator will provide feedback in order to make the project more successful, sustainable and replicable. The evaluator, NIET and representatives from each district will hold update meetings or conference calls at least quarterly to review plans, progress and preliminary data. The evaluator will provide an annual report to NIET and each district presenting and analyzing key data regarding project implementation, progress toward objectives and intermediate outcomes if applicable. At the conclusion of the grant period, the evaluator will assess the overall accomplishment of goals. The evaluator will also provide an analysis of lessons learned for the sustainability of TAP in these schools as well as for the possible expansion of TAP to other Iowa districts.

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Project Abstract

The National Institute for Excellence in Teaching (nonprofit) proposes to partner with Central Decatur Community School District in Leon and Saydel Community School District in Saydel (LEAs) in Iowa to apply for a five-year \$11,660,140 grant under the TIF STEM Competition (84.374B, group application) to reform each district's human capital management system (HCMS). Central Decatur has three schools; Saydel has three schools, all of which are high-need.

NIET, Central Decatur CSD and Saydel CSD are committed to the grant objectives of:

1. Increasing the percent of effective teachers through incentives, career advancement, evaluation, and professional development;
2. Increase the percent of effective principals through incentives, evaluation, and professional development; and,
3. Improve student achievement.

To achieve these goals both districts sought a rigorous, research-based reform, and decided to implement TAP: The System for Teacher and Student Advancement, which offers both a comprehensive approach to performance-based compensation systems and a data management system to support the proposed improvements to the HCMS. TAP is one of America's leading comprehensive school reforms, providing educators with powerful opportunities of multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation.

Both Central Decatur and Saydel are new applicants and are applying for Competitive Priority 4. In addition, both districts are changing their salary schedules within the grant period and are applying for Competitive Priority 5.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

Iowa Project Narrative Final.pdf

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

**Central Decatur and Saydel Community School Districts, Iowa &
NIET TIF Grant**

Table of Contents

Project Narrative 2

(a) A Coherent and Comprehensive Human Capital Management System (45 pts) 3

(b) Rigorous, Valid, and Reliable Educator Evaluation Systems (35 pts)..... 23

(c) Professional Development Systems to Support the Needs of Teachers and Principals
Identified Through the Evaluation Process. (35 points) 43

(d) Involvement of Educators. (35 points)..... 48

(e) Project Management. (30 points) 54

(f) Sustainability. (20 points). 64

(g) Comprehensive Approach to Improving STEM Instruction (25 points)..... 67

Priority 4 (Competitive Preference): New or Rural Applicants to the Teacher Incentive Fund... 74

Priority 5 (Competitive Preference): Educator Salary Structure Based on
Effectiveness..... 74

Additional Assurances..... 79

“In Iowa, we’re all about planting seeds and nurturing a bountiful harvest. This proposal is a seed of promise in the rich soil of a statewide STEM network with the potential to feed minds across the state and beyond.”

-Jeffrey Weld, Executive Director, Governor’s STEM Advisory Council

Project Narrative

Iowa’s Central Decatur Community School District, and Saydel Community School District are partnering with the National Institute for Excellence in Teaching (NIET), a non-profit organization committed to ensuring a highly skilled, strongly motivated and competitively compensated teacher for every classroom, to apply for a \$11,660,140 Teacher Incentive Fund (TIF) STEM grant to develop and advance teacher and principal effectiveness to improve teaching and learning. Central Decatur, near the Missouri border, is in one of the lowest-income, rural regions of the state. Saydel, near Iowa’s capital city, is also a largely rural district with high levels of poverty. For the 2011-12 school year, *all schools* in these two districts qualify as high need schools for purposes of this grant.

Both districts’ visions for instructional improvement will be rapidly advanced by aligning instructional improvement goals with their human capital management system (HCMS) functions for evaluation, professional development (PD), compensation, retention, recruitment, placement and hiring. In addition, these HCMS functions will now use a common set of competencies -- described in classroom observation rubrics for teachers and in leadership rubrics for administrators -- to set clear and consistent expectations for effective practice. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and principals. Performance based compensation will also be used to build HCMS capacity for high quality evaluation and professional development through increases in pay for teacher leaders involved in these functions. Through

these changes, the HCMS will increase the success of the districts in attracting, retaining, developing and motivating a highly effective staff.

Working with NIET, Central Decatur and Saydel will use the existing CODE system for teacher and principal data, which is already in place in hundreds of schools across the country. The CODE System is a web-based application for storing and analyzing observation data, organizing instructional data forms, and generating reports to inform human capital strategies.

(a) A Coherent and Comprehensive Human Capital Management System
This subsection will address Absolute Priority 1 – HCMS with evaluation at the center.

As rural districts with significant poverty levels, Central Decatur and Saydel have set high student achievement goals, but often fail to meet these goals. In Saydel approximately one third of students are below state proficiency targets. In Central Decatur approximately one quarter of students are not meeting state proficiency targets. In addition, there are significant achievement gaps between students of low socioeconomic status (SES) and other students. This is significant since in Central Decatur, approximately 65% of students are low SES. Central Decatur and Saydel have struggled to recruit the talent within their faculties to meet their student achievement goals. In these rural areas, without access to the large pool of potential teachers available in an urban setting, it is critical that the HCMS is designed to raise teaching practice among current faculty to higher levels.

Salaries in Central Decatur and Saydel are lower than the surrounding areas, particularly for starting teachers. In Saydel, starting teacher salaries are approximately \$12,000 lower than neighboring districts. New teachers are hard to attract and retain, due to salary considerations and geographic location, especially at the secondary level in content specific areas. A significant staffing concern for Central Decatur is at the secondary science level. The physics and chemistry teacher retired at the end of this past school year after 43 years teaching. The district went

through a search and ended up with only 7 applicants, of which three were interviewed. The candidate offered the position for the coming school year declined the offer, leaving the district to create a temporary staffing utilizing another retired teacher on a part-time basis. The biology teacher falls into the category of retiring in the next three years. An estimated 20% of staff in Central Decatur and Saydel will retire over the next three years, creating urgency for changes to the HCMS as proposed in this TIF grant.

(1) Aligned with each participating LEA's clearly described vision of instructional improvement (10 points); and

In this subsection, we will address Absolute Priority 1, section (1) and Requirement 1.

SAYDEL - Saydel Community School District has committed to a vision called Challenge 2018. The challenge, at its core, is to have 100% of students graduate and be college and workplace ready. To this end, the district needs every student to make a year or more of academic growth each year. Jim Collins, in *Good to Great: Why Some Companies Make the Leap...And Others Don't* (2001) described facing the "brutal facts" as a requisite step in improvement. As a part of that process Saydel had a Comprehensive School Improvement Analysis (CSA) conducted by the Iowa Association of School Boards. That analysis centered on factors that impact student achievement as well as attitudinal surveys completed by parents, teachers, classified staff members, administrators, and Board members. The most compelling finding from the study was a call for creating urgency around the belief that virtually all students can learn at high levels. Some of the most important challenges identified related to classroom instruction, including:

- Significant uses of low level instruction as defined in Bloom’s Revised Taxonomy
- Limited grouping patterns with the most common practice whole/large group instruction
- A poorly designed assessment framework, with an over-reliance on standardized tests at the lowest levels of Bloom’s Revised Taxonomy
- Curriculum documents, while improving, that are not completely aligned with the Iowa/ Common Core in terms of content and rigor
- A professional development plan is in place, but it is not leading to improvements in instructional rigor, relevance, or student engagement

Beyond the findings of the CSA, there is additional information that builds the case for needed instructional improvement in the district:

- Iowa Assessment scores that are consistently below the state average for student proficiency and in some cases significantly behind the state averages as well as the required trajectories for No Child Left Behind. Specifically,
- Five year trends are flat or declining
 - Significant gaps exist and are not closing for Special education students and Low SES students at the high school
 - At least 1/3 of students are not meeting the minimal state requirements for proficiency in many areas.
 - ACT data that is improving but is still below the state average

To meet the ambitious goals of Challenge 2018, Saydel has outlined specific strategies for its HCMS including:

- Recruitment practices that identify teachers with high-quality instructional skills, particularly in STEM subjects
- Improved processes for new teacher induction and quality mentoring
- A cohesive plan for professional learning that incorporates collaborative structures, is aligned to an ongoing strategy for system improvement, and provides teachers with adequate time for new learning

- Evaluation that provides teachers with formative feedback and summative results linked to expectations for effective instructional practice and student learning growth
- Data management systems to ensure instructional practices and student data are used to guide future professional learning
- In order to become competitive in the marketplace, a plan to design and implement a compensation and incentive structure based on effectiveness.

Progress has been made in Saydel on these HCMS goals. For example, this year the district formed a Teacher Evaluation Committee made up of teachers (all union members, in line with the Master Contract), building administrators, the Director of Teaching and Learning/Student Services, and the Superintendent. The objective for the group was to improve the teacher evaluation system. The committee's recommendations included: moving from a "meets/does not meet" rating to levels of performance, emphasizing formative feedback systems, more overall observations and feedback, and improving inter-rater reliability. The Master Contract was amended through a Letter of Understanding last spring to reflect this work, making evaluation the first criteria in staff reductions, once a strengthened evaluation system is in place.

The district has also made significant progress in building collaborative learning and leadership structures, and set aside weekly time for these activities. Whether they are called Professional Learning Communities (PLCs) or the teams for Authentic Intellectual Work (AIW) at the high school, they are transitioning conversations to a focus on data, instruction, and assessment. Teachers and principals have taken a leading role in developing the *Saydel Model of Effective Teaching and Learning* (see Other Attachments). It contains elements of effective instruction, effective management, effective curriculum design, and effective use of data for assessment. Within each of those elements are descriptors that support their implementation. For

example, in the case of “effective instruction”, there are supporting descriptions such as: questions to encourage higher-level thinking, tasks that require critical thinking, powerful use of technology, etc. This document provides a foundation for the work of defining effective classroom practice, but a missing piece is a specific framework to operationalize the work and link it to teacher evaluation. The proposed evaluation system provides this framework.

CENTRAL DECATUR - Central Decatur’s vision for instructional improvement requires that every student make a year or more of academic progress every year, and that achievement gaps between lower SES and other students are closed. To accomplish these goals, Central Decatur has the following strategies in place:

- Developing the collective efficacy and leadership of all staff working with students
- Delivering curriculum that is challenging, relevant and promotes engaging learning experiences
- Utilizing research-based instructional strategies and providing learning supports that meet the needs of every child, every day
- Implementing authentic, reliable and valid assessments to guide instruction
- Engaging in high quality professional development that impacts classroom instruction and student achievement
- Increasing recruitment of effective teachers (especially in STEM) through a partnership with local college of education

Central Decatur is working in a number of ways to connect its vision and strategies for instructional improvement to its HCMS. The district has established professional learning communities that meet weekly at the elementary level and monthly at the secondary school. The staff uses this time to focus on student achievement data, effective instructional strategies, and

integration of technology. In addition, Central Decatur has a literacy coach at the elementary level who works with the principal to review assessment data, provide professional development based on both student and staff needs, and work with classroom teachers to implement effective instructional strategies and support small groups of students.

Central Decatur currently uses the approved teacher evaluation system for the state of Iowa, but has found it does not create change either in teacher performance or student achievement. In an effort to better assess classroom practice, principals and the literacy coach have audited classrooms through formal observations, walkthroughs and classroom visits, and have provided feedback to classroom teachers on their instruction. Teachers have responded during grade level meetings and professional development sessions with requests for additional coaching and modeling to support them in making suggested improvements. To increase teacher performance and student achievement, Central Decatur needs a more accurate and detailed evaluation tool, a system of professional support to help teachers to meet the goals identified in their observations and their student growth data, and a way to send clear signals through the compensation system about goals for instructional improvement.

Finally, Central Decatur is working in partnership with the local Graceland University College of Education to improve recruitment of new teachers, particularly in STEM subjects, and to ensure that these teachers are better prepared to be effective on day one. Through this partnership, known as a “Professional Development School Model”, student teachers will start working in classrooms in August and will spend two days each week during the fall semester in their assigned classroom before starting their full-time student teaching in January. Student teachers will be trained in the evaluation system described later in this proposal, will receive two classroom observations with feedback and coaching during their student teaching, and will

participate in weekly professional development sessions with teachers in that school. Central Decatur will also work with Graceland University to train their education faculty in the new evaluation system so that they can support their students in this process. Both districts will work to expand their higher education relationships in the areas of recruitment, access to STEM coursework including dual enrollment courses, and access to STEM teacher training.

Central Decatur and Saydel have aligned some aspects of their HCMSs to their instructional goals including building support for a more accurate evaluation system that provides detailed feedback for improvement, creating regularly scheduled professional learning communities, and focusing recruitment activities on identifying and attracting effective new teachers; however, without the envisioned evaluation system in place, they are unable to make additional progress. For this reason, each district examined TAP: The System for Teacher and Student Advancement. This TIF grant offers Central Decatur and Saydel an opportunity to use the TAP system to further develop their human capital management systems (HCMS) to include:

Performance evaluation

The TAP evaluation system will serve as a central driver of decision-making and human capital management. The evaluation system has dual goals: 1. accurately and fairly assessing performance using multiple measures, and 2. producing and applying information to support educators in improving their practice and their students' achievement growth.

Job-embedded weekly professional development

Professional development that is embedded during the school day and presented by experts within a school staff will be necessary to improve teaching and learning in Central Decatur and Saydel.

Teacher Leaders

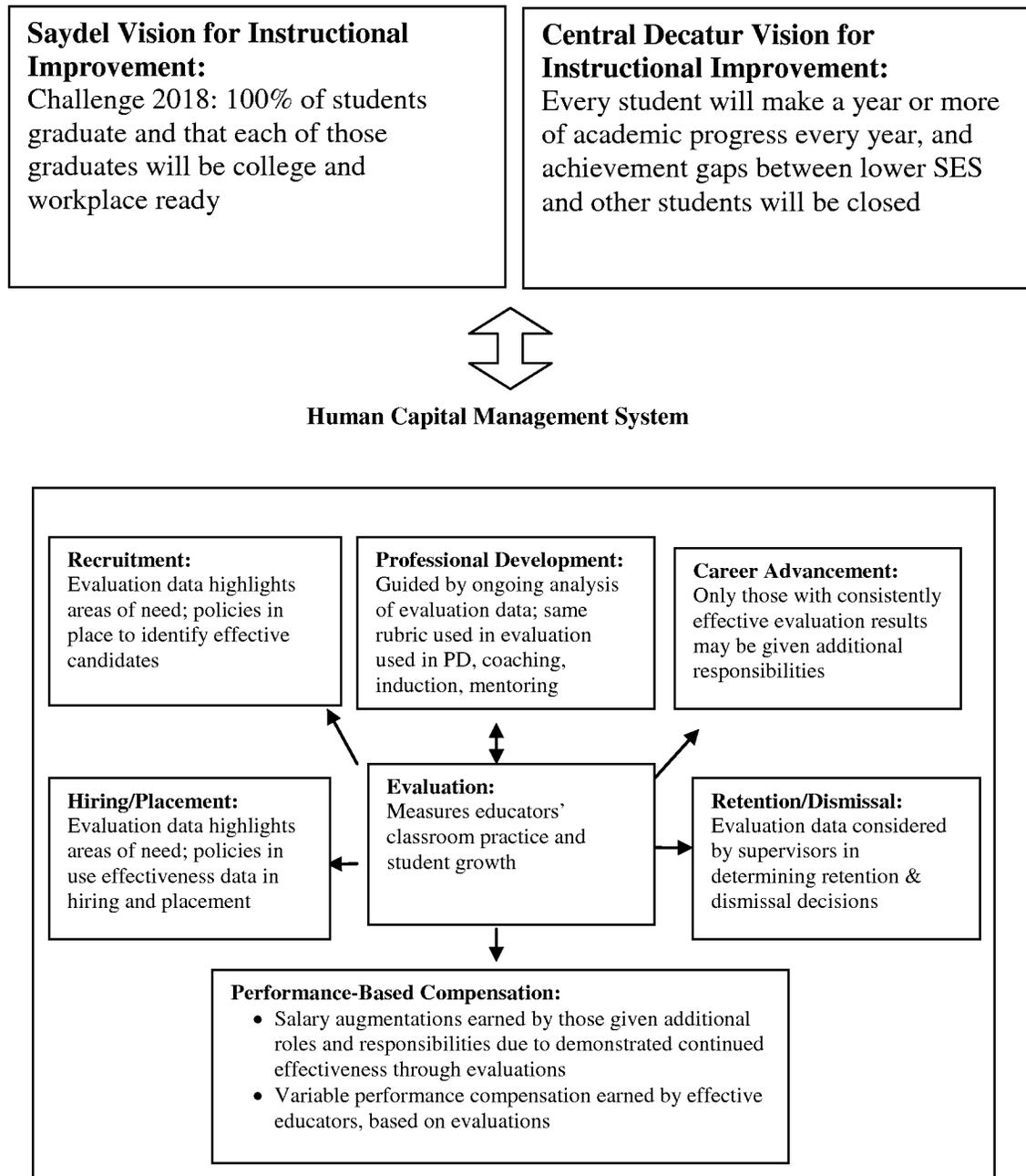
A system of multiple career paths will be implemented in order to provide effective teachers with avenues for career advancement outside of administration. The districts will change traditional school faculty structures thru differentiated roles to better support instructional growth and bring the most effective educators into *every* classroom.

Performance Based Compensation

A system of performance based compensation will provide differentiated compensation for teacher leaders based on their additional roles and their effectiveness, and offer all teachers and principals the opportunity to earn additional compensation based on multiple measures of performance including competencies defined in evaluation rubrics as well as student achievement growth.

The TAP system's four interrelated elements will be implemented within each district's HCMS structure (Requirement 1, Model 1 PBCS, see table on page 14 for more detail), which also includes recruitment, hiring, retention, placement and dismissal.

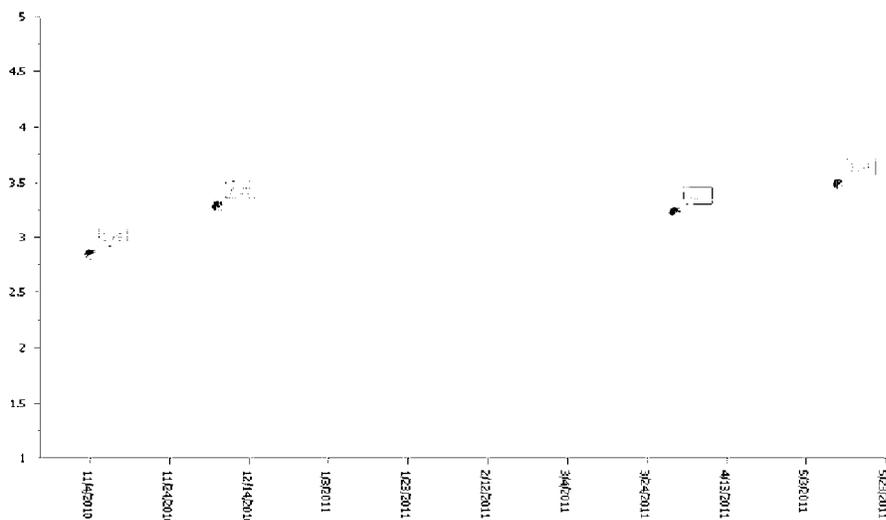
Figure 1: Proposed HCMS Aligns to Vision for Instructional Improvement



Creating an HCMS that can serve the needs of the district in real-time requires an integrated data management solution. Adopting TAP will provide access to the CODE system, NIET's interactive data management tool for storing and analyzing teacher evaluation data and

other school data. CODE is a Web-based system that provides secure access to real-time data and analytics that allow school leaders to enter observation data, monitor inter-rater reliability (see page 34 for additional detail), generate multiple reports, and calculate teacher effectiveness and performance-based compensation. Below is an example of teacher observations scores over the course of a year.

Figure 2: Example CODE Report: Tracking a Teacher’s Annual Progress on Observation Scores



Through this grant, we will customize the data storage and analytical capabilities of CODE to accommodate its role as the “data backbone” of the HCMS. The CODE expansion will include:

- A more explicit link to professional development (PD) through the TAP System Training Portal (see page 43 and other attachments for more Portal information). Based on evaluation results, CODE will recommend specific areas for PD that the teacher may immediately access on the Portal.
- Additional teacher information collection, including each teacher’s preparation program and years of experience, which the principal may use to inform future hiring decisions.
- A simple query-builder that will allow principals to perform custom searches and analytics based on the specific needs at their school site.

The measures of performance in the proposed evaluation system: student growth at the classroom and school levels, classroom practice, and a survey of responsibilities, align with each district's goals for instructional improvement. In addition, the individual indicators of the rubric reflect specific instructional goals. For example, as stated above, Saydel has identified "Grouping" as an area for improvement in many classrooms. On the TAP rubric (see Other Attachments for a complete rubric), the "Grouping" indicator for an exemplary level of teaching states, in part "Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning". This descriptor also illustrates the link between the TAP rubric's descriptors of teacher practice and the Common Core standards for students which require that students' set goals, reflect on, and evaluate their own learning.

The results from classroom observations and student growth data will help the district ensure it is on track to meet instructional goals. Evaluation results will also be used to inform teachers' ongoing professional development, career advancement, compensation, and a range of other human capital decisions (see following section for more detail). In addition, we expect district administrators to creatively use the data once it is collected. For example, district administrators will be able to see the distribution of teacher effectiveness across their schools for the first time. Based on this data, they will be able to make staffing and placement decisions based on the combination of school needs and available human capital.

The proposed principal evaluation aligns each district's instructional vision with measures of principal performance. For example, the observation instrument used for principals, the TAP Leadership Team (TLT) Observation Rubric, requires an exemplary principal to "demonstrate expertise when presenting new learning as evidenced by his or her ability to establish a strong sense of purpose demonstrated through the examination of data in order to

connect what teachers are implementing to student achievement.” Like teachers, principals will receive training in each of the evaluation measures (see 28 for more detail on principal evaluation measures), ensuring that they understand the connection between the measures and instructional improvement vision of the district. Having teacher and principal evaluation systems that reflect the vision for instructional improvement, and using the data from the evaluation system to inform other human capital strategies ensures that the entire HCMS is aligned to the district’s vision for instructional improvement.

(2) Likely to increase the number of effective educators in the LEA’s schools, especially in high-need schools, as demonstrated by (35 points)—

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

In this subsection, we will also address Absolute Priority 1, section (2) and Requirement 1.

The following table details the human capital decisions that will include educator effectiveness and the ways in which it is involved in decision making. For more detail on the specific evaluation measures, see Selection Criteria b.

Table 1: Use of Educator Evaluation Data in Proposed HCMS

Human Capital Policy	Description of the Policy	Use of Educator Effectiveness Data
Recruitment	Districts seek to identify and recruit effective educators, particularly in STEM subjects, offering recruitment bonuses and tuition reimbursement for teachers to take classes to obtain proper endorsements. Central Decatur is developing a Professional Development Schools Model for student-teaching with Graceland University.	The district will make every effort to recruit teachers with a record of effectiveness, including in STEM subjects. CODE data will be used to identify areas of need. Recruitment bonus for hard to staff STEM positions will be \$3000. Effectiveness data will be used to target prospective new teachers from student teacher pool, and tuition reimbursement will be five \$1000 allocations per year, also focused on STEM
Hiring/Placement	It is the policy of the District to employ and retain the most effective and qualified personnel and ensure effective educators are	The district will consider available teacher and principal effectiveness data in hiring and placing personnel. CODE system data will be used to

	available to all students especially those with highest need	identify areas of highest need.
Performance-based compensation for teachers (Requirement 1, Model 1)	Every year, all teachers can earn up to approximately 10 percent of their compensation based on their effectiveness. On top of this performance compensation, teachers who take on additional roles and responsibilities may earn a salary augmentation of \$4,500 as mentor teachers and \$9,000 as master teachers.	Districts will allocate \$2,500 per teacher into an annual performance award fund. Teachers earn this performance-based compensation based on educator effectiveness, as assessed by classroom observation data and a responsibilities survey, classroom-level student growth, and schoolwide achievement growth.
Performance-based compensation for principals (Requirement 1, Model 1)	Every year, principals can earn up to \$7,500 based on their effectiveness.	Principals may earn the bonus based on effectiveness: 50% school wide achievement growth, 20% TLT observation rubric scores 30% on a 360-degree survey
Performance-based compensation for assistant principals	Assistant Principals can earn up to \$5,000 based on effectiveness.	Assistant principal performance-based compensation will depend on effectiveness: 60% school wide value-added growth, 20% 360-degree assessment, 20% leadership assessment
Career Advancement (Requirement 1, Model 1)	Teachers will have the opportunity to take on additional roles and responsibilities as mentor and master teachers.	Consistently effective teachers that have also shown an aptitude for working with adult learners may become master or mentor teachers, and earn salary augmentations for taking on additional roles and responsibilities. Educator effectiveness data (see Selection Criterion B for details) <i>must</i> be used in career advancement. Once promoted, master and mentor teachers must continue to be effective to retain their positions.
Professional Development for Teachers (including induction and mentoring activities)	Professional development will occur weekly in on-site “cluster groups” led by master and mentor teachers. Both the topic of cluster groups and the individualized follow-up will be informed by the schools’ instructional goals, the needs of the students, and the needs of the teachers. STEM teachers will have support for	Teacher classroom observation data is routinely entered into the CODE system and directly guides teacher PD. The principal, master teacher, and mentor teachers will analyze teacher observation data twice a month to evaluate the needs of teachers as a group, by grade level, and individually. Their analysis will highlight particular areas of need that

	additional coursework at local universities.	they will incorporate into cluster meetings as well as in-class follow up (co-teaching, modeling, etc.).
Professional Development for Principals	District executive master teachers and/or project directors deliver onsite coaching during school year	Principal scores on the TLT rubric (observation tool) inform coaching throughout the year; analytics available in CODE.
Retention/Dismissal	Effectiveness is a factor in granting movement from probationary to non-probationary status after three years. Effectiveness is a factor in dismissal and staff reduction.	More accurate evaluation system gives districts better data on which to determine effectiveness. Saydel has already specified new evaluations will be the first criteria in staff reductions.

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

Educator effectiveness data will play a central role in a range of human capital decisions discussed above. We will distinguish between those policies where educator effectiveness is the only factor in a policy, a primary driver of a policy (“Strong weight”) and where educator effectiveness is one of several factors driving a policy (“Moderate weight”). During the first two years of the grant, educators will become more familiar with the evaluation system. At that point, in year 3, each district will form a committee with teachers and teacher representatives, as well as administrators and district leaders, to consider changes to the salary schedule.

Table 2: Weight of Educator Effectiveness in Proposed HCMS

Human Capital Policy	Weight of Educator Effectiveness Data	Other Factors Used in Making the Human Capital Decision
<i>Effectiveness the ONLY Factor</i>		
Performance-based compensation for teachers	All of teacher performance-based compensation will depend on effectiveness: 50% on classroom evaluations, 30% on classroom value added growth, 20% on schoolwide value added growth	None.
Performance-based compensation for principals	All of principal performance-based compensation will depend on effectiveness: 50% schoolwide value-added growth, 30% 360-degree assessment, 20% leadership	None.

	assessment	
Performance-based compensation for assistant principals	All of assistant principal performance-based compensation will depend on effectiveness: 60% schoolwide value-added growth, 20% 360-degree assessment, 20% leadership assessment	None.
<i>Effectiveness Has Strong Weight</i>		
Career Advancement	To be considered for a master or mentor teacher position, a teacher <i>must</i> have a record of effectiveness. To retain a master or mentor teacher position, the teacher <i>must</i> maintain a record of effectiveness.	Teacher competence with adult learners also taken into account, but a teacher without strong evaluation data will not be promoted.
Professional Development for Teachers	Evaluation data is one of the primary drivers of teacher PD. TAP leadership team members regularly enter teacher observation data into CODE and use CODE analytics to determine appropriate PD.	School goals, individual growth plans, student needs also guide PD.
Professional Development for Principals	Evaluation data is one of the primary drivers of principal PD. District executive master teachers and/or project directors regularly enter teacher observation data into CODE and use CODE analytics to determine appropriate PD.	School and district goals, student needs also guide PD.
<i>Effectiveness has Moderate Weight</i>		
Recruitment/Hiring/ Placement	It is the policy of the District to employ and retain the best qualified personnel, and the district will use educator effectiveness to help determine which teachers should be recruited, hired and placed	Vacancies, educator experience and qualifications also factor into recruitment, hiring and placement decisions.
Retention/Dismissal	Effectiveness data will be considered in moving from probationary to non-probationary status; effectiveness a criteria in staff reduction, as well as dismissal.	Other factors taken into account in granting non-probationary status, in staffing reductions, and dismissals

TAP has substantial experience in effectively structuring and presenting performance incentives that affect behavior, including in rural communities where more than one third of TAP schools nationwide are located. Research has shown that features other than the magnitude of

awards, such as how incentives are structured and presented, also affect behavioral and educational outcomes (Bonner, 2002; Heneman, 1998; Taylor et al., 2009). TAP's comprehensive approach to the size and structure of incentives affects behavior in two key ways. One is to elicit motivated participation in the process of continuing improvement in teaching and leadership skills, based on evaluation and on-site professional development. TAP's success in this is shown by student achievement growth results, teacher growth in instructional quality measures and staff survey data (NIET, 2010). The second way TAP incentives affect behavior is to attract effective teachers and principals to high-need schools and retain them because of the opportunities for expanded pay, career opportunity and the supportive working environment TAP creates. Evidence of success is shown in Figure 5 (p. 23) "Increased Retention of Highly Effective Teachers in TAP Schools" and is confirmed by staff survey data (NIET, 2010). By recruiting and retaining effective educators, TAP schools improve student outcomes over time.¹ These policies will support both districts in attracting and retaining educators who share the districts' visions that all children can achieve at high levels. As shown in the chart on page 25, educators in TAP schools across the country have significantly increased their skills while in a TAP school.

(iii) The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience using information from the educator evaluation systems described in the application to inform human capital decisions;

The HCMS described above is feasible, and is aligned with existing work in these districts. As mentioned earlier, Iowa districts already have the ability to use effectiveness data in HCMS decisions. Iowa state law provides teachers the ability to move from probationary to non-probationary status after three years *if effectiveness can be demonstrated*. As a state with a strong tradition of local control, districts make the determination of effectiveness in Iowa.

¹ See "Other Attachments" for a full presentation of the research that supports why our weighting

Saydel's policy on staff reduction, changed last spring, considers effectiveness the first criteria. Central Decatur's local policy includes effectiveness as a factor in employment decisions.

Saydel's teachers and principals are familiar with the indicators in TAP's classroom observation rubric through their work on similar indicators in the Saydel Model of Effective Teaching (see Other Attachments). Educators in Saydel are also familiar with these indicators through the Comprehensive School Improvement Assessment which used Bloom's Taxonomy among other resources to describe the effectiveness of instruction taking place in classrooms. Saydel educators have used a range of student growth measures including DIBELS and the IA Assessments (formerly ITBS and ITED) as well as the IA Assessments writing component.

In Central Decatur, principals and literacy coaches are providing detailed feedback to teacher on their practice using Bloom's Revised Taxonomy and other resources for evaluating classroom practice that are reflective of the same indicators in TAP's classroom observation rubric. Central Decatur educators are also familiar with a range of student growth measures including Measures of Academic Progress (MAP) in grade 2 through grade 11.

This grant will support the districts in creating a new evaluation system to bring measures of teacher and principal practice and student growth into additional HCMS functions.

The Superintendent Chris Coffelt in Central Decatur describes this work, "In looking to the future, it is clear we need to focus on: an improved and, most importantly, aligned human capital management system that is based on an evaluation system guided by research-based rubrics and multiple sources of performance data, provides teachers with pathways to added leadership, instructional coaching in classrooms, pay structures that incentivize improvement, as well as recruitment and retention of effective teachers and principals. This system would directly tie to the work that is occurring in professional development such that evaluation and PD are no longer

separate systems, but rather part of an integrated system referred to as teacher professional growth and development.

The TAP system that Central Decatur and Saydel will be implementing has been fully and successfully implemented in new schools across the country, including rural schools in Texas, South Carolina, Indiana, Louisiana and Arkansas, with planning and training assistance from NIET. NIET will provide the same support and training to Central Decatur and Saydel that it has to hundreds of other TAP schools, ensuring the feasibility of the HCMS. Further, the CODE system described above can be set up in the district immediately.

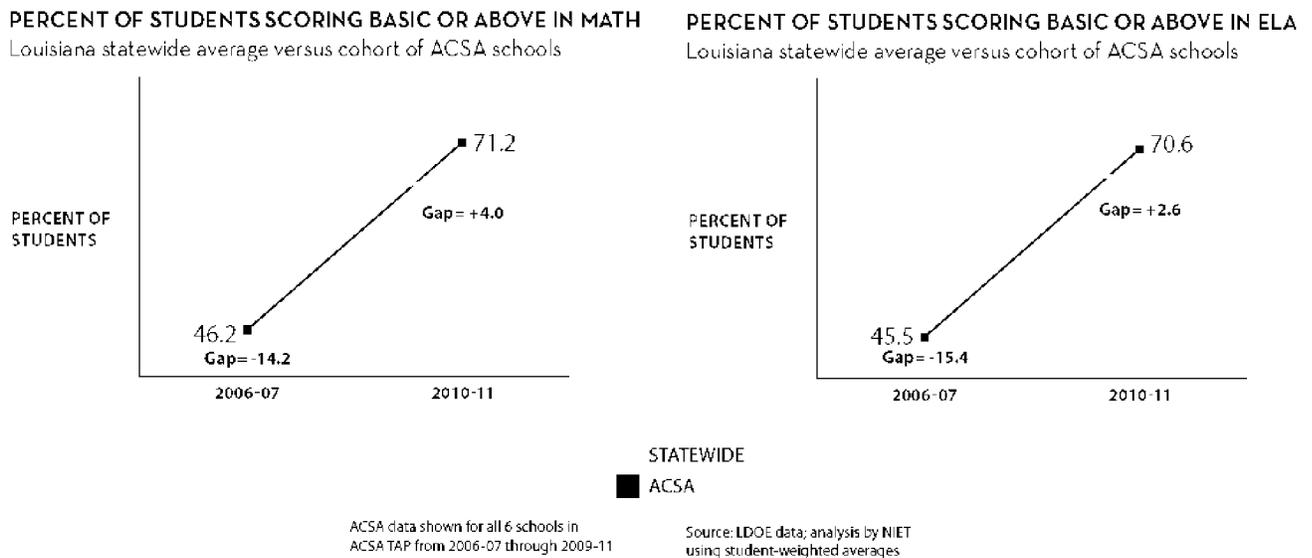
(iv) The commitment of the LEA leadership to implementing the described HCMS, including all of its component parts; and

Both districts' leadership are fully committed to the implementation of the HCMS as described above and in their support letters. Saydel's School Board approved the district's partnership with NIET to implement TAP and the proposed HCMS this summer, as did the School Board in Central Decatur. Board member letters are attached. As stated in a letter from the Saydel School Board President Paul Breitbarth, "This program addresses the needs of our district to improve staff and students. It includes the process and tools that will increase professional growth of staff and advance student achievement. The funding will allow us a more collaborative effort, better accountability, and incentives for our staff. The four parts of the TAP program are completely in line with our goals. This TIF grant would greatly enhance our Challenge 2018 program for student achievement." The principals of each participating school have committed to implementing all aspects of this reform as described in their letters of support. The teacher's union in each community has also endorsed the project and sent a letter of support, as have higher education institutions in these communities. Please refer to the MOU for the leadership's explicit commitment to implementing all parts of the HCMS detailed in this grant.

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

In this subsection, we will also address Absolute Priority 1, section (3). The adequacy of the financial and nonfinancial strategies and incentives in TAP to attract and retain effective educators in high need schools can be seen in the examples below. Using these strategies and incentives in another TAP site, the Algiers Charter Schools based in New Orleans, resulted in *closing achievement gaps* in math and English Language Arts within five years.

Figure 3: Increased Educator Effectiveness Leads to Student Achievement Growth



Recruiting Effective Educators

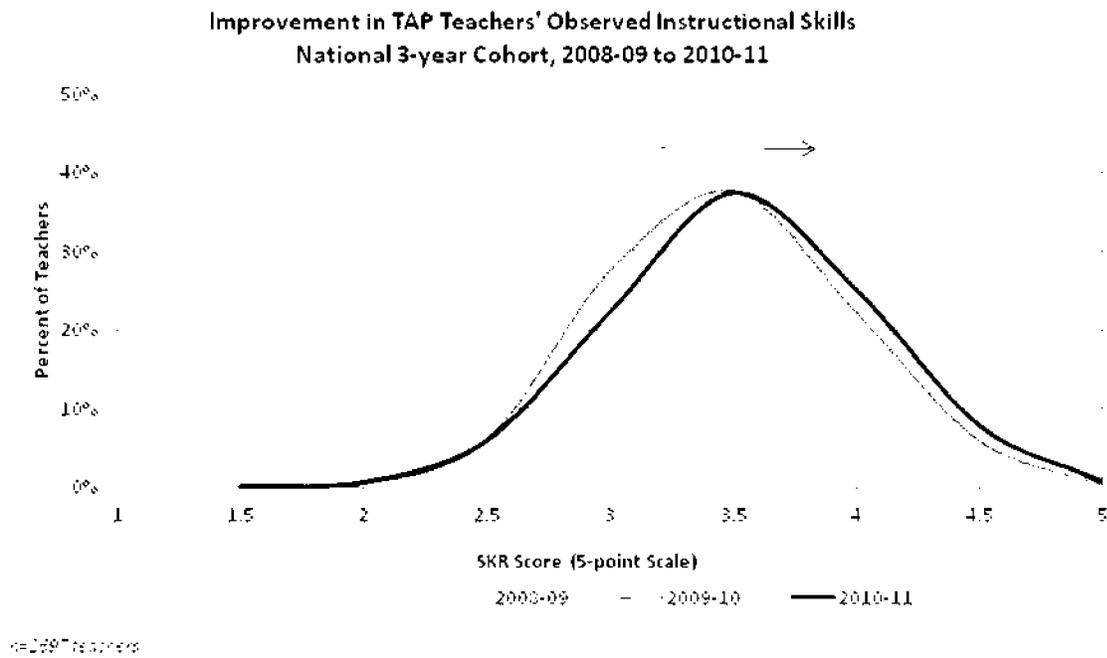
In an annual anonymous survey distributed to all TAP teachers; one in three reported moving to a TAP school from a less affluent school – an example of the success of the combination of financial and nonfinancial incentives in TAP. Central Decatur and Saydel CSDs will be implementing the same policies and can expect similar results. In the proposed HCMS, effective teachers may earn more compensation for taking on additional leadership roles and responsibilities. Effective teachers and principals also earn additional compensation through

performance-based pay. Coupled with existing recruitment strategies, additional salary and supports for STEM teachers, Central Decatur and Saydel can expect to recruit effective teachers.

Developing Instructional Skills of All Teachers

All TAP teachers participate in weekly professional development led by master and mentor teachers. This intensive support has resulted in TAP schools growing the effectiveness of *all* of their teachers. In the chart below, note that average teacher performance in TAP schools is significantly increasing. This is particularly encouraging because the teacher observation scores shown are positively correlated with *student* achievement growth. Central Decatur and Saydel will implement TAP’s PD and can expect to grow a more effective teaching staff.

Figure 4: Improvement in Teacher Performance Across TAP Schools

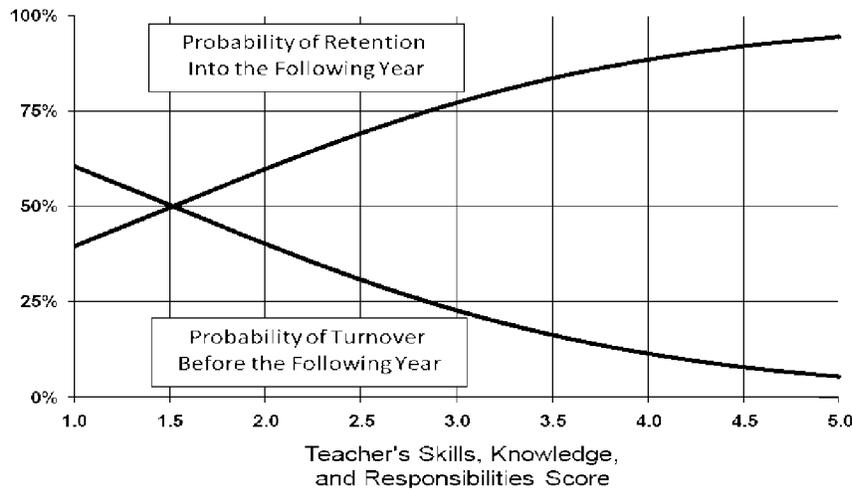


Retaining Effective Educators

Effective teachers tend to stay in TAP schools at a higher rate than less effective teachers, as shown below. Effective teachers are incentivized to stay due to the opportunities for career

advancement, additional pay for leadership roles and performance, and the ongoing support from TAP's evaluation and professional development. Over time, this means that TAP schools have a larger number of effective teachers. Again, because these two districts will implement all elements of the TAP system, they can reasonably expect to achieve similar results.

Figure 5: Increased Retention of Highly Effective Teachers in TAP Schools²



Given TAP's success and Central Decatur and Saydel commitment to these changes, the financial and non-financial incentives in place are highly likely to attract and retain effective educators in district schools, all of which are high-need schools.

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

(1) Each participating LEA has finalized a high-quality evaluation rubric, with at least three performance levels (e.g., highly effective, effective, developing, unsatisfactory), under which educators will be evaluated (2 points);

Teachers and principals in Central Decatur and Saydel will be evaluated annually using multiple measures, which are combined using a clearly defined evaluation rubric to rate their

² Probability of staying or leaving as related to TAP ratings for 7377 teacher-year cases, in 138 schools, in 12 states, for years 2004-05 through 2007-08. Retention includes teachers who stayed in TAP, including master and mentor teachers. Turnover includes those who became administrators, moved to non-TAP schools, took leaves longer than a year, or left teaching.

performance on four levels. In this subsection, we will address Absolute Priority 2, sections (1), (2) and (3).

Evaluating Teachers

Teacher effectiveness will be evaluated *annually* based on multiple measures, including student achievement growth at the classroom and school-wide level, the average of scores from four or more classroom observations each year, and a teacher responsibilities survey. (Absolute Priority 2, section (1))

Multiple observation-based assessments per year. Teachers will be evaluated by members of the TAP Leadership Team (i.e., principal(s), assistant principal(s), master and mentor teachers) in each school four or more times a year (Absolute Priority 2, section (2i)) in announced and unannounced classroom observations using the Skills and Knowledge rubric from the *TAP Skills, Knowledge and Responsibilities Performance Standards (Standards)*. Each teacher will be evaluated by three different people. Evaluators are annually recertified before conducting evaluations (see page 32 for more detail). The Standards cover “Instruction,” “Designing and Planning Instruction,” and “The Learning Environment” as defined in 19 indicators scored on a 5-point rubric that ranges from Unsatisfactory (1) to Proficient (3) to Exemplary (5). See below for an example indicator and Other Attachments for the complete rubric.

Figure 6: Indicator from the Standards - "Academic Feedback"

	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
Academic Feedback	<ul style="list-style-type: none"> Oral and written feedback is consistently academically focused, frequent, and high quality. Feedback is frequently given during guided practice and homework review. The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. Feedback from students is regularly used to monitor and adjust instruction. Teacher engages students in giving specific and high-quality feedback to one another. 	<ul style="list-style-type: none"> Oral and written feedback is mostly academically focused, frequent, and mostly high quality. Feedback is sometimes given during guided practice and homework review. The teacher circulates during instructional activities to support engagement and monitor student work. Feedback from students is sometimes used to monitor and adjust instruction. 	<ul style="list-style-type: none"> The quality and timeliness of feedback is inconsistent. Feedback is rarely given during guided practice and homework review. The teacher circulates during instructional activities, but monitors mostly behavior. Feedback from students is rarely used to monitor or adjust instruction.

The rubric is shared and explained to teachers providing them with the standards to which they will be held accountable before they are evaluated. As mentioned previously, teachers in both

districts are familiar with the indicators in the rubric through prior work. TAP teacher evaluations produce more than a score; before each announced visit, teachers have a “pre-conference” session with their evaluator to discuss expectations and areas of focus. After every classroom observation there is a “post-conference” session which offers teachers the opportunity to develop a plan for building on strengths and improving weaknesses. Evaluators must present evidence supporting the score they assigned to the teacher, further increasing the credibility, relevancy and transparency of the evaluation system. Additionally, the teacher must self-reflect and score each component of the lesson.

Responsibilities survey. Leadership performance standards are established for master, mentor and career teachers, providing an additional measure of effectiveness. These performance standards are measured using a responsibilities survey that takes into account the different responsibilities and leadership roles of the teachers in each position. The survey is scored on a 5-point rubric that ranges from Unsatisfactory (1) to Proficient (3) to Exemplary (5). The average score on the responsibilities survey is combined with the average scores on the observation-based rubric (Skills and Knowledge) to form a final Skills, Knowledge and Responsibilities score (SKR score). See below for an example indicator and Other Attachments for the complete rubric.

(Absolute Priority 2, sections (2iii))

Figure 7: Indicator on the Responsibilities Survey - "Growing and Developing Professionally"

Performance Standard	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
3. The career teacher develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and input from the master/mentor teacher and principal observations.	Regularly	Sometimes	Rarely

Student growth measures. Teacher effectiveness and differentiated compensation will depend in significant part on student growth measures *at the classroom level*. For grades and subjects with

available state or benchmark tests, districts will use a “value-added” model from an experienced vendor to measure the contributions of teachers and schools to student achievement during a school year. For grades and subjects without state or benchmark tests, they will calculate student growth using student learning objectives (SLOs). Teachers will develop their SLOs with their TAP leadership team. The TAP leadership team will then use a rubric to determine the rigor of the SLOs, and will continue to work with teachers until all have developed rigorous SLOs. To ensure that the SLOs used in this grant are high-quality measures of growth, Central Decatur and Saydel will invest in intensive training for leadership teams on developing and evaluating SLOs. This training will occur in the first and second year of the grant, with technical assistance in Year 3. Additionally, in the first year of implementation *only*, as they work to build accurate systems for SLOs, schools may make SLOs 10% of overall evaluation. The minimum percentage weight for SLOs after that first year will be 20% as described later. Growth calculated using SLOs and classroom value-added growth will be measured on a five-point scale. (Absolute Priority 2, section (2ii))

Additional factors. All teachers’ evaluations will also partially depend on value-added growth at the school level scored on a five-point scale.

Saydel and Central Decatur will convene TAP Implementation Committees in Year 1 of the grant that include members of the leadership team (principal, master and mentor teachers) and any other key stakeholders within the school building to determine the overall evaluation rating for teachers in untested grades and subjects (using SLOs) within the specified ranges. The TAP Implementation Committees will reconvene in Year 3 of the grant to reexamine the weights given to each of the measures. (Absolute Priority 2, section (3))

Teachers with classroom VA	Teachers with SLOs
SKR Score* 50%	SKR Score* 50%
Schoolwide Value-Added Score (SWVA) 20%	Schoolwide Value-Added Score (SWVA) 20% - 30%
Classroom Value-Added Score (CLVA) 30%	Student Learning Objective Growth (SLO) 20% - 30%

*Note: Includes the average classroom observation score and the responsibilities survey score.

Teachers' weighted scores based on the above determine their overall evaluation rating.

Weighted Average Score	Overall Evaluation Rating
1.0 – 1.99	Unsatisfactory
2.0 – 2.99	Developing
3.0 – 3.99	Proficient
4.0 – 5.00	Exemplary

“Unsatisfactory” teachers are ineligible for performance pay. Teachers will automatically fall into the “Unsatisfactory” performance rating if they do not meet performance minimums on the SKR score (average score below a 2.0); classroom value-added (score below a 2.0); or SLOs (score below a 2.0). Both “Developing” and “Proficient” bands contain effective teachers.

“Exemplary” teachers are highly effective. A low schoolwide value-added score will not result in a teacher automatically being rated “Unsatisfactory”, as we do not want to discourage otherwise effective teachers from moving to struggling schools.

The following table illustrates outcomes for three teachers at the same school:

	Teacher A	Teacher B	Teacher C
SKR Score	$2.5 * 50\% = 1.25$	1 - Automatic “Unsatisfactory” $1 * 50\% = 0.5$	$4 * 50\% = 2$
SWVA	$4 * 20\% = 0.8$	$4 * 20\% = 0.8$	$4 * 20\% = 0.8$
CLVA	$2 * 30\% = 0.6$	$2 * 30\% = 0.6$	$5 * 30\% = 1.5$
Weighted Average Score	2.65	1.9	4.3
Effectiveness Rating	Developing	Unsatisfactory	Exemplary

Evaluating Principals

Principal effectiveness will be evaluated *annually* (Absolute Priority 2, section (1)) based on student achievement growth at the school level, scores on 360-degree assessment of principal effectiveness, and TAP Leadership Team (TLT) observation scores.

Multiple observation-based assessments per year. Principals will be observed two or more times a year during the TAP Leadership Team (TLT) meetings. (Absolute Priority 2, section (2i)) TLT meetings occur weekly and drive the implementation of the TAP model at the building level, helping to ensure a strong degree of fidelity to TAP implementation. Principals facilitate them as the instructional leader in the school.

Student growth measures. A significant portion of principal effectiveness will depend on student growth measured by school-wide value-added scores. (Absolute Priority 2, sections (2ii))

Additional assessments. Central Decatur and Saydel will use a valid and reliable 360-degree assessment³ to measure the effectiveness of a principal's key leadership behaviors that influence teacher performance and student learning using a multi-rater, evidence-based approach.

(Absolute Priority 2, section (2iii))

Generating an overall evaluation rating for principals. Half of the principal evaluation rating will depend on schoolwide value-added scores, 30% will depend on the 360-degree assessment, and 20% will depend on the average score from TLT observations. Principals' weighted scores based on the above determine their overall evaluation rating. (Absolute Priority 2, section (3))

³ A 360-degree assessment indicates that an individual is evaluated by his or her subordinates, peers and superiors, and occasionally includes a self-evaluation component.

Weighted Average Score	Overall Evaluation Rating
1.0 – 1.99	Unsatisfactory
2.0 – 2.99	Developing
3.0 – 3.99	Proficient
4.0 – 5.00	Exemplary

“Unsatisfactory” principals are ineligible for performance pay. Principals will automatically fall into the “Unsatisfactory” performance rating if they do not meet performance minimums on the TLT score (average score less than 2.0) or on the 360-degree survey instrument (score less than 2.0). Both “Developing” and “Proficient” bands contain effective principals. “Exemplary” principals are highly effective.

Evaluating Assistant Principals

Assistant principals in these schools help principals implement all aspects of the PBCS system, and therefore will be evaluated using the same measures. However, since principals have a more pronounced leadership role both generally and in leading TLT meetings, assistant principals will be evaluated with different weights. Schoolwide student achievement growth is still the primary goal, so 60% of the APs’ evaluation will depend on the schoolwide value-added score. Since the APs help plan TLT meetings, 20% of the evaluation will depend on the principal TLT score, and the remaining 20% will depend on the results of the 360-degree survey of their observed leadership skills. Cut scores and overall ratings will be the same as those used for principals.

(2) Each participating LEA has presented (4 points)--

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

To send clear messages about the importance of student learning growth, Central Decatur and Saydel will make measures of student growth 50% of teacher overall effectiveness ratings.

In addition, despite scores on other measures, very low scores on student growth measures make educators ineligible for performance-based compensation.

For principals, the schoolwide value-added score is the single largest contributor to their overall evaluation rating (50%). Principals are the instructional leaders of a campus, and districts will hold them accountable for the overall success or failure of a school to achieve its instructional and achievement goals, which included having every student achieve a year or more of growth each year.

(ii) Evidence, such as current research and best practices, supporting the LEA's choice of student growth models and demonstrating the rigor and comparability of assessments; Central Decatur and Saydel will contract with a reputable provider of value-added calculations.

Value added is a well-established and widely recognized methodology for measuring student learning growth as evidenced by the U.S. Department of Education's promoting value added as a preferred method of measuring student growth. Beyond tracking the difference in scores of the same students from one year to the next, value added estimates the impact schools and teachers have on student learning isolated from other contributing factors such as family characteristics and socioeconomic background (Braun, 2005; Goldschmidt, et al., 2005). School districts that are implementing TAP district-wide often use value-added data to identify schools, grades and content areas that have or have not increased student achievement. These data help district officials target professional development. Value-added analysis can be used to differentiate ineffective and effective levels of teacher and school performance as referenced against rigorous standards of expected student growth for an academic year (Goldhaber, 2010; Glazerman et al., 2011). Value added scores have been shown to fluctuate with teachers' class, grade and subject area (Rockoff & Speroni, 2010; Steele et al., 2010). Though any single measure of performance will contain error and only capture one aspect of performance, used in concert with other measures of performance, value added remains a highly predictive measure of future student gains (Steele et al., 2010).

Central Decatur and Saydel will adopt student learning objectives as a measure for student growth in non-tested grades and subjects to determine teacher and principal effectiveness. Teachers' and principals' ratings are based on progress toward a specific learning target as measured from a baseline. Student learning objectives have been in use in several districts and states including: Austin ISD (TX), Charlotte-Mecklenburg (SC), Denver Public Schools (CO), Houston ISD (TX), Georgia, Indiana, New Haven (CT), New York, and Rhode Island. Recommendations for student learning objectives developed by the Community Training and Assistance Center (CTAC) state that high quality objectives should specify the targeted population, the interval of instructional time, expected growth, justification for assessment used, rationale for the objective, content taught, and methods and interventions to be used to support the objective (Slotnik & Smith, 2008). Student learning objectives can be evaluated for rigor before approval against quality rubrics to ensure the objectives and methods of assessment are appropriate. Progress towards meeting objectives is determined by a trained designee, such as an administrator or committee of colleagues, against agreed upon benchmarks and types of evidence. Meeting student learning objectives assessed as high rigor has been positively associated with higher mean achievement scores for teachers on conventional assessments as compared to teachers with lower quality objectives (CTAC, 2004). The comparability of student learning objectives can be enhanced with common requirements across teachers or administrators, for instance incorporating a shared assessment or basing the objective on school- or district-wide goals (Goe & Holdheide, 2011).

(3) Each participating LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations, including identification of the persons, by position and qualifications, who will be conducting the observations, the observation tool, the events to be observed, the accuracy of raters in using observation tools and the procedures for ensuring a high degree of inter-rater reliability (13 points);

Central Decatur and Saydel CSDs will use the TAP System to support 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.

Highly Qualified Evaluators Conduct Educator Observations. Teachers will be evaluated by members of the school's TAP Leadership Team (i.e., principal(s), assistant principal(s), master and mentor teachers) four or more times a year in announced and unannounced classroom observations. Evaluators receive four days of in-person training in the evaluation rubric and system, as well as ongoing direct and online support, and must pass a certification and annual recertification test (see below for more detail).

Principals will be evaluated by the District Executive Master Teacher (DEMT) using the TAP Leadership Team rubric. DEMTs must first complete TAP training, including evaluator training on this rubric, and pass a certification and annual recertification test (see page 34 for more detail).

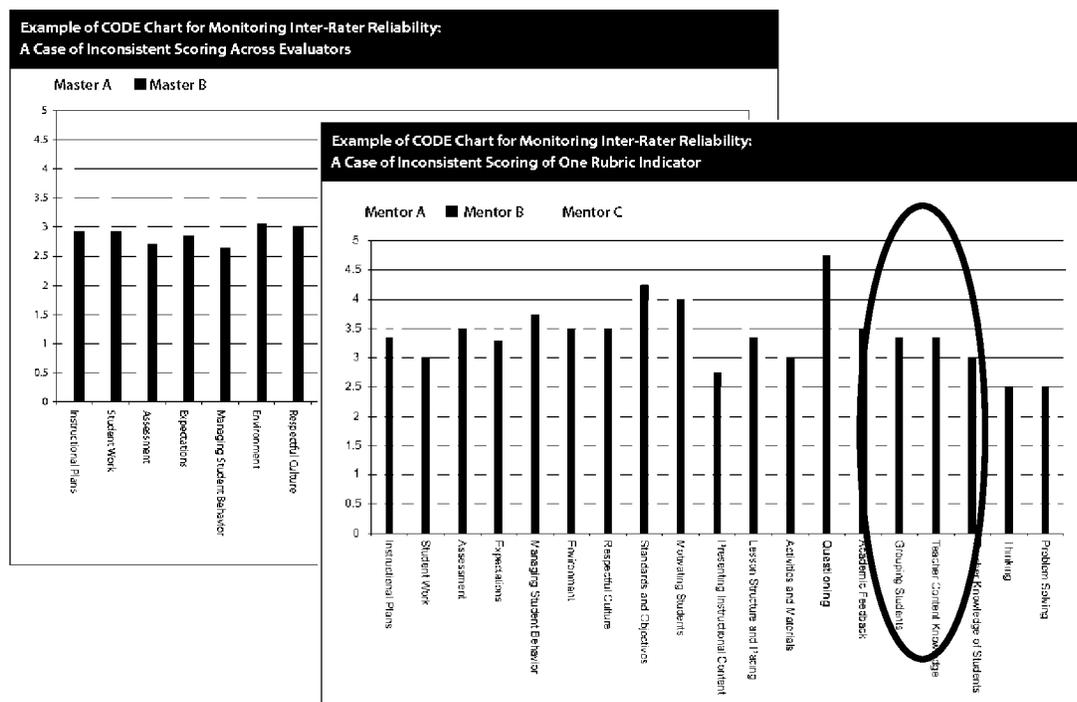
Ensuring Teacher Evaluator Accuracy and Inter-rater Reliability. Before members of a school's leadership team can perform evaluations, they must successfully complete an eight-day training program (with four days devoted to evaluation and four days to other elements of TAP) that culminates in a performance-based certification assessment and is followed by annual recertification tests, taken on the TAP System Training Portal. This is followed by consistent,

on-site support from the project director. Since school leadership teams bear responsibility for ensuring valid and reliable ratings, all members of the team must train together.

Team members are provided with in-depth instruction on the rubric, breaking down each domain and carefully examining every performance indicator. Importantly, the training sessions also teach evaluators how to plan for and conduct required post-conference meetings with teachers. At the end of the training each member of the leadership team must pass a performance assessment in which they show they can gather sufficient evidence to arrive at an accurate score that is in line with national raters, and can demonstrate their understanding of how to conceptually plan an effective post-conference.

During the school year, leadership teams will take explicit responsibility for ensuring the quality of teacher evaluations. Teams devote at least one meeting per month to discussing issues related to evaluation and analyzing data to identify potential problems with inter-rater reliability, the extent to which evaluators are consistently applying the TAP Rubric when evaluating lessons. Using CODE, TAP leadership teams will monitor inter-rater reliability. The figures in the following chart illustrate reports that can be used to check inter-rater reliability.

Figure 8: Example CODE Charts Monitoring Inter-rater Reliability



Leadership teams will employ a number of strategies to monitor inter-rater reliability and guard against score inflation or to calibrate evaluations if CODE reports reveal problems. They can conduct teamed evaluations, either as a formal part of the evaluation process or on an informal basis as necessary. NIET has compiled an extensive video library of lessons available on the TAP System Training Portal that have been scored by national raters. School leadership teams are encouraged to make use of the videos during leadership team meetings to troubleshoot issues and ensure that team members are continuing to apply the TAP Rubric consistently and accurately after they have been certified.

Ensuring Principal Evaluator Accuracy and Inter-rater Reliability. Before evaluating principals using the TLT Observation Rubric, district leaders have to participate in a one-day training, which covers leadership team planning expectations, leadership team facilitation, leadership team member participation, leadership team connection to TAP, and leadership team meeting outcomes. At each leadership team meeting there are specific TAP elements that are discussed

which include one or more of the following: data, individual growth plans, cluster and evaluation (includes inter-rater reliability). Evaluators of principals must be familiar with the elements of the leadership team meeting in order to observe if those elements are present, along with measurable and specific outcomes and action-oriented follow up. After the training, they must complete a certification and annual recertification assessment each year.

To ensure inter-rater reliability for principal evaluations, groups of certified principal evaluators calibrate principal evaluation scores throughout the year. Principal evaluators can watch videos of leadership team meetings through the TAP System Training Portal and then collect evidence and score them according to the TLT rubric and compare them in order to determine whether or not they have inter-rater reliability with one another. Through this grant, we will expand CODE's capabilities for analyzing *principal* data for inter-rater reliability.

Teachers Evaluated Using a Research-Based Observation Tool.

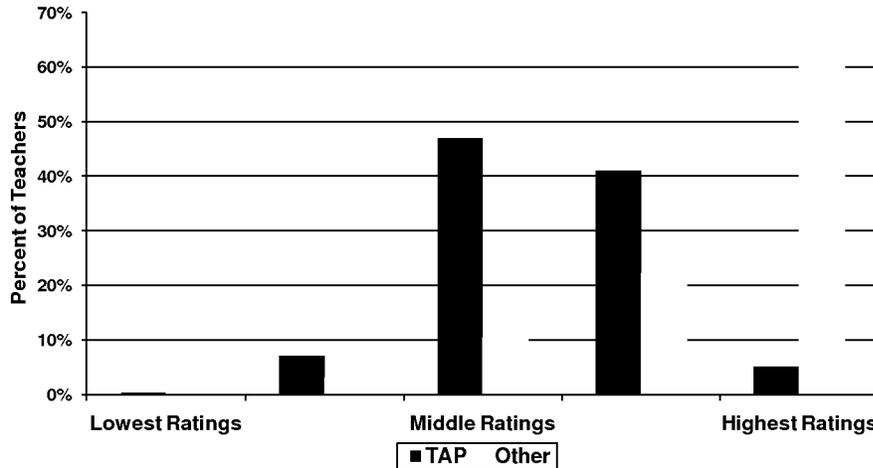
The TAP Skills, Knowledge and Responsibilities Performance Standards (Standards) establish a 19-indicator, research-based observation rubric of effective teaching, spanning the sub-categories of instruction, designing and planning instruction, and the learning environment. The rubric offers a content-neutral, objective means to evaluate teacher effectiveness on a five-point scale (see page 25 for an example indicator).

The *Standards* were developed based on education psychology and cognitive science research focused on learning and instruction. They are aligned with professional teaching standards as they were based on an extensive review of publications from national and state teacher standards organizations.⁴ The *Standards* identify a range of proficiency on various indicators, providing a more accurate representation of teachers' instruction. The following chart

⁴ See Daley & Kim (2010) for a complete review of relevant studies.

shows that teacher ratings are widely distributed in TAP schools, far different from the inflationary pattern seen in other traditional evaluation systems.

Figure 9: TAP’s Observation Rubric Differentiates Effective from Ineffective Teachers⁵



The SKR score has been shown to be valid and reliable based on the following findings. Higher SKR scores for teachers during the school year are associated with higher value-added scores for their students at the end of the year, regardless of the school’s overall level of performance (see Figure 10). This provides an important validation of TAP’s teacher evaluation system and its link to improvements in student achievement.

⁵ Data for 5 districts from Weisberg et al (2009)

Figure 10: TAP Teachers with High Classroom Observation Scores Also Have Students with High Value-Added Growth⁶



Research-Based Principal Observation Tool Measures Leadership Capacity. The TLT Observation Rubric measures principal effectiveness based on a participatory, action research approach to addressing the four main areas of TAP implementation: data analysis, cluster implementation, growth plans and the evaluation process (inter-rater reliability). The TLT rubric, which is aligned with professional leadership standards, measures the principal as a facilitator, sharing leadership and engaging other members. The constant analysis and cyclical nature of the TLT rubric aligns to the action research approach which seeks to create knowledge, propose and implement change, and improve practice and performance (Stringer, 1996). Kemmis and McTaggart (1988) suggest that the fundamental components of action research include the following: (1) developing a plan for improvement; (2) implementing the plan; (3) observing and documenting the effects of the plan; and (4) reflecting on the effects of the plan for further planning and informed action. New knowledge gained results in changes in practice (see also, Fullan, 2000).

⁶ Using data for 2,375 TAP teachers nationally for school years 2006-07 to 2009-10.

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

Both districts have experience measuring student growth at the classroom level, and measuring teacher practice using indicators similar to those on the TAP rubric. The assessments that are currently being used in Saydel include DIBELS and the Iowa Assessments. Central Decatur uses a number of classroom level assessments including Measures of Academic Progress (MAP) in grades 2 thru 11.

The Common Core State Standards in Literacy and Mathematics were integrated into the Iowa Core by Iowa State Board of Education action in 2010. All school districts are required to fully implement the Iowa Core in grades 9-12 by July 1, 2012 and grades K-8 by the 2014-2015 school year. Iowa teachers are expanding their knowledge of learning and pedagogy as they develop the content of the Iowa Core into rigorous and relevant lessons that help them teach for understanding and learner differences. Central Decatur and Saydel continue to investigate more informative, effective, and authentic assessments of learning growth as part of this process.

In addition, each district is committed to creating a more accurate and useful teacher observation and feedback tool. As described earlier, Saydel teachers already have experience developing a model of effective teaching that identifies the same skills and knowledge captured in the TAP rubric. Central Decatur has similarly begun a discussion among educators in the district on the elements of effective instruction and how to measure these practices. Central Decatur's instructional coach at the elementary level is providing feedback for improvement based on observations of classroom practice on indicators that align to those in the TAP rubric.

***(5) In the case of teacher evaluations, the proposed evaluation system (6 points) —
(i) Bases the overall evaluation rating for teachers, in significant part, on student growth;***

Central Decatur and Saydel will require that 50% of overall teacher and principal evaluations depend on student growth measures. See B(2)(i) for additional detail.

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

The TAP rubric offers a content-neutral; objective means to evaluate effectiveness that applies to any teacher, including teachers working with special student populations, as seen below:

Examples of “proficient” teaching on TAP rubric indicators that apply to special student populations

Indicator	Evaluation of “Proficient” Practice That Relates to Special Student Populations
Instructional Plans	Instructional plans include evidence that plan is appropriate for the age, knowledge, and interests of most learners.
Instructional Plans	Instructional plans include evidence that the plan provides some opportunities to accommodate individual student needs.
Lesson Structure and Pacing	Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates.
Teacher Knowledge of Students	Teacher practices display understanding of some students’ anticipated learning difficulties.
Teacher Knowledge of Students	Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.
Expectations	Teacher sets high and demanding academic expectations for every student.

The Algiers Charter Schools Association (ACSA), another project which has been implementing TAP for more than four years, has achieved significant progress with its special education students. While the state average graduation rate for students with special needs is about 40%, ACSA’s graduation rate for students with special needs reached 70% in the 2010-11 school year (ACSA, 2012). Given the success of the ACSA with the TAP System, it can be reasonably assumed that Central Decatur and Saydel can expect to have comparative success with its special education students.

An article from the Special Ed Advisor directly addresses the TAP system's applicability to special populations, "Because special education teachers are integrated into the TAP professional development system, they not only have the opportunity to be involved with grade-level and other content teachers, but the grade-level and content teachers also have the opportunity to learn a wealth of individual learning strategies that can be applied in the regular education environment."⁷

(6) In the case of principal evaluations, the proposed evaluation system (6 points)—
(i) Bases the overall evaluation rating on, in significant part, student growth; and

For principals, the schoolwide value-added score is the single largest contributor to their overall evaluation rating, at 50%.

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

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

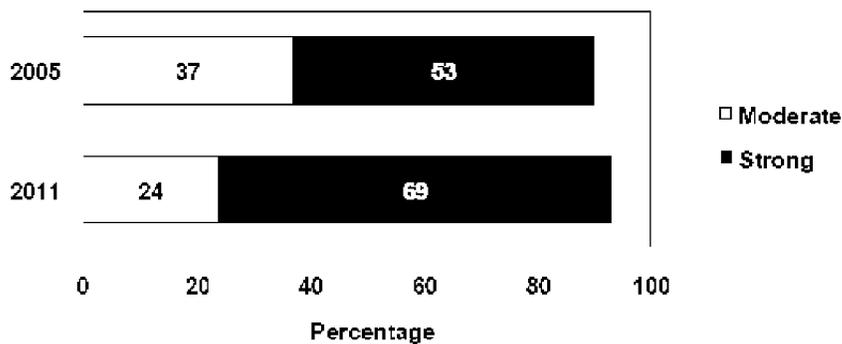
During the creation of the school plan the principal leads the leadership team and their faculty in an in-depth examination of data in order to determine school-wide areas of need. The areas of need are identified and then school goals, yearly cluster goals and cluster cycle goals are crafted that will meet the identified academic need. The process of creating the school plan requires the principal to focus every teacher and the school community on student growth. This school plan then becomes the driver of all the professional development learning that will occur in the school through cluster group meetings, teacher support, and evaluation of teachers. The principal leads the team in monitoring student growth toward the goals that in the school plan. The districts will use the TLT observation rubric to assess the degree to which principals accomplish these tasks.

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

⁷ Stark, Gary and Kelly Hanson. (2007). Comprehensive Reform Can Lead To Increased Achievement for Special Ed Teachers and Students. *Special Ed Advisor*. Retrieved from http://www.tapsystem.org/pubs/special_ed_advisor_0207.pdf

The school plan fosters a collaborative school culture focused on continuous improvement. The leadership team periodically monitors school data in order to determine if gains are being met in identified student skill areas. The leadership team also monitors weekly cluster groups and implementation of strategies in order to determine if gains are being made. Through the evaluation process every teacher, including the master and mentor teachers, receive an area of reinforcement, or strength and an area of refinement, or need. Every teacher has an area to improve upon continuously through the evaluation process. Both the TLT observation rubric and the 360-degree survey evaluate the principal’s ability to establish a collaborative school culture focused on improvement. Data from an anonymous annual survey of TAP educators demonstrates sustained high levels of collegiality among staff, as shown below.

Figure 11: TAP Teachers Report High Levels of Collegiality



n = 5,539 teachers responding (78%) in 2011

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

One of the key roles of administrators in this model is to plan and deliver proactive and meaningful weekly Leadership Team meetings. Unlike more traditional “update” meetings, these Leadership Team meetings more closely resemble the specificity and focus of TAP’s cluster group meetings. The team is thoroughly trained on the applicable topics (data analysis, cluster operations, individual growth plans, and the evaluation process). During the data analysis

portion, the team disaggregates student data and examines impact on all sub-populations (including but not limited to students with disabilities and English language learners). The team then questions and analyzes specific instructional strategies and their applicability for all sub-groups in the building.

Through the cluster group meetings cluster leaders establish individualized and differentiated plans for supporting teachers through co-teaching, demonstration lessons, modeling lessons, and observation with feedback. The principal monitors and observes the cluster group meetings and ensures that the cluster group leaders are managing systems for teachers to receive support with the implementation of strategies that will support the academic needs of special student populations. As previously stated the cluster groups analyze student work and in particular how strategies are being implemented with special student populations. As principals are evaluated on the TAP Leadership Team rubric in this indicator they are required to make connections for the Leadership Team on precisely how the various student populations are being supported.

Absolute Priority 2 (4) – The applicant’s timeline for implementing its proposed LEA-wide educator evaluation systems.

Central Decatur and Saydel will use the first year as a planning year, and implement the evaluation system LEA-wide in the beginning of the second year of the grant (school year 2013-2014). The district will hire key personnel such as the District Executive Master Teacher this fall, and begin to train teachers and principals on the evaluation system, the PD system and other aspects of the HCMS. Teachers and principals from each school will travel to other TAP sites to learn about the system in more detail and hear directly from TAP teachers and principals. The district will conduct school wide votes of the faculty to implement TAP in February or March of the planning year. Over the course of the first year, NIET will provide TAP Leadership Team

(principal(s), assistant principal(s), master and mentor teachers) with eight days of training, four of which will prepare them to accurately and reliably use the observation rubric. NIET will also deliver separate training on the development and analysis of student learning objectives (SLOs) for the purposes of evaluating student growth. By the end of the first year of the grant all evaluators will be trained and certified, and all schools in the LEA will fully implement the evaluation system at the start of the second year of the grant.

(c) Professional Development Systems to Support the Needs of Teachers and Principals Identified Through the Evaluation Process. (35 points)

TAP’s approach to teacher evaluation focuses on two equally important objectives which can be considered the “dual goals” of the system: One goal is to produce sound summative data on teacher effectiveness that can be used to make performance and personnel decisions. The second goal is to provide individualized and intensive support to teachers to help them improve their performance over time. Providing intensive feedback and assistance as part of the evaluation process gives every teacher the opportunity to improve on the job, regardless of his or her current level of measured performance. Central Decatur and Saydel CSDs will fully implement TAP’s professional development model. Underlying TAP’s powerful model of professional development is the TAP System Training Portal,⁸ an interactive Web tool that provides individualized trainings, resources and support for all educators.

(1) Use the disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual educators and schools (8 points);

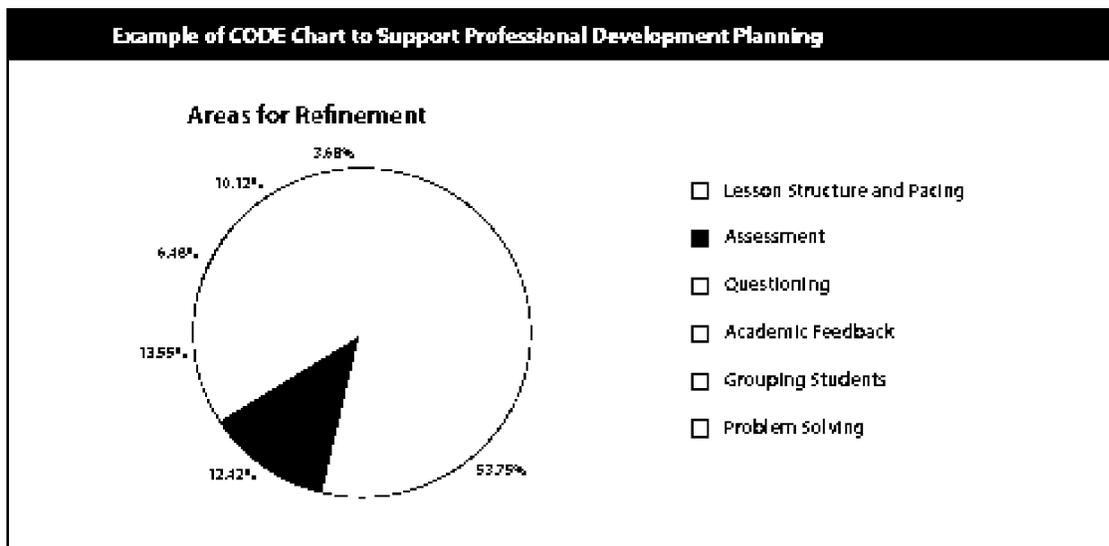
The leadership team analyzes school-wide areas of strength or weakness, trends by grade or subject, and individual teacher performance. The data is used to determine professional development needs for individuals and groups of teachers in TAP schools. As a result of the

⁸ For a more detailed explanation of the TAP Training Portal, see “Other Attachments.”

TAP evaluation process, every teacher in a TAP school receives an area of reinforcement (strength) and an area of refinement (weakness) through the post-conference.

The following chart, generated using CODE data, shows how often particular indicators on the TAP Rubric have been chosen as the area of refinement (i.e., area of relative weakness) during the post-conference. In this case, more than half of observations at this example school have led to the “Lesson Structure and Pacing” indicator being targeted as an area for improvement, suggesting that master and mentor teachers might want to pay particular attention to this skill in upcoming professional development.

Figure 12: Example CODE Report – Areas for Refinement



(2) Provide professional development in a timely way (2 points);

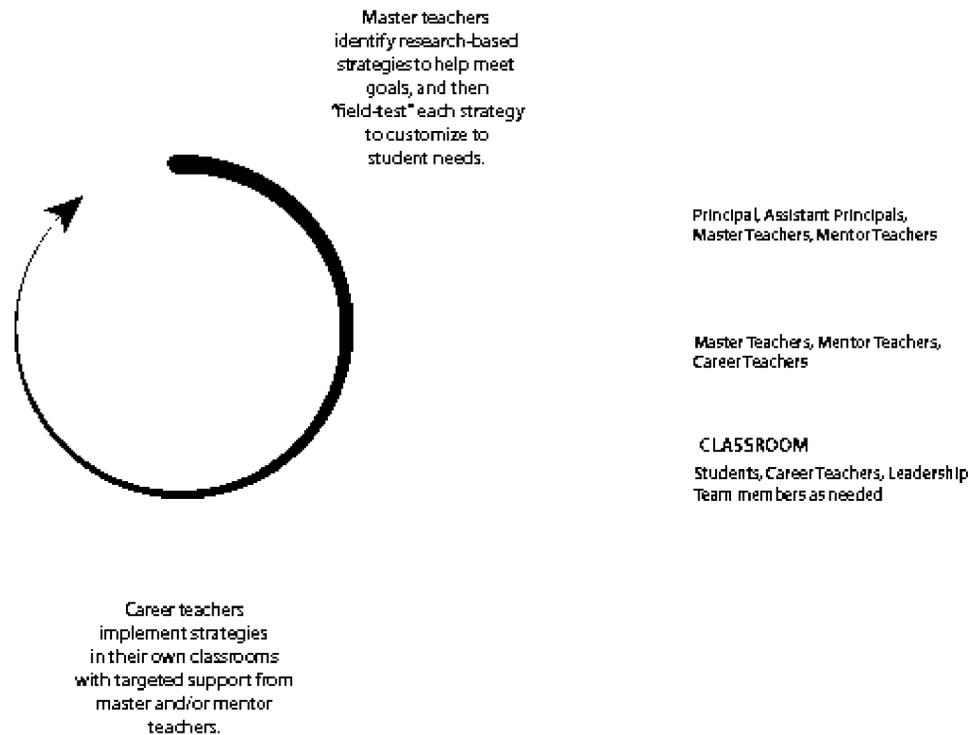
Central Decatur and Saydel will structure schools’ schedules to allow for professional development activities to take place during the school day. *Every week*, master and mentor teachers will lead career teachers in “cluster group,” or small professional development sessions. Cluster groups are grade- or subject-specific and typically have 5-8 members. Professional development will extend into each classroom as master teachers model lessons, observe instruction and support other teachers to improve their practice. In addition, within two days of a

classroom observation, teachers will participate in a post-conference meeting with their evaluator.

(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and

In Central Decatur and Saydel's schools, teachers will receive one-on-one coaching from master teachers and mentor teachers. These same teacher-leaders will also lead collaborative teams called "cluster groups," which meet weekly to learn and develop new classroom strategies and to analyze the impact of those strategies on student learning. After every cluster meeting, master and mentor teachers will provide targeted follow-up coaching to help teachers master and effectively implement the strategies they worked on during the meeting, carefully calibrated to meet each teacher's individual needs. Master and mentor teachers will also serve on a schoolwide TAP Leadership Team, led by the principal, which will set clear goals for cluster groups and monitor progress. The following chart provides an illustration of how PD will work in schools. Note that *one hundred percent* of the PD illustrated occurs on-site and is job-embedded.

Figure 13: Overview of Proposed PD Model in Central Decatur and Saydel Schools



(4) Provide professional development that is likely to improve instructional and leadership practices, and is guided by the professional development needs of individual educators as identified in paragraph(c) (1) of this criterion (20 points)

In TAP, master teachers, mentor teachers and the principal have explicit responsibility for planning and leading a range of inter-related professional development activities. While the professional development structure is common across TAP schools, the content is entirely driven by analysis of student and teacher needs in any given school. Typical professional development activities include:

Cluster Groups. TAP restructures the school schedule to provide time during the regular school day for groups of teachers to collaborate on analyzing student data and learning new

instructional strategies to improve student learning. Strategies are selected by master teachers based on detailed analyses of student achievement data and are only introduced to teachers in the cluster group after the masters teachers have successfully field tested or vetted and the strategies in actual classrooms so they can demonstrate student learning gains. After master teachers introduce a new strategy, teachers use the strategy in their own classrooms, then return to cluster meetings with pre- and post test data from formative assessments so that the group can discuss how well the strategy worked and refine it further if necessary.

Individualized Coaching. The TAP system expects master and mentor teachers to follow up after cluster meetings to provide every teacher with one-on-one coaching. They are provided training, authority, time, and additional compensation for these roles, and their work with classroom teachers is not voluntary or optional. Master and mentor teachers carefully calibrate the content and form of coaching to meet teachers' individual needs based specifically on the students in the teachers' classroom. For example, they might ask:

- How well did the teacher understand the strategy overall, and did he or she struggle with a particular aspect of it?
- What kind of coaching technique would work best for this teacher in this circumstance— observation and feedback, a demonstration lesson, co-teaching?
- Will one of the “critical attributes” - the essential elements making the strategy successful - be difficult for this teacher, given what I know from the teacher's formal evaluations or what I have observed informally in the teacher's classroom?

Master and mentor teachers regularly visit teachers' classrooms to provide highly intensive and personalized coaching that can take a wide variety of forms, from teaching demonstration lessons to modeling specific instructional strategies or skills to team teaching. For

example, master or mentor teachers often visit classrooms to coach teachers on a new instructional strategy after introducing it during a cluster group meeting. Coaching can take place outside the classroom, too: Mentor or master teachers can meet with teachers to brainstorm, troubleshoot, collaborate on lesson planning, review student work, provide feedback on teachers' plans and ideas, or to review and discuss how a lesson went.

In addition, the districts will use technology in innovative ways to further support the HCMS and give all schools in the district access to high-quality human capital, regardless of location. NIET has experience supporting similar rural schools and districts in other states implementing the TAP System. As a result NIET built the infrastructure and content of the on-line TAP System Training Portal for both teachers and leadership teams in their schools to provide access to instructional videos, strategies, interactive professional development modules.

(d) Involvement of Educators. (35 points)

Requirement 2, section (c): In both Central Decatur and Saydel, a union is the exclusive representative of teachers, a union is not the exclusive representative of principals.

(1) The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period (10 points); and

NOTE: This section also addresses Requirement 2, section (a).

Over the last year, Saydel district leaders, principals and teachers have spent hundreds of hours in discussions internally as well as with community leaders, parents, students and others across a range of committees and working groups. These discussions have all pointed to the need for a comprehensive model to align systems including evaluation, professional development, teacher leadership and compensation. Board Members, building administrators, three different teacher groups - Teacher Evaluation Committee, Iowa Core Implementation

Committee, and District Technology Committee, have been involved in leading this work, and considering TAP's evaluation and PBCS components.

This spring, the Teacher Evaluation Committee, made up of teachers, building administrators, our Director of Teaching and Learning/Student Services, and the Superintendent, identified the following areas for improvement in the evaluation system:

- moving from a “meets/does not meet” rating to levels of performance;
- create formative feedback systems;
- conduct more observations including peer reviews;
- improve inter-rater reliability

As a result of this and other work, the Master Contract was amended by a Letter of Understanding (#4) stating: *"At which time the evaluation procedure is changed in a way to be considered strengthened (by both the Board and the Association), Article IX Staff Reduction will be updated to include the evaluation procedure as the first criteria."* The Teacher Evaluation Committee led the consideration of TAP, which came to the district's attention this spring. This group of teachers and administrators from across the district participated in a webinar on TAP and heard directly from NIET on both TAP and the TIF process. The teachers were very positive about what they heard and a letter of support from the teacher's union and several individual participants resulted from the meeting.

Saydel also involved the Iowa Core Implementation Committee in this review, a group of teachers, administrators, and community members from across the district that are responsible for shepherding the implementation of the Iowa Core into the district. This group focuses on core curriculum, characteristics of effective instruction, and parent/community involvement.

Saydel will use these committees to continue to build support among teachers during the planning year and hold school votes to implement TAP during the planning year.

Central Decatur has similarly had hundreds of hours of conversations and meetings, including district and building meetings and working groups, to discuss instructional goals, comprehensive reform and its elements. Central Decatur schools will vote during the planning year to bring TAP to their building. Superintendent of Schools Chris Coffelt sent an email to all district staff about TAP, and met with members of the teaching staff and representatives of the Central Decatur Education Association (CDEA). The CDEA supports the project and provided a letter of support for implementation of TAP. In addition, two standing committees that meet monthly were extensively involved in the discussions regarding the TIF application this summer, including the Central Decatur Leadership Team, made up of Building Principals and Directors (Preschool, Special Education, Athletic/Activities, Technology), and the Central Decatur Board of Education, a five member board, consisting of elected community members.

The TAP system was first developed over 10 years ago with significant input and guidance from teachers and administrators across the country. Educators continue to be involved in the design and implementation of the system in their own schools today, as well as the ongoing development of tools, resources, structures, trainings and other aspects of the system nationwide. Through development of school goals, analysis of student data and assessments, design and implementation of on-site professional development including identifying and field testing strategies, conducting and monitoring of evaluations, and coaching, teachers and principals work together to design and implement TAP in their schools. Through this grant they will also be involved in developing student learning objectives for teachers in non-tested grades and subjects. Other areas for input include early implementation workshops, CORE training,

crafting school-specific responsibility survey items, and teacher involvement in the selection of master and mentor teachers.

Implementation Workshops. The first step in the partnership between NIET and both Central Decatur and Saydel was a phone conference to discuss implementation issues, followed by a series of webinars with key stakeholders. These discussions provided a detailed overview of the TAP system as well as samples of supplementary materials and results in other locations. If awarded the grant, this fall the sites will hold implementation workshops to provide guidance and structure for designing the TAP system in their schools. After the implementation workshop, ongoing conversations and briefings, and visits to other TAP sites, the faculty will vote to approve the proposed implementation of TAP between January and March of the planning year. NIET requires that the faculty approve implementation of the TAP system. The districts, with input from teachers and their union representative, will require that 75% of the faculty vote to approve. In other schools implementing TAP using TIF funds, votes are typically above 90%.

Initial Design Decisions Made at CORE Training. Central Decatur and Saydel educators will be involved in the design of the PBCS initially through a nine day CORE training that includes a TAP overview, evaluation training, cluster and leadership team explanation and finally an explanation of the field test process. All of the TAP Leadership team (TLT) members are required to attend the nine day CORE training. During the CORE TLT training, the leadership team members will decide how to restructure the school day to accommodate cluster group meeting times. The TLT will also determine how cluster groups will be configured and whether they will be grade-level or content-area specific or a combination of the two. Leadership teams will determine which skills and instructional rubric indicators will be modeled and taught during cluster group meetings after an examination of data to support their decision.

Central Decatur and Saydel's Educators Drive Evaluator Feedback. The first few months of professional development in district schools will be targeted at establishing a common understanding of the instructional rubric among all teachers. As a result of the training that the TLT receives in CORE training, they are poised to provide feedback to teachers in order to help them improve upon specific areas of the instructional rubric.

Defining Educator Responsibilities. A core element of the TAP system is the career path, which includes master teachers, mentor teachers, and career teachers. This path distributes school and instructional leadership, and creates different job expectations and responsibilities for different types of teachers. Although TAP provides guidelines about the responsibilities of TAP teachers, educators will work together to establish specific performance standards for the responsibilities for master, mentor, and career teachers to document areas and levels of effectiveness and provide benchmarks of performance. The responsibilities surveys play a role in determining teacher performance and pay. Responsibilities surveys are aggregated with classroom observation scores to form the "SKR score" portion of the TAP performance award. Schools have the autonomy to customize the responsibility survey to include role-specific responsibilities that are a priority for the school such as reflection on teaching or supervision.

Calculating Educator Effectiveness. Central Decatur and Saydel will convene TAP Implementation Committees in Year 1 of the grant that include members of the leadership team (principal, master and mentor teachers) and any other key stakeholders within the school building to determine the weights to determine the overall evaluation rating for teachers in untested grades and subjects (using SLOs) within the specified ranges. Each district's TAP Implementation Committee will reconvene in Year 3 of the grant to reexamine the weights given to each of the measures.

Ownership of Selection of Key Positions. Each district will form an interview committee at each of its TAP schools to assist in the selection of master and mentor teachers. This committee will remain in place for the duration of the implementation of TAP, as some normal turnover and promotion opportunities are expected. The committee is typically comprised of the principal, assistant principal, a district-level designee, a state-level TAP representative, when applicable, and teachers who will work in the TAP school. Through participation in the interview committee, teachers will be involved in the selection of the instructional leaders in their school.

Measuring Classroom-Level Student Growth in Non-tested Grades and Subjects. In Year 1 of the grant, each district's TAP leadership team will work together to create two rubrics related to SLOs: one to assess the rigor of each SLO, and another to determine student growth based on the SLO. Each year, teachers will develop their SLOs with their TAP leadership team. The TAP leadership team will then use a rubric to determine the rigor of the SLOs, and will continue to work with teachers until all have developed rigorous SLOs. At the end of each school year, the TAP leadership team will reconvene to determine classroom-level student growth based on the SLOs.

In the TAP system educators continue to be involved in the development and implementation of the evaluation system and PBCS. Vehicles such as the faculty vote, implementation committees and early implementation workshops, CORE training, tailoring professional development to meet the needs of the teachers, crafting school-specific responsibility survey items, deciding the weighting for measures within the PBCS such as SLOs, developing SLOs, and teacher involvement in the selection of master and mentor teachers allow educators to take ownership in the evaluation process. The TAP system provides the framework

for the evaluation and PBCS process but through educator involvement the structure becomes unique and individualized for each school.

(2) The application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application. (25 points)

NOTE: This section also addresses Requirement 2, section (b).

As mentioned previously, teachers supported a change to the Saydel Master Contract through a Letter of Understanding last spring making evaluation the first criteria in staff reductions, once a strengthened evaluation system is in place. They have played a leadership role in each district in defining what an evaluation system should look like, and developing criteria that led their districts to select TAP. In attached letters, teachers express their support for the elements of the TAP system, and enthusiasm for its overall potential impact. Mary Salazar, a teacher at Woodside Elementary School in Saydel states “The TAP grant will help our teachers to be the best and revolutionize the way our district operates.” Shannon Zeutenhorst, a teacher at Cornell Elementary says “From the very beginning, I was excited about the benefits this project would bring to our teachers and students.” Teachers in Central Decatur have expressed similar enthusiasm, and their teacher union has also submitted a letter of support. Further, principals at every school have submitted letters of support for implementing TAP and its elements, including more rigorous and accurate teacher evaluation and performance compensation based on effectiveness.

Educator buy-in has been a fundamental aspect of TAP since its inception. The TAP system is a bottom-up, top-down reform, which has proven to be most impactful when teachers and school administrators strongly support the effort while garnering support from district and state education leaders. Central Decatur and Saydel will both require a 75% vote of the faculty in

each school, which they are confident will occur given the support from the teachers union in each district, and from each building principal (see Other Attachments).

(e) Project Management. (30 points)

(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);

NIET will be the fiscal agent for the proposed TIF grant. The roles and responsibilities of the partner LEA are noted in the “TIF Project Timeline” later in this section and in the memorandum of understanding (see “Letters” attachment). The management plan describes NIET’s management structure for implementing this project. As part of this plan, NIET and Central Decatur and Saydel will maintain the proposed HCMS in the high-need schools under this grant for the five years of the TIF project period. The management plan for this TIF grant is designed to fulfill the goals and objectives of this project on time and within budget.

Oversight, management and coordination of this project will ultimately be the responsibility of the TIF Project Director who will oversee and administer the grant. This will include three subsets of activities to ensure the goals and objectives are achieved on time and within budget: **oversight** of grant execution; **management** of grant activities; and **work** to implement the proposed HCMS in Central Decatur and Saydel. NIET will use routine cost-control mechanisms that involve work and budget planning and systematic review. Each quarter, NIET will generate financial reports for each district. These reports will allow NIET to closely monitor expenditures and make sure the project is within budget. Within the three subsets of activities are key project personnel from NIET and new positions that will be hired to work in the district.

NIET, with both Central Decatur and Saydel, has assembled an exceptionally well-qualified team of managers and other personnel who will complete their project responsibilities on time and within budget. The qualifications of the staff described below represent the full range of skills to guarantee quality and timely work on all project tasks. The time commitments

these key personnel will devote to this grant are adequate to implement the project effectively. Resumes for key personnel showing their relevant training and experience are included in “Other Attachments.”

NIET will select a Project Director (PD). The PD will: oversee all aspects of TAP operation in Central Decatur and Saydel; assist in aligning TAP implementation and this grant effort to the long-term strategic plan; lead annual advisory board meetings; work closely with NIET senior management and Central Decatur and Saydel district administration to select, train and supervise the new positions hired under this grant; provide on-site technical assistance as needed; provide training on the TLT Observation Rubric to TAP district leaders; and work with Central Decatur and Saydel to help them attract high caliber teachers and principals.

The additional key NIET personnel involved in the management and work of implementing TAP in Central Decatur and Saydel include: Gary Stark, President; Jason Culbertson Chief Learning Officer and Executive Vice President; and Kristan Van Hook, Senior Vice President.

As President and Chief Executive Officer, Dr. Gary Stark is responsible for the management, operations and performance of NIET. He works closely with NIET senior staff to oversee activities related to the implementation and advancement of TAP across the country, including the two Iowa districts in this proposal, if funded. Dr. Stark will provide in-kind services as needed.

As Chief Learning Officer and Executive Vice President, Jason Culbertson will time to the project providing leadership and oversight assistance for the Project Director. Mr. Culbertson was previously the Project Director for a South Carolina TAP Teacher Incentive Fund grant, showing his experience managing a federal grant. Mr. Culbertson’s experience with TAP began

as he worked his way up the career path within TAP schools, advancing from a career teacher to master teacher. Prior to his current work at NIET, Mr. Culbertson was the Executive Director for South Carolina TAP for four years. In this capacity, he provided technical support to schools, grant management and oversight, as well as budget creation and implementation.

As Senior Vice President, Kristan Van Hook develops and implements strategies to build support for NIET's education initiatives, and will have this role for the TIF grant. This will include developing and executing strategies for communicating the projects results to policymakers, practitioners and the public. Ms. Van Hook has over 20 years of experience in government and public policy. She will dedicate her time to provide communications management to this grant.

NIET assists each district to hire a District Executive Master Teacher (DEMT) who will be based in the district. The DEMT will be responsible for training school-based leadership teams and conducting regular site visits. The DEMT will work directly with master and mentor teachers to anchor the training process. With the assistance of NIET, the districts will seek applicants who have at least five years of classroom teaching experience, preferably as a master teacher in a TAP school; master's degree in education, preferred; demonstrated expertise in curriculum development, test analysis, mentoring and professional development; and the ability to work with faculty in a diverse cross-section of schools.

(2) Allocates sufficient human resources to complete project tasks (5 points);

NIET has served as the fiscal agent to a number of other large grants—including four TIF grants—and will use the same strategies to assess human resource needs for this grant as have been successfully employed in the past. Using prior grants as models, the following human resource allocations will be sufficient to successfully complete project tasks:

The District Executive Master Teacher will spend 100% of his or her time on the previously established responsibilities.

The Project Director will allocate 50% of his or her time to accomplish the responsibilities discussed in the previous section.

Jason Culbertson will dedicate 10% of his time to project leadership and oversight.

Kristan Van Hook will dedicate 10% of her time to provide communications management.

In addition, upon notification of funding NIET will convene a TIF Advisory Board in each district that will include: NIET's President (or designee); the TIF Project Director; the District Executive Master Teacher; a representative from the teachers' union; the superintendent (or designee); and a principal and teacher representative. The TIF Advisory Board will meet annually to provide a consistent platform for systematic review of the status and improvement of the TIF project. Based on the Board's findings and with approval of the U.S. Department of Education (ED), changes or adaptations will be made in the TAP system's implementation to guarantee that all of the project's objectives are met. In addition, NIET and each district will establish quarterly communications to monitor progress, ensure implementation is on track and address any challenges districts may be facing.

(3) Includes measurable project objectives and performance measures (5 points);
In addition to the four required GPRA measures, our evaluation will collect and analyze the following measures of performance related to the goals of the project. For additional detail, refer to "Other Attachments"

Project Objectives

Project Objective 1: Increase the percent of effective teachers through incentives, career advancement, evaluation, and professional development.

1.a. Increase the percent of effective teachers as defined within the TIF grant.

1.b. Increase the percent of effective teachers retained each year.

1.c. Enhance the opportunity for principals to recruit teachers likely to be effective.

Project Objective 2: Increase the percent of effective principals through incentives, evaluation, and professional development.

2.a. Increase the percent of effective principals as defined within the TIF grant.

2.b. Increase the percent of principals retained each year.

Project Objective 3: Improve student achievement.

3.a. Achieve a year or more of student growth at the school level as defined within grant.

(4) Includes an effective project evaluation plan (5 points);

This project will be evaluated by a third-party professional evaluator with the capacity for working with both qualitative and quantitative data. The purpose of the evaluation will be twofold: first, to provide feedback for continuous improvement in the implementation and operation of TAP in the project schools; and second, to provide an analysis of the evidence that the project is achieving its objectives and goals. The evaluator will assess progress toward and accomplishment of all of the outcome measures identified in this proposal, as described below. In addition, the evaluator will study the implementation of TAP in the project schools during the length of the grant, including differences in fidelity to the TAP model between schools.

The evaluation will provide both quantitative and qualitative data in the following:

- (a) Student achievement and state accountability data (including disaggregated scores) will be provided by Central Decatur and Saydel. Value-added data (including underlying scores and standard errors) will be provided by an external vendor (to be selected after a grant is awarded).
- (b) Teacher and principal evaluation results will come from the CODE data system used by TAP schools, including the detail for each classroom observation and principal performance review.
- (c) The evaluator will obtain administrative data regarding teacher and principal recruitment and

retention, including exit interview data, from Central Decatur and Saydel and participating schools. (d) Survey data on teacher and principal attitudes and perceptions will result from the annual TAP web survey conducted by NIET nationally as well as local surveys conducted by the evaluator to address questions specific to this project. (e) Interviews and focus groups of TAP teachers and principals will complement and expand upon survey data about attitudes and perceptions. (f) The evaluator will conduct on-site observations of classrooms and cluster group meetings. These observations will provide data on the quality of instruction and the quality of the professional development process, as indicators of the intermediate changes required to impact student outcomes. (g) The evaluator will have access to samples of student work, cluster group records, leadership team records, teacher individual growth plans and other artifacts of the process of change in the schools. (h) NIET will provide annual School Review data to the evaluator. These scores measure the quality and consistency of TAP implementation in a school. These ratings are conducted by experienced NIET staff from outside of the school, using quantitative and qualitative rubrics.

The evaluation will be "utilization focused" (Patton, 2002), meaning that the evaluator will provide feedback in order to make the project more successful, sustainable and replicable. The evaluator, NIET and representatives from each district will hold update meetings or conference calls at least quarterly to review plans, progress and preliminary data. The evaluator will provide an annual report to NIET and each district presenting and analyzing key data regarding project implementation, progress toward objectives and intermediate outcomes if applicable. At the conclusion of the grant period, the evaluator will assess the overall accomplishment of goals. The evaluator will also provide an analysis of lessons learned for the

sustainability of TAP in these schools as well as for the possible expansion of TAP to other Iowa districts.

(5) Specifies realistic and achievable timelines for:

(i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators (8 points).

(ii) Successfully completing project tasks and achieving objectives (4 points).

NOTE: This section addresses Absolute Priority 1, section (4) and Absolute Priority 2, section

(4) regarding timelines for implementing changes to the HCMS and evaluation system.

Table 3: Timeline of implementation of HCMS, PBCS and educator evaluation systems

Project Tasks	Responsible Parties	Milestones				
		Y1	Y2	Y3	Y4	Y5
Human Capital Management System (HCMS) Development & Implementation						
Upload all school data to the CODE system in preparation for the school year.	District Administration (DA)	x				
Provide feedback to NIET quarterly to guide future development of the CODE system.	DA, Schools	x	x	x	x	x
Add analytic and data management functionality to the CODE system.	NIET	x	x	x	x	x
The district will sign a memorandum of understanding with NIET and other parties, as applicable.*	NIET, District Administration (DA)	x				
Establish a TIF Advisory Board to meet annually to assess the progress of meeting the stated goals of the TIF grant in Central Decatur and Saydel.	Project Director (PD), DA	x	x	x	x	x
Schools must solicit approval through a vote for TAP implementation.*	DA, Schools	x				
Create committee to consider revisions to the salary schedule	DA, PD, Schools, Teachers and Principals, Union Rep.			x		
Plan for revisions to salary schedule.	DA, PD, Schools, NIET				x	x
PBCS Preparation						
Hire District Executive Master Teacher.	NIET, DA	x				
Career Advancement						
Establish a Staffing Committee for master and mentor teacher selection and accountability.	District Executive Master Teacher (DEMT), DA, Union Rep.	x	x	x	x	x

Project Tasks	Responsible Parties	Milestones				
		Y1	Y2	Y3	Y4	Y5
Each TAP school conducts a staff meeting to review TAP's Multiple Career Path opportunities. The mentor and master teacher roles, responsibilities and qualifications, along with the interview and selection process, are reviewed.	Schools	x				
All master and mentor teaching positions are posted and applications may be sent to the district personnel department.	Staffing Committee	x				
Mentor and master teacher applications are reviewed by the Staffing Committee. A pool of qualified candidates will be developed. Committee members will interview and select these teachers from the pool of qualified candidates.	Staffing Committee	x				
Master and mentor teachers will sign addendums to their contract, outlining the responsibilities, job descriptions and compensation.	Schools	x				
Professional Development						
Participating schools will restructure the school schedule to allow for ongoing applied professional growth activities to take place during the school day.*	DA, Schools	x				
The TAP Leadership Teams (TLT) of each school will meet with a NIET representative to review: cluster group assignments and schedule; roles and responsibilities; TLT meeting expectations; and preparations for the Startup of School Workshop.	TAP Leadership Teams (TLT), NIET	x				
<i>Evaluation</i> (Absolute Priority 2, section (4))						
Convene the Educator Implementation Committee to allocate specific weight given to student growth measures	DA, Educator Implementation Committee	x		x		
Based on the Educator Implementation Committee recommendations, upload weights to the CODE system	NIET	x				
TLT will develop a rubric to evaluate rigor of SLOs	TLT	x				
TLT will develop a rubric to evaluate growth based on SLOs	TLT	x				
Calculating Student Growth						
TAP schools will sign a form releasing student-level test data. In addition, each TAP school is required to make arrangements to have school-level and classroom-level value-added calculations	DA, Schools	x				

Project Tasks	Responsible Parties	Milestones				
		Y1	Y2	Y3	Y4	Y5
done through an approved external vendor.						
PBCS Implementation: District-wide						
Schools complete TAP Core Trainings.*	TLT, NIET	x	x			
Members of the school TLT will attend the TAP Summer Institute.*	TLT	x	x	x	x	x
Members of the school TLT will attend the annual National TAP Conference and Training.*	TLT	x	x	x	x	x
Central Decatur and Saydel will work with NIET to disseminate information about TAP and the success of the schools to key stakeholders.*	DA, PD, NIET	x	x	x	x	x
Implement LEA-wide educator evaluation system. (Absolute Priority 2, section (4))	DA		x	x	x	x
All participating schools receive a School Review.*	NIET, Schools		x	x	x	x
Implement a district salary structure based on effectiveness for both teachers and principals by the end of year 5.	DA				x	x
Central Decatur and Saydel will work with NIET to develop a plan for sustaining and expanding TAP beyond the life of the grant.*	DA, PD, NIET	x	x	x	x	x
PBCS Implementation: Teachers						
Participating schools will provide ongoing applied professional growth activities to teachers.	TLT	x	x	x	x	x
Central Decatur and Saydel will ensure that evaluators are trained and certified, and recertified annually to ensure ratings align with national raters and value-added measures.	DA, Schools	x	x	x	x	x
<i>Evaluation:</i> All teachers will have received a minimum of four classroom evaluations and associated pre- and post-conference sessions. (Absolute Priority 2, section (4))	TLT	x	x	x	x	x
<i>Evaluation:</i> Teachers in non-tested grades/subjects will have developed SLOs (Absolute Priority 2, section (4))	TLT	x	x	x	x	x
<i>Evaluation:</i> TLT will evaluate SLOs and determine growth (Absolute Priority 2, section (4))	TLT	x	x	x	x	x
Central Decatur and Saydel will reward effective teachers in participating schools with performance-based compensation.*	DA		x	x	x	x

Project Tasks	Responsible Parties	Milestones				
		Y1	Y2	Y3	Y4	Y5
Central Decatur and Saydel will award recruitment bonuses to STEM teachers in high-need schools.	DA	x	x	x	x	x
PBCS Implementation: Principals						
District TAP staff and NIET will provide professional development for principals.	DA, DEMENT, NIET	x	x	x	x	x
Central Decatur and Saydel will ensure that evaluators are trained. (<u>Absolute Priority 2, section (4)</u>)	DA, Schools	x	x	x	x	x
All principals will have received a minimum of two observation evaluations using the TLT rubric and the principal evaluation tool. (<u>Absolute Priority 2, section (4)</u>)	DA, Schools, DEMENT		x	x	x	x
Central Decatur and Saydel will reward effective principals in participating schools with performance-based compensation.*	DA		x	x	x	x

* Indicates actions that will lead to project sustainability.

(f) Sustainability. (20 points).

(1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period (10 points); and

Our sustainability plan includes the key elements that will ensure long-term sustainability and success of this project: building buy-in, creating capacity through training and support,

increasing educator skills and driving student growth, and establishing financial sustainability.

Our grant application has already extensively addressed building educator buy-in (see section e), creating capacity (see section d), and the ability of TAP to increase educator skills and drive

student growth (see Figure 3). Thus, below we will address establishing financial sustainability.

We also note that key elements of the HCMS, particularly the teacher leadership structure, are aligned to proposals at the state level, as described in the Governor’s support letter.

Establishing financial sustainability. Each district considered the financial commitments of this grant with key stakeholders. Saydel’s School Board, for example, has already identified a local source of funding they will work to redirect over the next several years to pay for one

master teacher position in each school by the end of the grant period. Central Decatur will pay for an increasing share of the cost of the district's master teachers over the course of the grant, so that they are positioned to assume the cost of one master per school at the end of the grant period.

NIET with Central Decatur and Saydel developed the project budget to build toward sustainability beyond the length of the grant. To demonstrate their commitment to TAP, each district will use non-TIF funds to take over an increasing share of performance-based compensation each year, adopting **10%** in Year 2; **20%** in Year 3; and **30%** in Year 4. By the final year of the grant (Year 5), each district will fund **40%** of performance-based compensation with funds provided by other resources. Performance-based compensation is one of the largest components of the TAP budget; therefore, both districts are demonstrating their commitment to implementing the TAP system by shouldering these costs. Using existing resources, Saydel will fund 1.0 FTE master teacher position by year five of the grant, and Central Decatur will fund 1.0 FTE by year four of the grant.

Central Decatur and Saydel are also working to reallocate existing federal and state funds to support the implementation of TAP beyond the term of the grant. Both districts have indicated the potential to support TAP with Title I funds, including Title I "Professional Development" funds, after the project period. The district could dedicate the money from the initial Title I allocation for performance pay and allocate the balance to the neediest schools. Districts could also use Title II funds, including Title IIA funds under the "Highly Qualified Program," to support TAP. See Other Attachments - Letter of Support for confirmation of the district's commitment to sustainability. Both Central Decatur and Saydel are making TAP a priority by reallocating existing resources to supplement TIF funding and sustain implementation.

(2) Is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation systems after the grant period ends (10 points).

The Superintendent of Saydel, Dr. Brad Buck notes “It is clear that the four elements of Success in the TAP System – multiple career paths, ongoing applied professional growth, instructionally focused accountability, and performance-based compensation – are an almost direct overlay to the work in which we need to engage to deliver on the promise of Challenge 2018. Because of this tight alignment, we believe that there is a strong likelihood that the work and structures that will be established through the grant will be carried forward beyond the life of the grant.” Central Decatur Superintendent Chris Coffelt notes similar alignment in his letter.

NIET has found that after five years, the cost of implementing TAP decreases. After the initial five years, Central Decatur and Saydel TAP schools will have built instructional capacity among the faculty members; thus, each district will be able to reduce the number of master and mentor teachers needed. The role of NIET support will lessen as the district will have built training capacity. Consequently, it is projected that the costs of implementing TAP in each district will be reduced after the project period, contributing to this project’s fiscal sustainability. Sustainability also involves a commitment by key district and community stakeholders to remain engaged in the system’s ongoing development. Ongoing communications efforts will continue to build awareness, understanding and support for the PBCS and educator evaluation systems among teachers, principals, other school personnel and the community (including parents). Each district will use three primary strategies to involve key stakeholders and build lasting support for TAP from the inside out:

Advisory Board. Upon notification of funding, Central Decatur and Saydel will each form an advisory board consisting of: the superintendent (or designee); representatives from the Human Resources and Curriculum/Professional Development departments; school

administrators; executive master teachers; union representative; community members; parents; local business representatives; NIET's president (or designee) and the TIF Project Director. The advisory board will meet annually to provide a consistent platform for a systematic review of the status of the project.

School Site Councils. To regularly communicate information about the evaluation systems to stakeholders on a site-level basis, each district will use their existing School Site Councils and Committees at participating schools.

Communications plan. On a district level, Central Decatur and Saydel will disseminate program information through a district newsletter, district website and public forums throughout the year. At the site-level, principals and master teachers will distribute information at staff meetings, during in-service days and through campus newsletters. The district will develop several fact sheets explaining the evaluation system, the measures of teacher performance, including value added student growth, and the link to performance pay.

Using a similar sustainability plan, NIET's first TIF2 grant with the Algiers Charter Schools Association will sustain TAP implementation in the 2012-13 school year, though funding for the grant ended in June 2012. In addition, a TIF2 grant to implement TAP in Texas has sustained implementation in 22 of 23 schools. Engagement and communication with key stakeholders ensured that all stakeholders understood the powerful outcomes of the grant and were willing to commit to sustaining the project activities.

(g) Comprehensive Approach to Improving STEM Instruction (25 points)

(1) The financial and non financial strategies and incentives, including the proposed PBCS, are adequate for attracting effective STEM educators to work in high need schools and retaining them in these schools (4 pts)

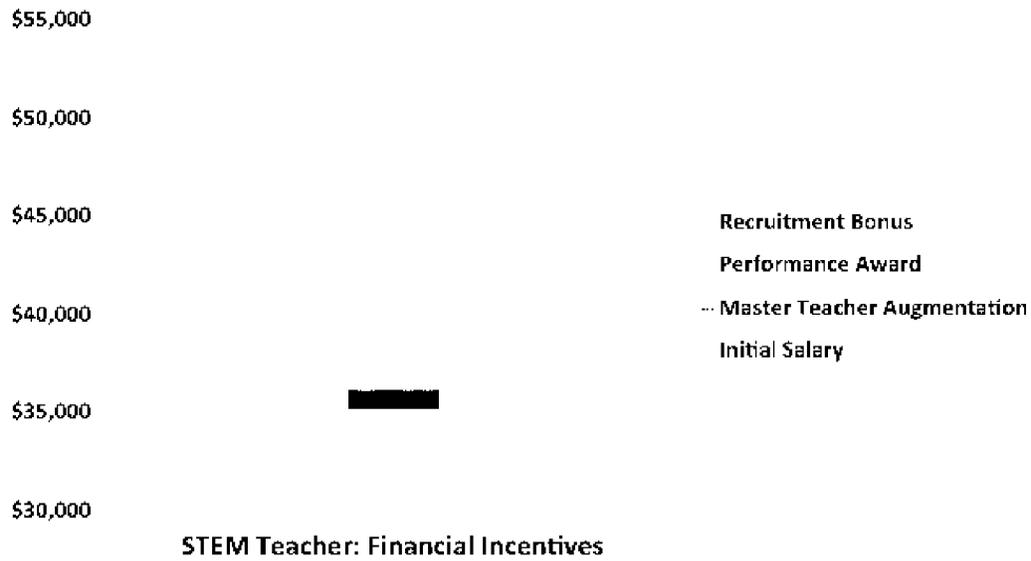
The state of Iowa has made STEM a state priority, including establishing the Governor's Science, Technology, Engineering and Mathematics Advisory Council in July 2011 and the

Council’s recent creation of six Regional STEM Hubs across the state that are tasked with supporting STEM education in K-12 schools. The six Hubs coordinate scale-up of exemplary STEM programming throughout their regions, each staffed by an expert Manager and governed by Advisory Boards of cross-cutting stakeholders. Saydel and Central Decatur community school districts are making attracting and retaining STEM educators and providing STEM coursework a priority. NIET has over ten years of experience in using the financial and non financial incentives in the TAP system to attract and retain effective educators, including Master Teachers in STEM subject areas, in high need schools. NIET, Saydel and Central Decatur will use their collective experience and expertise, along with new partnerships we will build under this grant, to create a comprehensive approach to improving STEM teaching and learning.

For this project, the following definition of STEM will be used: “...an interdisciplinary approach to learning where rigorous academic concepts are coupled with real-world lessons as students apply science, technology, engineering and mathematics in contexts that make connections between school, community, work and the global enterprise enabling the development of STEM literacy and with it the ability to compete in the new economy.”

Attracting and retaining effective STEM educators to rural areas requires a range of strategies and incentives, both financial and non financial. These recruitment issues are supported by research findings. The National Comprehensive Center for Teacher Quality report, *Recruiting Quality Teachers in Mathematics, Science and Special Education for Urban and Rural Schools* (2007), notes the importance of strategies such as improving professional support and working conditions, “growing your own” by encouraging students to enter this field, and partnering with higher education institutions to reach new teachers earlier in their preparation, in addition to financial incentives. The chart below summarizes the various financial incentives for STEM described throughout this application.

Figure 14: STEM Financial Incentives are Significant



One of the most powerful incentives is the opportunity to serve as a Master Teacher. The role of a Master Teacher provides great opportunity to advance in your career without leaving teaching, indicates a high level of practice and therefore respect, offers a way to support other teachers in their growth, and provides significant increased responsibilities, authority and compensation. In TAP schools, there are Master Teachers with a range of subject matter expertise, but most commonly, Master Teachers cover math and science, or English language arts. Weekly Cluster groups are organized either at grade level or around subject matter. In Central Decatur and Saydel, we will work with the districts to organize cluster groups to facilitate STEM professional learning while continuing to promote cross disciplinary interaction and collaboration.

Through implementation of the TAP system with additional elements described below, a cadre 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, will be developed and supported. A structure will be created, through the HCMS described earlier, to ensure that

this support is not only provided, but acted on by teachers, and its student achievement impact is measured (see figure 13 – overview of TAP PD).

STEM master teachers will be developed by providing compensation through the PBCS described earlier in this application to teachers who—

- Receive an overall evaluation of effective or highly effective under the evaluation system described in section b
- Are selected based on criteria that are predictive of the ability to lead other teachers – for example, using the established TAP process for selecting highly effective master teachers in hundreds of TAP schools including the recruitment and interview process which includes teaching model lessons and demonstrating skill in leading a group of peers during a weekly professional development “cluster group” meeting. Training will be provided to STEM Master Teachers to build their skills in working with adult learners. For example, TAP Summer Institute training, and leadership training during the year, helps teacher leaders and principals improve the ability to lead effective pre and post evaluation conferences with teachers. Training in leading weekly PD “cluster group” sessions will support STEM Master Teachers to field test strategies, support teachers in analyzing data and developing assessments, and determining the most effective support for each individual teacher based on their evaluation results and their students needs.
- Demonstrate effectiveness in one or more STEM subjects – effectiveness will be determined using the evaluation system and related CODE data system described earlier. The evaluation system will determine overall effectiveness, and the CODE data system can be used to unpack that rating to evaluate effectiveness by subject area based on increases in student learning growth, and a range of indicators of classroom practice.

- Accept STEM focused career ladder positions – the STEM TAP Master teachers in this proposal will take on the full TAP Master Teacher role for supporting peers in the STEM subjects. While they will primarily focus on STEM teachers, they will work with other leadership team members across disciplines to dismantle silos and more accurately reflect the interdisciplinary nature of problem solving.

Using the existing CODE data for hundreds of schools across more than ten states, NIET will identify the unique competencies that characterize effective STEM teachers in TAP schools. NIET will work with the Central Decatur and Saydel districts, and STEM partners and resources, to identify other evidence of effectiveness.

NIET will work with the districts to develop systems to identify hard to staff STEM subjects, by looking at the length of time STEM positions are unfilled, STEM positions filled with teachers without endorsements, and upcoming retirement schedules that will produce open STEM positions. The districts will use the HCMS described in this application to provide opportunities for career advancement in master and mentor teacher roles, performance based compensation with additional compensation available for effective STEM teachers, and other non financial incentives described below.

In order for the element of multiple career paths to be successful there must be an emphasis on creating mentor teacher roles in STEM subjects as well. Within the TAP system mentor teachers are critical for a number of reasons. First, mentor teachers help to build support for a more rigorous and challenging definition of effective teaching among their peers. Mentor teachers also help their peers to better understand and implement strategies in their own classrooms. In their instructional leadership roles mentor teachers build capacity within a

school, such that the departure of a master teacher is followed by a well-trained mentor stepping into the position.

(2) *The proposed professional development opportunities—*

(a) will 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 (4 pts);

Through this grant, Central Decatur and Saydel will support STEM teachers in seeking additional training at local universities in STEM subjects that includes modeling of research-supported pedagogical methods. Central Decatur and Saydel will also support STEM teachers in participating in an existing network of summer externships to STEM businesses to gain advanced skills and content knowledge. A statewide program, Real World Externships for Math, Science, and Technology Teachers (see Other attachments), matches secondary teachers with industry hosts for six-week application experiences funded through the National Science Foundation, the Iowa Economic Development Authority, the Governor's STEM Advisory Council, and cost-share by many host businesses.

Training for all TAP Master teachers focuses on pedagogical skills for teaching content at the appropriate grade level. These skills are emphasized during the nine days of initial CORE training described on page 32, as well as follow-up support during the year by the District Executive Master Teacher and NIET.

(b) Will enable STEM teachers to provide students in high-need schools with increased access to rigorous and engaging STEM coursework appropriate for their grade level, including college-level material in high schools (7 pts)

Given the definition above, any math, science, technology, or pre-engineering course is a STEM course. Optimally teachers would have the opportunity to incorporate cross-disciplinary curriculum that unites these fields in an active, collaborative, problem-solving context relevant to the world beyond school walls. As a national organization, NIET can bring together STEM master teachers from across its network of more than 800 TAP Master Teachers to further

strengthen the work in this grant to ensure students have access to and participate in rigorous engaging STEM coursework. For example, the TAP Training Portal has hundreds of hours of video including classroom lessons by exemplary classroom teachers including STEM teachers, along with evaluation results and post conferences. In addition, we will reach out to experts and other practitioners through a STEM Symposium, hosted by one of the districts, in year 3. The Iowa Regional STEM Hubs recently established across the state to access programs and resources will be used to support STEM coursework at various grade levels, including college level material in high school. In addition, we will work with higher education partners and STEM experts to support students in taking advantage of Iowa's strong dual enrollment program, and to offer challenging, ongoing STEM learning for teachers. We include tuition reimbursement to support this effort.

(3) The applicant will significantly leverage STEM-related funds across other Federal, State and local programs to implement a high-quality and comprehensive STEM plan (7 pts)

Iowa has made a major commitment to STEM. The legislature approved \$4.7 million in the 2012 session to establish a system of six regional STEM hubs across the state. There has been intense interest in Advisory Board membership for these regional hubs, and will be officially launched later this summer. The role of the Managers for each regional hub is to identify and disseminate high-quality STEM programming and supports for K-12 schools, as well as strong STEM education programming in settings outside schools, such as summer camps. The Hub Managers can provide a strong partner for Saydel and Central Decatur in reaching out to the STEM community and experts to support their efforts. In addition, as described above, Iowa has a program of summer STEM "externships" funded in part by NSF that have been very popular with STEM teachers as well as businesses.

(4) The applicant provides evidence (letters of support) that the LEA has or will develop extensive relationships with STEM experts and resources in industry, academic institutions, or

associations to effectively implement its STEM plan and ensure that instruction prepares students to be college and career ready (3 pts)

The Executive Director of the Governor's STEM Advisory Council and the two largest business associations in Iowa representing STEM businesses across the state have endorsed this application. There is support from key academic institutions including Graceland University just outside Central Decatur, which has an existing relationships with this community and the school district, which it is committed to expanding. Grand View University in Des Moines is also supporting the project, and its proximity to Saydel makes it a key partner in several aspects of the project, including providing access to STEM expertise and coursework. Milken Award winning retired Iowa science teacher Hector Ibarra, who now serves on the NAEP Board, will serve as an expert resource. Building on these commitments, we will continue to develop relationships with STEM experts and resources over time, including by holding a STEM Symposium in Year 3. These relationships, and others developed over the first two years, will help each district to effectively implement its STEM plan and ensure that instruction prepares students to be college and career ready.

Priority 4 (Competitive Preference): New or Rural Applicants to the Teacher Incentive Fund.

Central Decatur CSD and Saydel CSD have not previously participated in a TIF-supported project and both are new applicants.

Priority 5 (Competitive Preference): An Educator Salary Structure Based on Effectiveness (up to 20 additional points).

(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;

Performance based compensation will be used in two ways: to reinforce clearly defined competencies and student achievement goals for all educators through *variable pay* based on annual evaluations, and to build the system capacity to improve HCMS functions such as

evaluation and professional development through *salary augmentations* for teacher leaders involved in these functions.

Under Central Decatur and Saydel’s traditional salary schedules, educator pay was increased based on years of service and degree attainment. Through the proposed performance-based compensation system and reforms to the salary schedule, up to approximately 10% of educator compensation will depend on effectiveness and up to approximately 20% of teacher leader compensation will be based on effectiveness. Only educators who are at least “effective” will be eligible to earn *any* performance-based compensation. Among effective teachers, the specific size of their performance compensation will depend on scores on their evaluation measures. In addition, consistently effective teachers will have the opportunity to take on additional roles and responsibilities, with corresponding increases in pay. Among effective principals, the specific size of their performance compensation will depend on their evaluation scores.

Central Decatur and Saydel will put \$2,500 per teacher into annual performance award funds. For taking on additional roles and responsibilities, teachers may increase their pay with salary augmentations of \$4,500 as a mentor teacher and \$9,000 as a master teacher. Teachers must remain effective to retain their additional roles and responsibilities. Each district will also put \$7,500 per principal and \$5,000 per AP into an annual performance award fund. Within each measure used in their evaluations, teachers and principals receive a larger award as their scores increase, which differentiates pay and ensures performance awards are of sufficient size to affect behavior.

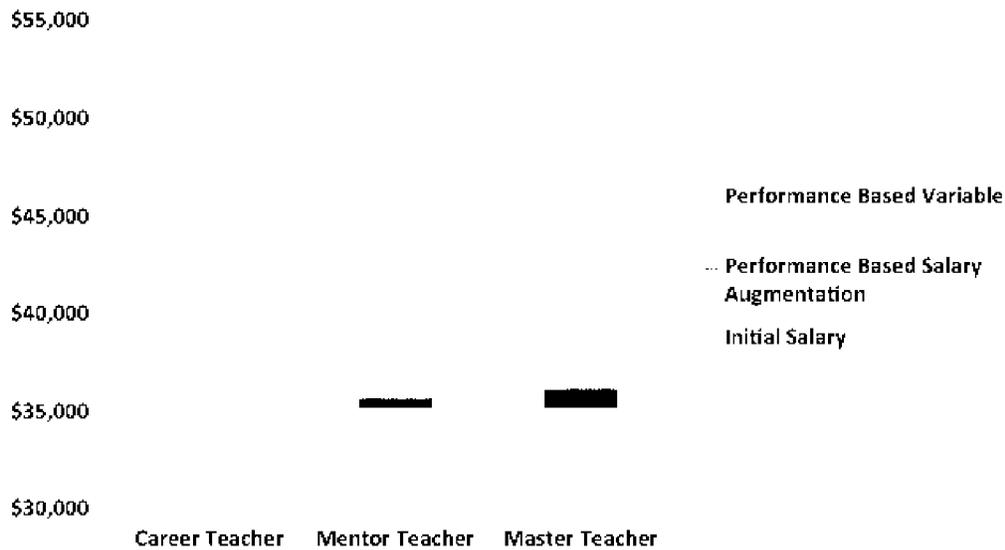
Illustrating the Reformed Salary Schedule

The full impact of these policies on educator salaries is best illustrated by example. Under the old salary structure, an English teacher (Teacher A) with a bachelor's degree and seven years of experience would earn \$38,400 per year, despite performance. Even if Teacher A has been more effective than a teacher with similar characteristics (Teacher B) for three years, Teacher A and Teacher B earn the same salary.

In the next school year under the new salary schedule, Teacher B does not earn performance-based compensation since she is not rated effective. In contrast, Teacher A was highly effective and will earn additional performance-based compensation of \$4,000. Unlike the old traditional salary schedule, the revised salary structure offers the opportunity to earn variable pay based on annual performance. Further, assume at the end of the school year, Teacher A becomes a master teacher due to her consistently high level of effectiveness. She then earns a master salary augmentation which increases her pay by \$9,000 and she continues to be effective, earning \$3,000 in performance-based variable pay that year. Teacher B improves somewhat, earning \$500 in performance-based variable pay in the second year. Combining variable awards and salary augmentations, Teacher A earns \$11,500 more than Teacher B in year two.

On top of their salary, all teachers have the opportunity to earn approximately \$5,000 in performance-based variable pay. In addition, master and mentor teachers earn fixed salary augmentations of \$9,000 and \$4,500 respectively. The chart below illustrates the change in compensation created by these performance based measures.

Figure 15: Differentiated Pay Based on Performance and Leadership Roles



The changes described above will be implemented by each district in year two of the grant, their first year of TAP implementation. In addition, each district will convene a committee in year three of the grant to consider additional changes to the salary schedule. Both districts believe that teachers and principals must first become familiar with and trust the accuracy and fairness of the new evaluation system before asking educators to make additional changes to the salary schedule. The exact details of the salary schedule will be established by each district and its TAP Implementation Team over the course of the grant to build buy-in and ensure the design of the salary schedule reflects local needs. Further changes to the salary schedule identified by the year three review committee will be implemented in Year 5.

(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

Central Decatur and Saydel will use TIF funds to support the performance component of the salary structure in their high-need schools participating in the TIF grant. To ensure sustainability, each district will match (b)(4) of the performance component of the salary structure

by Year 5 in the participating high-need schools and commit to keeping the performance based salary structure after the life of the grant.

(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.

The performance-based compensation system proposed in this grant is supported by stakeholders in each district including teacher union representatives, teachers, principals, and the School Board. Both districts will actively engage educators to solidify this initial support for the PBCS. During the first two years of the grant, educators will become more familiar with the evaluation system. At that point, in year 3, each district will form a committee with teachers and teacher representatives, as well as administrators and district leaders, to consider further changes to the salary schedule. Iowa state policy, as well as district policies, makes effectiveness a factor in employment decisions such as earning non-probationary status after three years, and staff reductions.

Additional Assurances

Requirement 3: All schools implementing the proposed PBCS fulfill the Teacher Incentive

Fund's definition of high need schools. Refer to Other Attachments, High Needs Documentation.

Requirement 4: This is a group application consisting of the National Institute for Excellence in Teaching, Central Decatur CSD, and Saydel CSD. Please see Other Attachments for our memorandum of understanding, which fulfills all of the required information.

Requirement 5: We have applied for this grant under only *STEM TIF Competition*. Central Decatur and Saydel are not included in any other applications.

Requirement 6: We will only use TIF funds as specified in this requirement. Please refer to our budget narrative for additional information.

Requirement 7: None of the schools in this grant are served by an existing TIF grant.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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

Effective Instruction

- Questions to encourage higher level thinking
- Lessons that promote student engagement
- Tasks that require critical thinking**
- Creativity is nurtured**
- Adjustment to meet student need
- Powerful use of technology
- Meaningful writing
- Student use of inquiry
- Flexibility and adaptability are fostered**

Effective Management

- Culture to support all learners
- Eagle Way – Safe, Accountable & Respectful
- Routines, rules and procedures implemented
- Students able to self-monitor
- Timely and meaningful feedback
- Success is celebrated
- Effective Communication**
- Collaboration is encouraged**
- Productivity and accountability are demonstrated**
- Student work is displayed

Effective Curriculum Design

- Use of student prior knowledge
- Support 21st Century Learning Skills
- Learning experiences to facilitate student success
- Differentiate learning experience based on student need
- Set high, clearly defined expectations for learning
- Variety of meaningful tasks
- Clearly state purpose of task
- Student centered, teacher facilitated learning
- Intended curriculum is taught

Effective Use of Data for Assessment

- Variety of assessment methods
- Multiple sources of data to guide decisions
- Alignment of assessment with instruction
- Authentic measures
- Timely feedback
- Formative assessment FOR learning
- Summative assessment OF learning

Application Reference Charts

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

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

Please indicate your eligibility classification

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

Applications from a single entity:

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

LEA

Group Applications:

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

2 or more LEAs

One or more SEAs and one or more LEAs

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

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

Instructions

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

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

Absolute Priority 1

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 Coherent and Comprehensive Human Capital Management System</p> <p>The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience using information from the educator evaluation systems described in the application to inform human capital decisions;</p>	<p>3-23</p> <p>18-20</p>	

<p>(1) How the HCMS is or will be aligned with the LEA’s vision of instructional improvement;</p>	<p>Aligned with each participating LEA’s clearly described vision of instructional improvement (10 points); and</p>	<p>4-14</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>Likely to increase the number of effective educators in the LEA’s schools, especially in high-need schools, as demonstrated by (35 points)—</p>	<p>14-23</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>The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools.</p>	<p>21-23</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>Specifies realistic and achievable timelines for: (i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators (8 points).</p>	<p>61-65</p>	
---	--	--------------	--

<p style="text-align: center;">Absolute Priority 2</p>			
<p style="text-align: center;">Requirement or Priority</p>	<p style="text-align: center;">Title of Section or Subsection in which this priority or requirement is discussed</p>	<p style="text-align: center;">Page Number(s) on which this requirement or priority is discussed</p>	<p style="text-align: center;">Attachment on which this priority or requirement is discussed</p>

<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>Rigorous, Valid, and Reliable Educator Evaluation Systems</p>	<p>23-43</p>	
<p>(1) The frequency of evaluations, which must be at least annually;</p>	<p>Evaluating Teachers Evaluating Principals Evaluating Assistant Principals</p>	<p>24 28 29</p>	
<p>(2) The evaluation rubric for educators that includes at least three performance levels and the following--</p>	<p>Evaluating Teachers Evaluating Principals Evaluating Assistant Principals</p>	<p>24, 25 28 29</p>	
<p>(i) Two or more observations during each evaluation period;</p>	<p>Evaluating Teachers Evaluating Principals Evaluating Assistant Principals</p>	<p>24 28 29</p>	<p>Other Attachments</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>Evaluating Teachers Evaluating Principals Evaluating Assistant Principals</p>	<p>25-26 28 29</p>	
<p>(iii) Additional factors determined by the</p>	<p>Evaluating Teachers</p>	<p>26</p>	<p>Other Attachments</p>

LEA;	Evaluating Principals	28	
	Evaluating Assistant Principals	29	
(3) How the evaluation systems will generate an overall evaluation rating that is based, in significant part, on student growth; and	Evaluating Teachers	24-27	
	Evaluating Principals	28-29	
	Evaluating Assistant Principals	29	
(4) The applicant's timeline for implementing its proposed LEA-wide educator evaluation systems.	Specifies realistic and achievable timelines for: (i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators (8 points).	61-65	

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>Comprehensive Approach to Improving STEM Instruction</p>	<p>68-75</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> <ul style="list-style-type: none"> (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>The financial and non-financial strategies and incentives, including the proposed PBCS, are adequate for attracting effective STEM educators to work in high need schools and retaining them in these schools (4 pts.)</p>	<p>68-73</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>The financial and non-financial strategies and incentives, including the proposed PBCS, are adequate for attracting effective STEM educators</p>	<p>69-70</p>	

	to work in high need schools and retaining them in these schools		
(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;	The financial and non-financial strategies and incentives, including the proposed PBCS, are adequate for attracting effective STEM educators to work in high need schools and retaining them in these schools	71-73	
(4) How each LEA will leverage community support, resources, and expertise to inform the implementation of its plan;	The applicant provides evidence (letters of support) that the LEA has or will develop extensive relationships with STEM experts and resources in industry, academic institutions, or associations to effectively implement its STEM plan and ensure that instruction prepares students to be college and career ready (3 pts.)	74-75	
(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	The financial and non-financial strategies and incentives, including the proposed PBCS, are adequate for attracting effective STEM educators to work in high need schools and retaining them	68-69	

	in these schools (4 pts.)		
(6) How each LEA will ensure that students have access to and participate in rigorous and engaging STEM coursework.	Will enable STEM teachers to provide students in high-need schools with increased access to rigorous and engaging STEM coursework appropriate for their grade level, including college-level material in high schools	73-74	

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>	Priority 4 (Competitive Preference): New or Rural Applicants to the Teacher Incentive Fund.	75	n/a
<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	n/a	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) To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant's project period a salary structure based on effectiveness for</p>	Priority 5 (Competitive Preference): An Educator Salary Structure Based on Effectiveness	75-79	n/a

both teachers and principals. As part of this proposal, an applicant must describe--			
(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;	The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;	75-78	
(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	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	78-79	
(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	79	

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
Requirement 1: Performance-Based Compensation for Teachers, Principals, and Other Personnel. In its application, an applicant must describe, for each participating LEA, how its proposed PBCS will meet the definition of a PBCS set forth in the	Project Narrative	2-3	
	Aligned with each participating LEA's clearly described vision of instructional improvement	4-14	

NIA.	(10 points); Likely to increase the number of effective educators in the LEA's schools, especially in high-need schools, as demonstrated by (35 points)—	14-23	
<ul style="list-style-type: none"> Design Model 1 or 2 	<p>Project Narrative</p> <p>Aligned with each participating LEA's clearly described vision of instructional improvement (10 points);</p> <p>Likely to increase the number of effective educators in the LEA's schools, especially in high-need schools, as demonstrated by (35 points)—</p>	<p>2-3</p> <p>4-14</p> <p>14-23</p>	
<ul style="list-style-type: none"> PBCS Optional Features 			

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>The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period (10 points); and</p>	48-54	
<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>The application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application. (25 points)</p>	53-54	Letters of Support- Other Attachments
<p>(c) A statement indicating whether a union is the exclusive representative of either teachers or principals in each participating LEA.</p>	<p>Involvement of Educators</p>	48	

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</p> <p>Each applicant must demonstrate, in its application, that the schools participating in the implementation of the TIF-funded PBCS are high-need schools (as defined in the NIA), including high-poverty schools (as defined in the NIA), priority schools (as defined in the NIA), or persistently lowest-achieving schools (as defined in the NIA). Each applicant must provide, in its application--</p>		n/a	
<p>(a) A list of high-need schools in which the proposed TIF-supported PBCS would be implemented;</p>	Other attachments-High Needs Documentation	n/a	Other attachments-High Needs Documentation
<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</i></p>	Other attachments-High Needs Documentation	n/a	Other attachments-High Needs Documentation

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

High Need Documentation

Central Decatur Community School District		
School Name	Number of Students	% Free/Reduced Lunch
South Elementary	252	70
North Elementary	135	71
Central Decatur High School	371	53
Saydel Community School District		
School Name	Number of Students	% Free/Reduced Lunch
Cornell Elementary	448	62.27
Woodside Middle School	392	57.90
Saydel High School	454	50.6

Based on 2011-2012 school year

**Memorandum of Understanding
between
the National Institute for Excellence in Teaching
and
Central Decatur Community School District**

THIS memorandum of understanding (this “*MOU*”), dated as of July, 26th, 2012, is made between the National Institute for Excellence in Teaching, a California nonprofit, public benefit corporation (“*NIET*”), and Central Decatur Community School District (“*PARTNER*”), with respect to a proprietary comprehensive school reform model, TAP: The System for Teacher and Student Advancement (“*TAP System*”), a project that will be funded through a federal Teacher Incentive Fund (“*TIF*”) grant. NIET and District shall sometimes individually be referred to herein as a “Party,” and together shall sometimes collectively be referred to herein as the “Parties.”

RECITALS

- A. NIET will assist schools in the PARTNER location with implementation of the TAP System by (i) granting access to NIET’s TAP System Training Portal and Comprehensive Online Data Entry systems and (ii) providing training, support, review and similar services.
- B. PARTNER desires to obtain access and license to such systems and to engage NIET to provide training, support, and technical assistance in order to implement the TAP System during the 2012-13 to 2016-2017 school years.

AGREEMENT

NOW, THEREFORE, in consideration of the mutual promises and subject to the terms and conditions set forth herein, the parties hereto agree as follows:

I. STATEMENT OF OBJECTIVES.

The purpose of entering into the MOU is for NIET to arrange training, support, and technical assistance to schools implementing the TAP System during the 2012-17 school years and to evaluate, assess and review such implementation.

The purpose of this project is to implement an aligned human capital management system with evaluation at the center, including a performance-based compensation system, for teachers and principals in PARTNER schools to help increase educator effectiveness and improve student achievement in high-need schools. The TAP System accomplishes this by identifying, recruiting, developing, rewarding and retaining highly effective teachers. NIET will work with PARTNER to fulfill the activities that are listed in the TIF grant application to accomplish the following objectives:

- 1. Increase the percent of effective teachers through incentives, career advancement, evaluation, and professional development.
- 2. Increase the percent of effective principals through incentives, evaluation, and professional development.
- 3. Improve student achievement.

II. NIET'S SERVICES.

1. Services. During the Term (as defined below) of this MOU, NIET will provide TAP CORE training and annual evaluation of each site's TAP System implementation through the TAP School Review process and, if required ongoing support and assistance on location at TAP System schools throughout the academic year (the "*Services*"), as more fully explained in Section II below.

2. License to Online Material. NEIT will provide the Services in part by granting access to training materials and the CODE system at The TAP System Training Portal (collectively referred to as the "*Portal*").

- a. The Portal is an interactive Web tool that provides individualized TAP trainings and support. TAP administrators, mentor and master teachers will have real-time access to the latest TAP trainings that they can download, review and deliver to teachers in order to improve instruction. The portal includes a TAP Strategies Library; a TAP Video Library; TAP Documents; TAP Training Modules; TAP Summer Institute & Conference Trainings; TAP Evaluation Process templates, research and reports; TAP Professional Development tools; and TAP CORE Trainings.
- b. The CODE system is a hosted software solution designed to support the administrative requirements of the TAP System

3. Lead Applicant. NEIT will serve as the lead applicant for this TIF grant project. Representatives from NIET will be responsible for managing any federal grant funds and ensuring the overall implementation of the proposed project in accordance with applicable laws, as described in the application, if approved by the U.S. Department of Education.

III. PARTNER RESPONSIBILITIES.

1. Cooperation. Central Decatur Community School District will cause its employees and administrators to participate in implementation of the TAP System in its entirety with the highest level of fidelity as determined by (i) the TAP Implementation Manual; (ii) the TAP handbook; (iii) The TAP Evaluation and Compensations Guide; and (iv) feedback/guidance from NIET, including the following:

- a. Arrange and assist selected administrators, mentor and master teachers ("*TAP Leadership members*") to (i) attend all scheduled TAP CORE training for a minimum of 9 days and (ii) take the Evaluator Certification test through the Portal, with the objective of obtaining certification by September 1st, 2013 (i.e., prior to teacher evaluations).
- b. Arrange and assist with annual TAP School Review, which measures both the qualitative and quantitative aspects of implementation. The on-site review is approximately four hours and is conducted by NIET and used for research purposes.
- c. Arrange for each campus to subscribe to CODE to store and analyze teacher evaluation scores, including, at a minimum, directing principals to enter teacher evaluation scores, ensure inter-rater reliability, and make informed decisions about teacher support.
- d. Commit to hiring effective teachers and administrators as part of the TAP Leadership team according to TAP System Implementation Manual. In addition, the Central Decatur Community School District agrees to have participation from NIET in the hiring process for all master teacher and TAP coordinator positions.

- e. Staff the TAP campuses with master and mentor teacher ratios and salary augmentations recommended by the TAP Implementation manual, as well as bonus allocations and performance based compensation distributions within the recommended range.
- f. Manage due process issues and adhere to PARTNER policies for teacher evaluation.
- g. Ensure alignment and approval of PARTNER policies with the TAP Evaluation and Compensation Guide.
- h. Attempt in good faith to send the TAP Leadership team to the TAP National Conference and National TAP Summer Institute ("TSI") on an annual basis;
- i. Maintain documentation of TAP System processes including, but not limited to, TAP school plan, long range cluster plan, cluster meeting records, teacher evaluation scores, evaluation schedule, and leadership team meeting log.
- j. Agree to provide NIET teacher-, school- and district-level data upon request including, but not limited to, student and teacher demographic data, student achievement outcomes and school report card data.
- k. Agree to provide NIET access to data from partnering vendors upon request, subject to any requirements of said vendors.
- l. Submit required data to selected value added vendor for value-added calculations by the deadline determined by the NIET.
- m. Immediately report to the NIET in writing any misdeed, deficiency, or inability to fulfill any PARTNER responsibilities.
- n. Submit reimbursement documentation of allowable grant expenses to NIET on a quarterly basis. Expenses determined to be unallowable will not be reimbursed with TIF funds.
- o. Adhere to the federal TIF grant program requirements and the responsibilities described in NIET's TIF application.
- p. Agree to comply with the federal *Uniform Administrative Requirements for Grants and Cooperative Agreements with State and Local Governments* (OMB Circular A-102 and 34 CFR Part 80) and the federal *Cost Principles for State, Local, and Indian Tribal Governments* (2 CFR Part 225).
- q. Provide appropriate NIET staff access to any books, documents, files, papers, or other records which are pertinent to the grant, in order to make audits, examinations, excerpts and transcripts.

2. Contact Person. District shall appoint a person in a leadership position who will serve as the primary liaison to NIET for TAP responsibilities. The initial liaison is:

Name: Chris Coffelt
 Title: Superintendent
 Contact: (641) 446-4816 or chris.coffelt@centraldecatur.org

3. Fees. Fees for services provided by NIET include:

- a. *Personnel Fees and Costs.* District shall pay the following fees, subject to available federal TIF funding, for the same:

- i. A daily rate for NIET on-site support personnel of (b)(4) per day, billed for each day such personnel is onsite at PARTNER's facility or facilities with an annual minimum fee based on 4 days. On-site support shall be arranged with prior consent of the PARTNER.
- ii. A daily rate for NIET on-site TAP CORE Training based on the trainer's daily rate (b)(4) with an annual minimum fee based on 9 days. One trainer is required for every 55 participants. On-site training shall be arranged with prior consent of the PARTNER.
- iii. A fee of (b)(4) per reviewer for TAP School Review plus airfare. Reviewers shall be arranged with prior consent of PARTNER.

b. *Subscription Fees.* For online services via the Portal, PARTNER shall pay an annual subscription fee for each school that participates in the TAP System, as follows, subject to available federal TIF funding for same:

The TAP Training Portal (TTP):
 Comprehensive Online Data Entry (CODE):

(b)(4)

The Subscription Fees and Personnel Fees and Costs agreed to pursuant to this Section 3 apply for the Term and may be increased up to (b)(4) percent by NIET in subsequent twelve month periods, with 30 day advance notice to PARTNER.

4. Invoice and Payment. NIET shall invoice PARTNER, and PARTNER shall promptly pay each invoice.

- a. The Subscription Fees shall be paid on or before access is provided December 1, 2012, and in advance of each subsequent school year.
- b. All invoices will be mailed to PARTNER at the following address, unless PARTNER provides a written change of address:

Central Decatur CSD
 1201 NE Poplar
 Leon, IA 50144

ATTN: Christopher Coffelt

IV. ADDITIONAL TERMS.

1. *Term of MOU.* This MOU shall be effective October 1, 2012 – September 30, 2017 contingent upon a Teacher Incentive Fund award. NIET or PARTNER may terminate this MOU during the Term by written notice delivered to the addresses set forth besides each Party's signature below 30 days in advance of such early termination. Upon termination hereof, PARTNER shall pay the Personnel Fees and Costs for services rendered and costs incurred, if any, by NIET prior to the date of termination. NIET shall not refund any portion of the Subscriber Fees. The Parties may agree in writing to contract for transition services following such termination. Section IV hereof and the General Terms and Conditions attached hereto shall survive termination or expiration of this MOU.

2. *Contingent upon federal funding.* This project is contingent upon annual Congressional appropriations for TIF. If at any time the federal government cancels a grant award, or a continuation award, due to a lack of appropriated funds, this agreement shall terminate at no penalty to either party.

3. *Sovereign Immunity.* Nothing in this MOU shall be deemed to waive the sovereign immunity of the State of Iowa, of the staff and employees of PARTNER and NIET.

4. *Dispute Resolution.* The President of NIET or his/her designee, and the authorized agent of PARTNER shall resolve disputes that develop under this MOU.

5. *General Terms and Conditions.* The General Terms and Conditions, attached hereto and initialed by PARTNER are, by reference hereof, made part of this MOU and all references herein to "this MOU" shall be deemed to refer to this MOU and the General Terms and Conditions together.

6. *Entire Agreement.* This MOU and the General Terms and Conditions contain all of the agreement between the Parties with respect to the matters contained herein and no prior agreement or understanding pertaining to any such matters shall be effective for any purpose. If any provision of the MOU is held to be invalid or unenforceable, then such provisions shall be modified to the extent necessary to be valid and enforceable, and all other provisions shall remain in full force and effect.

7. *Amendments.* This MOU may not be amended, modified or changed, nor shall any waiver of any provision hereof be effective, except by an instrument in writing and signed by each of the Parties.

8. *Counterparts.* This MOU may be executed in counterparts, each of which shall constitute an original, but all of which together shall constitute one and the same instrument. Electronic signatures, including electronic counterparts, shall be recognized and deemed as an original signature to this MOU.

9. *Confidentiality.* Notwithstanding anything in this MOU to the contrary, all data and other information provided by PARTNER to NIET under this MOU is and shall remain the property of the PARTNER and shall be considered confidential. NIET shall only use such data and information for the intended purpose and shall not disclose any data or information to any third party except as may be required by law. NIET agrees to cooperate with PARTNER with respect to compliance with all applicable federal and state laws governing confidentiality of student and personnel information. PARTNER's confidentiality obligations with respect to NIET's information, as stated in Section 5 of the General Terms and Conditions, shall be subject to applicable requirements of the Iowa Open Records Law (Iowa Code Chapter 22).

10. *Conflict.* Any conflict between the terms of this MOU and the General Terms and Conditions shall be resolved in favor of the MOU.

IN WITNESS WHEREOF, for adequate consideration and intending to be legally bound, the Parties hereto have caused this MOU to be executed by their duly authorized representatives.

FOR AND ON BEHALF OF PARTNER

(b)(6)

Name: _____
Title: Board President

7-26-12
Date

FOR AND ON BEHALF OF NIET

(b)(6)

Name: Gary Stark
Title: President

07/26/2012
Date

GENERAL TERMS AND CONDITIONS

These General Terms and Conditions (“General Terms and Conditions”) are applicable to any Services (as defined below) provided by the National Institute for Excellence in Teaching, a California nonprofit, public benefit corporation (“NIET”) as retained and subscribed pursuant to the “Memorandum of Understanding” (“MOU”, and together with these General Terms and Conditions, the “Agreement”) by the party identified therein as District (“Client”).

1. THE SERVICES

- a. Provision of the Services. Pursuant to the MOU, NIET has agreed to provide Client with training related services as more particularly described in the MOU, (the “Services”). The Services may be provided to Client in person by NIET personnel, by granting access to NIET’s Best Practices Center Training Portal and Comprehensive Online Data Entry systems (collectively referred to herein as the “Portal”), or as more fully set forth in the MOU. All references herein to “Client” shall refer to Client and its affiliates that are receiving the Services pursuant hereto. Certain Services are available only for as long as clients meet NIET’s eligibility requirements and require execution of additional forms (e.g. website Terms of Use)).
- b. Performance Standard. NIET will perform the Services in a professional manner, using personnel having a level of skill in the area commensurate with the requirements of the Services to be performed. NIET shall use commercially reasonable efforts to maintain the timeliness of the transmission of the Services.
- c. Use of Services. Client agrees that (i) it will not knowingly use the Services in contravention of any laws or regulations, (ii) it will use the Services in accordance with the instructions and reasonable policies established by NIET from time to time and communicated to Client and (iii) it will use the Services only for internal training purposes. Client will not provide, directly or indirectly, any of the Services or any portion thereof to any third-party.
- d. Client Responsible for Compliance with Laws. Client (and not NIET) will be responsible (i) for compliance by Client with all laws and governmental regulations affecting its employees (including labor regulations (e.g., time and attendance) and collective bargaining agreements, and (ii) for any use Client may make of the Services to assist in complying with laws and governmental regulations, including qualifying for and obtaining grants or complying with any related audits.
- e. Web-Based Services. Client understands that a portion of the Services supplied by NIET hereunder are delivered over the Internet and the reliability of the Internet is beyond the reasonable control of NIET. Therefore, although NIET makes reasonable efforts to ensure the accuracy and reliability of such Services, neither NIET nor any third party supplier guarantees such accuracy or reliability, and client acknowledges that NIET, its employees, agents, contractors, sub-contractors and other third party suppliers will not be held liable for any damages suffered or incurred by Client or any other person or entity arising out of (a) any fault, interruption or delay in any service supplied to client, (b) out of any inaccuracy, error or omission in any Service supplied to client, (c) any loss of data, or (d) any reliance upon any Service supplied to Client however such faults, interruptions, delays, inaccuracies, errors or omissions arise, unless due to NIET’s gross negligence or willful misconduct.
- f. Guidance. This TIF grant has different requirements for performance-based compensation than those described in the current version of the Teacher Evaluation and Compensation guide (TEC Guide), which is provided to all partners by NIET. NIET will be responsible for providing guidance to the PARTNER on how these regulations could affect performance-based compensation.

2. FEES; TAXES

- a. Fees. Client shall pay NIET for the Services in the amount and at the time set forth in the MOU. Client

will pay all invoices, if any, in full within thirty (30) days of invoice date. If Client fails to pay any amount due hereunder, whether by acceleration or otherwise, Client, on written demand, shall pay interest at the rate of ^(b)4% (or the maximum allowed by law if less) on such past due amount from the due date thereof until the payment date. Client shall reimburse NIET for any expenses incurred, including interest and reasonable attorney fees, in collecting amounts due NIET hereunder.

- b. Taxes. There shall be added to all payments hereunder amounts equal to any applicable sales or use taxes levied or based on this Agreement, unless Client provides the appropriate proof of exemption.

3. **DISCLAIMER OF WARRANTIES**

EXCEPT AS EXPRESSLY SET FORTH IN THIS AGREEMENT, NIET EXPRESSLY DISCLAIMS ALL EXPRESS AND IMPLIED WARRANTIES, INCLUDING ANY IMPLIED WARRANTIES OF MERCHANTABILITY, TITLE, ACCURACY, INTEGRATION OR FITNESS FOR A PARTICULAR PURPOSE, NON-INFRINGEMENT, NON-INTERRUPTION OF USE, AND FREEDOM FROM PROGRAM ERRORS WITH RESPECT TO THE SERVICES, THE NIET PRODUCTS, ANY CUSTOM PROGRAMS CREATED BY NIET OR ANY THIRD-PARTY SOFTWARE DELIVERED BY NIET.

4. **INTELLECTUAL PROPERTY**

- a. Ownership of Proprietary Rights. All software applications and related documentation made available, directly or indirectly, by NIET to Client, including without limitation the Portal and all manuals, reports, studies and similar material created by NIET, as part of the Services (collectively, the "NIET Products") are the exclusive property of NIET or the third parties from whom NIET has secured the rights to such NIET Product. All rights, title and interest in or to any copyright, trademark, service mark and other proprietary right relating to the NIET Products and the related logos, product names, etc. are reserved. The use of any software included in, or supplied by NIET for use with, the NIET Products, shall be governed by the license agreement (whether written, shrink-wrapped or on-line) delivered with such software. Neither Client nor any recipient shall: (i) alter or remove from any NIET Product or associated documentation any proprietary, copyright, trademark or trade secret legend, or (ii) attempt to decompile, disassemble or reverse engineer the NIET Product or other confidential and proprietary information.
- b. Use of Proprietary Rights You are authorized to use the NIET Products only for the purposes described in the MOU. You agree that you will not use, copy, reproduce, republish, upload, post, publicly display, transmit or distribute the NIET Products in any way whatsoever except in compliance with the MOU and these General Terms and Conditions. You agree not to modify, rent, lease, loan, sell, distribute, or create derivative works based on the NIET Products in any manner.
- c. NIET Infringement Indemnity. NIET will defend Client in any suit or cause of action alleging that the NIET Products, as provided by NIET and used in accordance with the terms of this Agreement, infringe upon any United States copyright, trade secret, or other proprietary right of a third party. NIET will pay damages assessed, including reasonable attorneys' fees, against Client in any such suit or cause of action, provided that, (i) NIET is promptly notified in writing of such a suit or cause of action, (ii) NIET controls any negotiations or defense and Client assists NIET as reasonably required by NIET, and (iii) Client takes all reasonable steps to mitigate any potential damages that may result. The foregoing infringement indemnity will not apply and NIET will not be liable for any damages assessed in any suit or cause of action whereby Client is required to indemnify NIET pursuant to Section 4.d. below. If any NIET Product is held or believed to infringe on any third-party's intellectual property rights, NIET may, in its sole discretion, (a) modify the NIET Product to be non-infringing, (b) obtain for Client a license to continue using such NIET Product, or (c) if neither (a) nor (b) are practical, terminate this Agreement as to the infringing NIET Product and return to Client any unearned fees paid by Client to NIET in advance. This section 4.c. states NIET's entire liability and Client's exclusive remedies for infringement of intellectual property rights of any kind.
- d. Client Infringement Indemnity. To the extent permitted by State law, Client will defend NIET against,

and pay damages assessed in, any suit or cause of action alleging that the NIET Products infringe upon any United States copyright, trade secret, or other proprietary right of a third party, to the extent that any such suit or cause of action results from (i) any alteration, change, modification and /or enhancement of the NIET Products made by Client or any third party on behalf of Client without NIET's express permission; (ii) Client's use of the NIET Products in combination with any hardware, software or other materials not expressly authorized by NIET, or use of other than the most current release of the NIET Products that results in a claim or action for infringement that could have been avoided by use of the current release, (iii) use of the NIET Products after Client has been notified that the NIET Products infringe upon the intellectual property rights of a third party, or (iv) use by Client of unmodified NIET Products after Client has been informed of modifications that would avoid claims of infringement.

5. GENERAL PROVISIONS.

- a. Protection of Client Files. NIET will take reasonable precautions to prevent the loss of or alteration to Client's data files in NIET's possession, but NIET does not undertake to guarantee against any such loss or alteration. NIET will maintain a record retention policy and may from time to time, in its sole discretion, modify or amend such policy. However, NIET is not and will not be, Client's official record keeper. Accordingly, Client will, to the extent it deems necessary, keep copies of all source documents of the information delivered to NIET.
- b. Confidential Information. All Confidential Information disclosed hereunder will remain the exclusive and confidential property of the disclosing party. The receiving party will not disclose the confidential information of the disclosing party and will use at least the same degree of care, discretion and diligence in protecting the Confidential Information of the disclosing party as it uses with respect to its own confidential information. The receiving party will limit access to Confidential Information to its employees and authorized agents with a need to know and will instruct such persons to keep such information confidential. Notwithstanding the foregoing, (i) NIET may use information collected in the Portal for its noncommercial research purposes and (ii) the receiving party may disclose Confidential Information to the extent necessary to comply with any law, rule, regulation or ruling applicable to it and to the extent necessary to enforce its rights under this Agreement.

6. LIMITATION OF LIABILITY

This Section 6 sets forth the full extent of NIET's liability for damages resulting from this Agreement or the Services rendered or to be rendered hereunder, regardless of the form in which such liability or claim for damages may be asserted, and sets forth the full extent of Client's remedies. Each of NIET and Client acknowledge that the Fees for the Services to be provided hereunder reflect the allocation of risk set forth in this Section 6.

- a. Client Responsibility. Client will be responsible for (i) the consequences of any instructions Client may give to NIET, (ii) Client's failure to use the Services in the manner prescribed by NIET, and (iii) Client's failure to supply accurate and timely information.
- b. Errors and Omissions. NIET's sole liability to Client or any third party for claims of any type or character arising from errors or omissions in the Services that are caused by NIET shall be to correct the affected Client study, report or material, as the case may be. Upon the request of Client, NIET will correct any error or omission made by NIET in connection with the Services at no additional charge to Client.
- c. Limit on Monetary Damages. Notwithstanding anything to the contrary contained in this agreement (other than and subject to its indemnity obligations pursuant to Section 4c above), NIET's liability under this Agreement for damages (monetary or otherwise) under any circumstances for claims of any type or character made by Client or any third party arising from or related to the Services will be limited in each instance to the lesser of (i) the amount of actual damages incurred by Client or, (ii) NIET's charges for the affected Services; provided however, that NIET's aggregate liability hereunder in any calendar year will not exceed the Fees collected by NIET during the previous twelve (12) months. NIET will issue Client a credit(s) equal to the applicable amount and any such credit(s) will be applied against future

Services. The foregoing limitation shall not apply to actual damages incurred by Client as a direct result of the criminal or fraudulent acts of NIET or any of its employees.

- d. No Consequential Damages. NEITHER NIET NOR CLIENT WILL BE RESPONSIBLE FOR SPECIAL, INDIRECT, INCIDENTAL, CONSEQUENTIAL, OR OTHER SIMILAR DAMAGES THAT THE OTHER PARTY MAY INCUR OR EXPERIENCE IN CONNECTION WITH THIS AGREEMENT OR THE SERVICES, HOWEVER CAUSED AND UNDER WHATEVER THEORY OF LIABILITY, EVEN IS SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

7. TERM AND TERMINATION

- a. Term. NIET or Client may terminate the MOU as provided therein. The Terms of this General Terms and Conditions shall survive the termination of the MOU, as applicable.
- b. Post-Termination Services. If the parties agree to any post termination services, such as transition services, the Agreement shall continue to with respect to such Services to the extent not expressly contradicted by any such post-termination agreement.
- c. Post-Termination Data. If requested by Client within 6 months of the termination of the MOU, NIET shall deliver CODE reports to Client in, at NIET's election, an Excel or .pdf format. Client may request within 6 months of the termination of the MOU CODE reports in another format, or raw data, and NIET will attempt to accommodate Client at a fee to be mutually agreed upon by the parties.

8. GENERAL

- a. Assignment. Neither party may assign this Agreement without the prior written consent of the other.
- b. Inducement. Client has not been induced to enter into this Agreement by any representation or warranty not set forth in this Agreement. This Agreement contains the entire agreement of the parties with respect to its subject matter. This Agreement shall not be modified except by a writing signed by NIET and Client.
- c. Independent Contractor Status. Each party and its people are independent contractors in relation to the other party with respect to all matters arising under this Agreement. Nothing herein shall be deemed to establish a partnership, joint venture, association or employment relationship between the parties.
- d. Third Party Beneficiaries. Nothing in this Agreement creates, or will be deemed to create, third party beneficiaries of or under this Agreement, NIET has no obligation to any third party by virtue of this Agreement.
- e. Force Majeure. Any party hereto will be excused from performance under this Agreement for any period of time that the party is prevented from performing its obligations hereunder as a result of an act of God, war, earthquake, civil disobedience, court order, labor dispute, or other cause beyond the party's reasonable control.
- f. Governing Law. This Agreement shall be governed, construed, and enforced according to the laws of the State of Iowa, without giving effect to principles of conflicts of laws.
- g. Notices. Notices sent to either party shall be effective when delivered in person or transmitted by fax machine, one (1) day after being sent by overnight courier, or two (2) days after being sent by first class mail postage prepaid, to the address or fax number, as the case may be, set forth in the MOU. A facsimile of this Agreement and notices generated in good form by a fax machine (as well as a photocopy thereof) shall be treated as "original" documents admissible into evidence unless a document's authenticity is genuinely placed in question.

**Memorandum of Understanding
between
the National Institute for Excellence in Teaching
and
Saydel Community School District**

THIS memorandum of understanding (this "*MOU*"), dated as of July, 24th, 2012, is made between the National Institute for Excellence in Teaching, a California nonprofit, public benefit corporation ("*NIET*"), and Saydel Community School District ("*PARTNER*"), with respect to a proprietary comprehensive school reform model, TAP: The System for Teacher and Student Advancement ("*TAP System*"), a project that will be funded through a federal Teacher Incentive Fund ("*TIF*") grant. NIET and District shall sometimes individually be referred to herein as a "Party," and together shall sometimes collectively be referred to herein as the "Parties."

RECITALS

- A. NIET will assist schools in the PARTNER location with implementation of the TAP System by (i) granting access to NIET's TAP System Training Portal and Comprehensive Online Data Entry systems and (ii) providing training, support, review and similar services.
- B. PARTNER desires to obtain access and license to such systems and to engage NIET to provide training, support, and technical assistance in order to implement the TAP System during the 2012-13 school year.

AGREEMENT

NOW, THEREFORE, in consideration of the mutual promises and subject to the terms and conditions set forth herein, the parties hereto agree as follows:

I. STATEMENT OF OBJECTIVES.

The purpose of entering into the MOU is for NIET to arrange training, support, and technical assistance to schools implementing the TAP System during the 2012-17 school years and to evaluate, assess and review such implementation.

The purpose of this project is to implement an aligned human capital management system with evaluation at the center, including a performance-based compensation system, for teachers and principals in PARTNER schools to help increase educator effectiveness and improve student achievement in high-need schools. The TAP System accomplishes this by identifying, recruiting, developing, rewarding and retaining highly effective teachers. NIET will work with PARTNER to fulfill the activities that are listed in the TIF grant application to accomplish the following objectives:

1. Increase the percent of effective teachers through incentives, career advancement, evaluation, and professional development.
2. Increase the percent of effective principals through incentives, evaluation, and professional development.
3. Improve student achievement.

II. NIET'S SERVICES.

1. Services. During the Term (as defined below) of this MOU, NIET will provide TAP CORE training and annual evaluation of each site's TAP System implementation through the TAP School Review process and, if required ongoing support and assistance on location at TAP System schools throughout the academic year (the "*Services*"), as more fully explained in Section II below.

2. License to Online Material. NEIT will provide the Services in part by granting access to training materials and the CODE system at The TAP System Training Portal (collectively referred to as the "*Portal*").

- a. The Portal is an interactive Web tool that provides individualized TAP trainings and support. TAP administrators, mentor and master teachers will have real-time access to the latest TAP trainings that they can download, review and deliver to teachers in order to improve instruction. The portal includes a TAP Strategies Library; a TAP Video Library; TAP Documents; TAP Training Modules; TAP Summer Institute & Conference Trainings; TAP Evaluation Process templates, research and reports; TAP Professional Development tools; and TAP CORE Trainings.
- b. The CODE system is a hosted software solution designed to support the administrative requirements of the TAP System

3. Lead Applicant. NEIT will serve as the lead applicant for this TIF grant project. Representatives from NIET will be responsible for managing any federal grant funds and ensuring the overall implementation of the proposed project in accordance with applicable laws, as described in the application, if approved by the U.S. Department of Education.

III. PARTNER RESPONSIBILITIES.

1. Cooperation. Saydel Community School District will cause its employees and administrators to participate in implementation of the TAP System in its entirety with the highest level of fidelity as determined by (i) the TAP Implementation Manual; (ii) the TAP handbook; (iii) The TAP Evaluation and Compensations Guide; and (iv) feedback/guidance from NIET, including the following:

- a. Arrange and assist selected administrators, mentor and master teachers ("*TAP Leadership members*") to (i) attend all scheduled TAP CORE training for a minimum of 9 days and (ii) take the Evaluator Certification test through the Portal, with the objective of obtaining certification by September 1st, 2013 (i.e., prior to teacher evaluations).
- b. Arrange and assist with annual TAP School Review, which measures both the qualitative and quantitative aspects of implementation. The on-site review is approximately four hours and is conducted by NIET and used for research purposes.
- c. Arrange for each campus to subscribe to CODE to store and analyze teacher evaluation scores, including, at a minimum, directing principals to enter teacher evaluation scores, ensure inter-rater reliability, and make informed decisions about teacher support.
- d. Commit to hiring effective teachers and administrators as part of the TAP Leadership team according to TAP System Implementation Manual. In addition, the Saydel Community School District agrees to have representation from NIET on the hiring committee for all master teacher and TAP coordinator positions.

- e. Staff the TAP campuses with master and mentor teacher ratios and salary augmentations recommended by the TAP Implementation manual, as well as bonus allocations and performance based compensation distributions within the recommended range.
- f. Manage due process issues and adhere to PARTNER policies for teacher evaluation.
- g. Ensure alignment and approval of PARTNER policies with the TAP Evaluation and Compensation Guide.
- h. Attempt in good faith to send the TAP Leadership team to the TAP National Conference and National TAP Summer Institute ("TSP") on an annual basis;
- i. Maintain documentation of TAP System processes including, but not limited to, TAP school plan, long range cluster plan, cluster meeting records, teacher evaluation scores, evaluation schedule, and leadership team meeting log.
- j. Agree to provide NIET teacher-, school- and district-level data upon request including, but not limited to, student and teacher demographic data, student achievement outcomes and school report card data.
- k. Agree to provide NIET access to data from partnering vendors upon request, subject to any requirements of said vendors.
- l. Submit required data to selected value added vendor for value-added calculations by the deadline determined by the NIET.
- m. Immediately report to the NIET in writing any misdeed, deficiency, or inability to fulfill any PARTNER responsibilities.
- n. Submit reimbursement documentation of allowable grant expenses to NIET on a quarterly basis. Expenses determined to be unallowable will not be reimbursed with TIF funds.
- o. Adhere to the federal TIF grant program requirements and the responsibilities described in NIET's TIF application.
- p. Agree to comply with the federal *Uniform Administrative Requirements for Grants and Cooperative Agreements with State and Local Governments* (OMB Circular A-102 and 34 CFR Part 80) and the federal *Cost Principles for State, Local, and Indian Tribal Governments* (2 CFR Part 225).
- q. Provide appropriate NIET staff access to any books, documents, files, papers, or other records which are pertinent to the grant, in order to make audits, examinations, excerpts and transcripts.

2. Contact Person. District shall appoint a person in a leadership position who will serve as the primary liaison to NIET for TAP responsibilities. The initial liaison is:

Name: Dr. Brad Buck
 Title: Superintendent
 Contact: 515-264-0866 or buckbrad@saydel.net

3. Fees. Fees for services provided by NIET include:

- a. *Personnel Fees and Costs.* District shall pay the following fees, subject to available federal TIF funding, for the same:

- i. A daily rate for NIET on-site support personnel of \$(b)(4) per day, billed for each day such personnel is onsite at PARTNER's facility or facilities with an annual minimum fee based on 4 days. On-site support shall be arranged with prior consent of the PARTNER.
 - ii. A daily rate for NIET on-site TAP CORE Training based on the trainer's daily rate (b)(4) with an annual minimum fee based on 9 days. One trainer is required for every 55 participants. On-site training shall be arranged with prior consent of the PARTNER.
 - iii. A fee of \$(b)(4) per reviewer for TAP School Review plus airfare. Reviewers shall be arranged with prior consent of PARTNER.
- b. *Subscription Fees.* For online services via the Portal, PARTNER shall pay an annual subscription fee for each school that participates in the TAP System, as follows, subject to available federal TIF funding for same:

The TAP Training Portal (TTP): (b)(4) per campus
 Comprehensive Online Data Entry (CODE): (b)(4) per campus

The Subscription Fees and Personnel Fees and Costs agreed to pursuant to this Section 3 apply for the Term and may be increased up to (b)(4) percent by NIET in subsequent twelve month periods, with 30 day advance notice to PARTNER.

4. Invoice and Payment. NIET shall invoice PARTNER, and PARTNER shall promptly pay each invoice.
- a. The Subscription Fees shall be paid on or before access is provided [December 1, 2012], and in advance of each subsequent school year.
 - b. All invoices will be mailed to PARTNER at the following address, unless PARTNER provides a written change of address:

Saydel Community School District
 5740 NE 14th Street
 Des Moines, IA 50313
 ATTN: (b)(4)

IV. ADDITIONAL TERMS.

1. *Term of MOU.* This MOU shall be effective October 1, 2012 – September 30, 2017 contingent upon a Teacher Incentive Fund award. NIET or PARTNER may terminate this MOU during the Term by written notice delivered to the addresses set forth besides each Party's signature below 30 days in advance of such early termination. Upon termination hereof, PARTNER shall pay the Personnel Fees and Costs for services rendered and costs incurred, if any, by NIET prior to the date of termination. NIET shall not refund any portion of the Subscriber Fees. The Parties may agree in writing to contract for transition services following such termination. Section IV hereof and the General Terms and Conditions attached hereto shall survive termination or expiration of this MOU.

2. *Contingent upon federal funding.* This project is contingent upon annual Congressional appropriations for TIF. If at any time the federal government cancels a grant award, or a continuation award, due to a lack of appropriated funds, this agreement shall terminate at no penalty to either party.

3. *Sovereign Immunity.* Nothing in this MOU shall be deemed to waive the sovereign immunity of the State of Iowa, of the staff and employees of PARTNER and NIET.

4. *Dispute Resolution.* The President of NIET or his/her designee, and the authorized agent of PARTNER shall resolve disputes that develop under this MOU.

5. *General Terms and Conditions.* The General Terms and Conditions, attached hereto and initialed by PARTNER are, by reference hereof, made part of this MOU and all references herein to "this MOU" shall be deemed to refer to this MOU and the General Terms and Conditions together.

6. *Entire Agreement.* This MOU and the General Terms and Conditions contain all of the agreement between the Parties with respect to the matters contained herein and no prior agreement or understanding pertaining to any such matters shall be effective for any purpose. If any provision of the MOU is held to be invalid or unenforceable, then such provisions shall be modified to the extent necessary to be valid and enforceable, and all other provisions shall remain in full force and effect.

7. *Amendments.* This MOU may not be amended, modified or changed, nor shall any waiver of any provision hereof be effective, except by an instrument in writing and signed by each of the Parties.

8. *Counterparts.* This MOU may be executed in counterparts, each of which shall constitute an original, but all of which together shall constitute one and the same instrument. Electronic signatures, including electronic counterparts, shall be recognized and deemed as an original signature to this MOU.

9. *Confidentiality.* Notwithstanding anything in this MOU to the contrary, all data and other information provided by PARTNER to NIET under this MOU is and shall remain the property of the PARTNER and shall be considered confidential. NIET shall only use such data and information for the intended purpose and shall not disclose any data or information to any third party except as may be required by law. NIET agrees to cooperate with PARTNER with respect to compliance with all applicable federal and state laws governing confidentiality of student and personnel information. PARTNER's confidentiality obligations with respect to NIET's information, as stated in Section 5 of the General Terms and Conditions, shall be subject to applicable requirements of the Iowa Open Records Law (Iowa Code Chapter 22).

10. *Conflict.* Any conflict between the terms of this MOU and the General Terms and Conditions shall be resolved in favor of the MOU.

IN WITNESS WHEREOF, for adequate consideration and intending to be legally bound, the Parties hereto have caused this MOU to be executed by their duly authorized representatives.

FOR AND ON BEHALF OF PARTNER

(b)(6)


Name: ~~_____~~
Title: Board President

7/25/12
Date

FOR AND ON BEHALF OF NIET

(b)(6)


Name: Gary Stark
Title: President

07/25/12
Date

GENERAL TERMS AND CONDITIONS

These General Terms and Conditions ("General Terms and Conditions") are applicable to any Services (as defined below) provided by the National Institute for Excellence in Teaching, a California nonprofit, public benefit corporation ("NIET") as retained and subscribed pursuant to the "Memorandum of Understanding" ("MOU", and together with these General Terms and Conditions, the "Agreement") by the party identified therein as District ("Client").

1. THE SERVICES

- a. Provision of the Services. Pursuant to the MOU, NIET has agreed to provide Client with training related services as more particularly described in the MOU, (the "Services"). The Services may be provided to Client in person by NIET personnel, by granting access to NIET's Best Practices Center Training Portal and Comprehensive Online Data Entry systems (collectively referred to herein as the "Portal"), or as more fully set forth in the MOU. All references herein to "Client" shall refer to Client and its affiliates that are receiving the Services pursuant hereto. Certain Services are available only for as long as clients meet NIET's eligibility requirements and require execution of additional forms (e.g. website Terms of Use)).
- b. Performance Standard. NIET will perform the Services in a professional manner, using personnel having a level of skill in the area commensurate with the requirements of the Services to be performed. NIET shall use commercially reasonable efforts to maintain the timeliness of the transmission of the Services.
- c. Use of Services. Client agrees that (i) it will not knowingly use the Services in contravention of any laws or regulations, (ii) it will use the Services in accordance with the instructions and reasonable policies established by NIET from time to time and communicated to Client and (iii) it will use the Services only for internal training purposes. Client will not provide, directly or indirectly, any of the Services or any portion thereof to any third-party.
- d. Client Responsible for Compliance with Laws. Client (and not NIET) will be responsible (i) for compliance by Client with all laws and governmental regulations affecting its employees (including labor regulations (e.g., time and attendance) and collective bargaining agreements, and (ii) for any use Client may make of the Services to assist in complying with laws and governmental regulations, including qualifying for and obtaining grants or complying with any related audits.
- e. Web-Based Services. Client understands that a portion of the Services supplied by NIET hereunder are delivered over the Internet and the reliability of the Internet is beyond the reasonable control of NIET. Therefore, although NIET makes reasonable efforts to ensure the accuracy and reliability of such Services, neither NIET nor any third party supplier guarantees such accuracy or reliability, and client acknowledges that NIET, its employees, agents, contractors, sub-contractors and other third party suppliers will not be held liable for any damages suffered or incurred by Client or any other person or entity arising out of (a) any fault, interruption or delay in any service supplied to client, (b) out of any inaccuracy, error or omission in any Service supplied to client, (c) any loss of data, or (d) any reliance upon any Service supplied to Client however such faults, interruptions, delays, inaccuracies, errors or omissions arise, unless due to NIET's gross negligence or willful misconduct.
- f. Guidance. This TIF grant has different requirements for performance-based compensation than those described in the current version of the Teacher Evaluation and Compensation guide (TEC Guide), which is provided to all partners by NIET. NIET will be responsible for providing guidance to the PARTNER on how these regulations could affect performance-based compensation.

2. FEES; TAXES

- a. Fees. Client shall pay NIET for the Services in the amount and at the time set forth in the MOU. Client

will pay all invoices, if any, in full within thirty (30) days of invoice date. If Client fails to pay any amount due hereunder, whether by acceleration or otherwise, Client, on written demand, shall pay interest at the rate of (b) (or the maximum allowed by law if less) on such past due amount from the due date thereof until the payment date. Client shall reimburse NIET for any expenses incurred, including interest and reasonable attorney fees, in collecting amounts due NIET hereunder.

- b. Taxes. There shall be added to all payments hereunder amounts equal to any applicable sales or use taxes levied or based on this Agreement, unless Client provides the appropriate proof of exemption.

3. **DISCLAIMER OF WARRANTIES**

EXCEPT AS EXPRESSLY SET FORTH IN THIS AGREEMENT, NIET EXPRESSLY DISCLAIMS ALL EXPRESS AND IMPLIED WARRANTIES, INCLUDING ANY IMPLIED WARRANTIES OF MERCHANTABILITY, TITLE, ACCURACY, INTEGRATION OR FITNESS FOR A PARTICULAR PURPOSE, NON-INFRINGEMENT, NON-INTERRUPTION OF USE, AND FREEDOM FROM PROGRAM ERRORS WITH RESPECT TO THE SERVICES, THE NIET PRODUCTS, ANY CUSTOM PROGRAMS CREATED BY NIET OR ANY THIRD-PARTY SOFTWARE DELIVERED BY NIET.

4. **INTELLECTUAL PROPERTY**

- a. Ownership of Proprietary Rights. All software applications and related documentation made available, directly or indirectly, by NIET to Client, including without limitation the Portal and all manuals, reports, studies and similar material created by NIET, as part of the Services (collectively, the "NIET Products") are the exclusive property of NIET or the third parties from whom NIET has secured the rights to such NIET Product. All rights, title and interest in or to any copyright, trademark, service mark and other proprietary right relating to the NIET Products and the related logos, product names, etc. are reserved. The use of any software included in, or supplied by NIET for use with, the NIET Products, shall be governed by the license agreement (whether written, shrink-wrapped or on-line) delivered with such software. Neither Client nor any recipient shall: (i) alter or remove from any NIET Product or associated documentation any proprietary, copyright, trademark or trade secret legend, or (ii) attempt to decompile, disassemble or reverse engineer the NIET Product or other confidential and proprietary information.
- b. Use of Proprietary Rights You are authorized to use the NIET Products only for the purposes described in the MOU. You agree that you will not use, copy, reproduce, republish, upload, post, publicly display, transmit or distribute the NIET Products in any way whatsoever except in compliance with the MOU and these General Terms and Conditions. You agree not to modify, rent, lease, loan, sell, distribute, or create derivative works based on the NIET Products in any manner.
- c. NIET Infringement Indemnity. NIET will defend Client in any suit or cause of action alleging that the NIET Products, as provided by NIET and used in accordance with the terms of this Agreement, infringe upon any United States copyright, trade secret, or other proprietary right of a third party. NIET will pay damages assessed, including reasonable attorneys' fees, against Client in any such suit or cause of action, provided that, (i) NIET is promptly notified in writing of such a suit or cause of action, (ii) NIET controls any negotiations or defense and Client assists NIET as reasonably required by NIET, and (iii) Client takes all reasonable steps to mitigate any potential damages that may result. The foregoing infringement indemnity will not apply and NIET will not be liable for any damages assessed in any suit or cause of action whereby Client is required to indemnify NIET pursuant to Section 4.d. below. If any NIET Product is held or believed to infringe on any third-party's intellectual property rights, NIET may, in its sole discretion, (a) modify the NIET Product to be non-infringing, (b) obtain for Client a license to continue using such NIET Product, or (c) if neither (a) nor (b) are practical, terminate this Agreement as to the infringing NIET Product and return to Client any unearned fees paid by Client to NIET in advance. This section 4.c. states NIET's entire liability and Client's exclusive remedies for infringement of intellectual property rights of any kind.
- d. Client Infringement Indemnity. To the extent permitted by State law, Client will defend NIET against,

and pay damages assessed in, any suit or cause of action alleging that the NIET Products infringe upon any United States copyright, trade secret, or other proprietary right of a third party, to the extent that any such suit or cause of action results from (i) any alteration, change, modification and /or enhancement of the NIET Products made by Client or any third party on behalf of Client without NIET's express permission; (ii) Client's use of the NIET Products in combination with any hardware, software or other materials not expressly authorized by NIET, or use of other than the most current release of the NIET Products that results in a claim or action for infringement that could have been avoided by use of the current release, (iii) use of the NIET Products after Client has been notified that the NIET Products infringe upon the intellectual property rights of a third party, or (iv) use by Client of unmodified NIET Products after Client has been informed of modifications that would avoid claims of infringement.

5. GENERAL PROVISIONS.

- a. Protection of Client Files. NIET will take reasonable precautions to prevent the loss of or alteration to Client's data files in NIET's possession, but NIET does not undertake to guarantee against any such loss or alteration. NIET will maintain a record retention policy and may from time to time, in its sole discretion, modify or amend such policy. However, NIET is not and will not be, Client's official record keeper. Accordingly, Client will, to the extent it deems necessary, keep copies of all source documents of the information delivered to NIET.
- b. Confidential Information. All Confidential Information disclosed hereunder will remain the exclusive and confidential property of the disclosing party. The receiving party will not disclose the confidential information of the disclosing party and will use at least the same degree of care, discretion and diligence in protecting the Confidential Information of the disclosing party as it uses with respect to its own confidential information. The receiving party will limit access to Confidential Information to its employees and authorized agents with a need to know and will instruct such persons to keep such information confidential. Notwithstanding the foregoing, (i) NIET may use information collected in the Portal for its noncommercial research purposes and (ii) the receiving party may disclose Confidential Information to the extent necessary to comply with any law, rule, regulation or ruling applicable to it and to the extent necessary to enforce its rights under this Agreement.

6. LIMITATION OF LIABILITY

This Section 6 sets forth the full extent of NIET's liability for damages resulting from this Agreement or the Services rendered or to be rendered hereunder, regardless of the form in which such liability or claim for damages may be asserted, and sets forth the full extent of Client's remedies. Each of NIET and Client acknowledge that the Fees for the Services to be provided hereunder reflect the allocation of risk set forth in this Section 6.

- a. Client Responsibility. Client will be responsible for (i) the consequences of any instructions Client may give to NIET, (ii) Client's failure to use the Services in the manner prescribed by NIET, and (iii) Client's failure to supply accurate and timely information.
- b. Errors and Omissions. NIET's sole liability to Client or any third party for claims of any type or character arising from errors or omissions in the Services that are caused by NIET shall be to correct the affected Client study, report or material, as the case may be. Upon the request of Client, NIET will correct any error or omission made by NIET in connection with the Services at no additional charge to Client.
- c. Limit on Monetary Damages. Notwithstanding anything to the contrary contained in this agreement (other than and subject to its indemnity obligations pursuant to Section 4c above), NIET's liability under this Agreement for damages (monetary or otherwise) under any circumstances for claims of any type or character made by Client or any third party arising from or related to the Services will be limited in each instance to the lesser of (i) the amount of actual damages incurred by Client or, (ii) NIET's charges for the affected Services; provided however, that NIET's aggregate liability hereunder in any calendar year will not exceed the Fees collected by NIET during the previous twelve (12) months. NIET will issue Client a credit(s) equal to the applicable amount and any such credit(s) will be applied against future

Services. The foregoing limitation shall not apply to actual damages incurred by Client as a direct result of the criminal or fraudulent acts of NIET or any of its employees.

- d. No Consequential Damages. NEITHER NIET NOR CLIENT WILL BE RESPONSIBLE FOR SPECIAL, INDIRECT, INCIDENTAL, CONSEQUENTIAL, OR OTHER SIMILAR DAMAGES THAT THE OTHER PARTY MAY INCUR OR EXPERIENCE IN CONNECTION WITH THIS AGREEMENT OR THE SERVICES, HOWEVER CAUSED AND UNDER WHATEVER THEORY OF LIABILITY, EVEN IS SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

7. TERM AND TERMINATION

- a. Term. NIET or Client may terminate the MOU as provided therein. The Terms of this General Terms and Conditions shall survive the termination of the MOU, as applicable.
- b. Post-Termination Services. If the parties agree to any post termination services, such as transition services, the Agreement shall continue to with respect to such Services to the extent not expressly contradicted by any such post-termination agreement.
- c. Post-Termination Data. If requested by Client within 6 months of the termination of the MOU, NIET shall deliver CODE reports to Client in, at NIET's election, an Excel or .pdf format. Client may request within 6 months of the termination of the MOU CODE reports in another format, or raw data, and NIET will attempt to accommodate Client at a fee to be mutually agreed upon by the parties.

8. GENERAL

- a. Assignment. Neither party may assign this Agreement without the prior written consent of the other.
- b. Inducement. Client has not been induced to enter into this Agreement by any representation or warranty not set forth in this Agreement. This Agreement contains the entire agreement of the parties with respect to its subject matter. This Agreement shall not be modified except by a writing signed by NIET and Client.
- c. Independent Contractor Status. Each party and its people are independent contractors in relation to the other party with respect to all matters arising under this Agreement. Nothing herein shall be deemed to establish a partnership, joint venture, association or employment relationship between the parties.
- d. Third Party Beneficiaries. Nothing in this Agreement creates, or will be deemed to create, third party beneficiaries of or under this Agreement, NIET has no obligation to any third party by virtue of this Agreement.
- e. Force Majeure. Any party hereto will be excused from performance under this Agreement for any period of time that the party is prevented from performing its obligations hereunder as a result of an act of God, war, earthquake, civil disobedience, court order, labor dispute, or other cause beyond the party's reasonable control.
- f. Governing Law. This Agreement shall be governed, construed, and enforced according to the laws of the State of Iowa, without giving effect to principles of conflicts of laws.
- g. Notices. Notices sent to either party shall be effective when delivered in person or transmitted by fax machine, one (1) day after being sent by overnight courier, or two (2) days after being sent by first class mail postage prepaid, to the address or fax number, as the case may be, set forth in the MOU. A facsimile of this Agreement and notices generated in good form by a fax machine (as well as a photocopy thereof) shall be treated as "original" documents admissible into evidence unless a document's authenticity is genuinely placed in question.



Central Decatur Community School District

1201 NE Poplar Street
Leon, Iowa 50144

Phone (641) 446-4819

Chris Coffelt, Superintendent

Fax: (641) 446-7990

July 25, 2012

Dear Assistant Secretary Delisle:

As Central Decatur Superintendent of Schools, I am writing to express my support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Central Decatur Community School District (CSD) in Leon, Iowa. This grant will allow us to fully implement TAP: The System for Teacher and Student Advancement in each of the schools in our district, positively impacting student learning and achievement.

I have served Central Decatur CSD for six years, both as a principal and superintendent and feel confident that TAP's focus on multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation not only align with district goals and work, but will provide the mechanism to achieve at levels we have not been able to realize to date. This confidence is based on the fact that we have organized structures across the district such as professional development focused on analyzing student data, professional learning communities, collaborative grade level and content area teams and principals who develop the collective capacity of the teachers over the past few years that will be enhanced through implementation of TAP.

Successful funding of this grant will allow us to not only sustain the growth and student achievement we have seen in our students, but also allow us to ensure that our students are provided highly qualified teachers and are engaged in quality programs and classes that are sometimes hard to access as a rural district in southern Iowa. In short, awarding Central Decatur the TIF grant ensures our students have a chance to have their geographical location be a part of their definition, without being defined by where they live and allowing CD to continue to unlock the potential of all students.

Again, I support our district's application for this grant and look forward to working with TAP to implement and sustain the components of this program at Central Decatur Community School District.

Sincerely,

Chris Coffelt,
Superintendent of Schools

Central Decatur MS/HS
1201 NE Poplar
Leon, Iowa 50144
(641) 446-4816
Rudy Evertsen, Principal

North Elementary School
1203 NE Poplar
Leon, Iowa 50144
(641) 446-4452
Amy Whittington, Principal

South Elementary School
201 SE 6th St
Leon, Iowa
(641) 446-6521
Amy Whittington, Principal



Central Decatur Community School District

1201 NE Poplar Street
Leon, Iowa 50144

Phone (641) 446-4819

Chris Coffelt, Superintendent

Fax: (641) 446-7990

July 25, 2012

Dear Assistant Secretary Delisle:

As Central Decatur's secondary principal, I am writing to express my strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Central Decatur Community School District in Leon, Iowa. This grant will help implement TAP: The System for Teacher and Student Advancement (TAP) in each of the schools in our district. I look forward to the positive changes that this TIF funded initiative will bring to the Central Decatur community.

TAP is based on four interrelated elements that align with district/school focus and work.

- Multiple Career Paths - allowing teachers to pursue a variety of positions throughout their careers.
- Ongoing Applied Professional Growth - weekly meetings led by mentor and master teachers focus on student data, collaborative planning and learning strategies.
- Instructionally Focused Accountability - a teacher is observed multiple times on research-based indicators for improving student achievement.
- Performance-based compensation - allowing an individual to earn additional compensation based on evaluations, classroom and building performance.

I am confident that TAP will strengthen what we do well at CD, as well as provide the district with added resources to improve student achievement at all levels. For example, Central Decatur has an active Technology Student Association (TSA) that does an excellent job of representing our district at the state and national level. While we are proud of these student representatives, TAP will help to develop a strong STEM foundation for all students.

Central Decatur was awarded with the 2011 Breaking Barriers in Teaching and Learning by the Iowa State Board of Education for narrowing the performance gap between SES and non-SES in our 8th grade students. Again we are very proud of this recognition, but we need to continue to improve what we do in the classroom to provide each student the best educational opportunity possible. We have established PLCs at the secondary level to bring teachers together in order to focus on student analyzing performance, as well as collaborating with one another to improve planning and implementing learning strategies that will benefit every CD student. Utilizing the experience and expertise of TAP will strengthen our efforts as an instructional team.

I support the goals and project activities proposed in this Teacher Incentive Fund grant proposal and confirm my commitment to implementing the TAP system with fidelity in the Central Decatur Secondary School.

Sincerely,

(b)(6)

Rudy Evertsen
Central Decatur
Secondary Principal

Central Decatur MS/HS
1201 NE Poplar
Leon, Iowa 50144
(641) 446-4816
Rudy Evertsen, Principal

North Elementary School
1203 NE Poplar
Leon, Iowa 50144
(641) 446-4452
Amy Whittington, Principal

South Elementary School
201 SE 6th St
Leon, Iowa
(641) 446-6521
Amy Whittington, Principal



Central Decatur Community School District

1201 NE Poplar Street
Leon, Iowa 50144

Phone (641) 446-4819

Chris Coffelt, Superintendent

Fax: (641) 446-7990

July 25, 2012

To Whom It May Concern:

As President of the Central Decatur Education Association (CDEA), I am writing to express my support of the National Institute for Excellence in Teaching (NIET) Teacher Incentive Fund grant in partnership with Central Decatur Community School District in Leon, Iowa. This grant will support our study and implementation of TAP: The System for Teacher and Student Advancement in our school district.

The CDEA has a strong history of working closely with administration in order to accomplish our mission. While components of the grant, such as differentiated compensation for staff, may raise questions, we believe other components align well with the work we have completed over the last several years.

We further understand that our school will use this first year as a year to study, more fully understand and prepare for implementation of the TAP program and principles. This will allow our staff to fully understand the implications and benefits of participation and provide our staff the opportunity to vote on continuing participation, which must pass by a 75% affirmative vote. We strongly believe we will meet this approval threshold.

In closing, the CDEA does support Central Decatur Community School District's application for the Teacher Incentive Fund grant, in partnership with NIET, in order to bring TAP to the district and implement a system that will continue and strengthen our focus on high quality professional development, varied pathways for teacher leadership, and an emphasis on classroom instruction in order to move our district forward in accomplishing our goal of unlocking the potential of every child, every day.

Sincerely,

(b)(6)

Amy Hamilton, CDEA President



Central Decatur Community School District

1201 NE Poplar Street
Leon, Iowa 50144

Phone (641) 446-4819

Chris Coffelt, Superintendent

Fax: (641) 446-7990

July 25, 2012

Dear Assistant Secretary Delisle,

On behalf of the Central Decatur Board of Education, I am writing to express our strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with our district.

Please allow this letter to serve as confirmation for the Board of Education's full support for implementing TAP in our school district under this grant. This initiative addresses the needs of our district to improve instruction and student achievement. The resources and tools it provides will support us in aligning our systems for educator accountability, support and compensation. The TAP system will provide a focused and comprehensive system that fully develops building collaboration and leadership teams that have the time, authority and resources to support more effective evaluation and professional development at the classroom level. Furthermore, it allows us to access and refine the talents of all our teachers, strengthening our collaborative learning environments and helping us accomplish district goals, especially as they may pertain to student achievement.

This grant aligns with the work we have accomplished over the past few years and has the potential to make a meaningful difference in the lives of the students and families we serve. I appreciate your consideration of Central Decatur's application and support for our mission of reaching every child, every day.

Sincerely,

(b)(6)

Igor Takacs,
Central Decatur Board of Education President

Central Decatur MS/HS
1201 NE Poplar
Leon, Iowa 50144
(641) 446-4816
Rudy Evertsen, Principal

North Elementary School
1203 NE Poplar
Leon, Iowa 50144
(641) 446-4452
Amy Whittington, Principal

South Elementary School
201 SE 6th St
Leon, Iowa
(641) 446-6521
Amy Whittington, Principal



Saydel Community School District

5740 NE 14th Street

Des Moines, Iowa 50313

(515) 264-0866

FAX (515) 264-0869

July 25, 2012

Dear Assistant Secretary Delisle,

As Superintendent of the Saydel Community School District in Saydel Iowa, I strongly support the application of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund (TIF) grant in partnership with Saydel and Central Decatur Community School Districts. Over the last year we have spent a significant amount of time and resources investigating the strengths of our district as well as those areas in need of greatest improvement. Through those processes we have identified collaborative learning and leadership structures, effective instructional practices, and effective educators as some of our top priorities in our strategic planning processes.

In further investigating the System for Teacher and Student Advancement (TAP) we believe there is a near 100% overlap between what is contained in the system for improvement and our needs related to improving. Specifically, the comprehensive human capital management system proposed in this grant will enable us to take our vision of instructional excellence and make it a reality. By using TIF funds and the structures, training and resources developed by the TAP System, we see a clear path to the development of a higher level of instruction in all of our classrooms. This grant will also help us to develop systems and supports for more challenging and exciting STEM coursework. Our students, faculty and administrators are eager to take learning to new levels, and this grant will help to make it possible. Our School Board is committed to finding ways to make these changes sustainable after the grant period, and our teachers union is on board to ensure that teachers get the most out of this opportunity to take their practice to new levels. Between the implementation expertise of the NIET, the power of TAP as a system, and local educators and others committed to improvement, we believe this TIF grant will be nothing short of transformational in our district!

Sincerely,

Bradley A. Buck, Ph.D.
Superintendent
buckbrad@saydel.net
515.802.1165 (C)

Power Systems

Div. of H.E.B., LLC

8325 Commerce Drive • Chanhassen, MN 55317 • (952) 361-6800 • Fax (952) 361-6801
Branch: 27050 South Katie Road, Suite 100 • Tea, SD 57064 • (605) 368-9797 • Fax (605) 368-9720
Branch: 6950 NE 14th Street, Suite 30 • Ankeny, IA 50023 • (515) 289-0989 • Fax (515) 289-0992
Branch: 3026 C Highway 145 • Richfield, WI 53076 • (262) 677-4567 • Fax (262) 677-4655

July 16, 2012

Dear Assistant Secretary Delisle:

As President of the Saydel, Iowa School Board, I am writing to express my strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Saydel Community School District.

This letter is to confirm my full support for implementing TAP under this grant. This program addresses the needs of our district to improve staff and students. It includes the process and tools that will increase professional growth of staff and advance student achievement. The funding will allow us a more collaborative effort, better accountability and incentives for our staff. The four parts of the TAP program are completely in line with our goals. This TIF grant would greatly enhance our Challenge 2018 program for student achievement. The board and I are committed to find funding to continue this process after the grant period. Please feel free to contact me with any questions.

Best regards,

Paul Breitbarth,
Board President
Saydel Community School District

P: (515) 289-0989

F: (515) 289-0992

pbreitbarth@powersystems-mn.com



Dedicated to:  Hydraulics  Engineering  Better customer service

PR/Award # S374A120071



Principal Life
Insurance Company

Princor Financial
Services Corporation

July 16, 2012

Dear Assistant Secretary Delisle,

I wanted to let you know how supportive I am of the TIF Grant and Tap System. I watched the presentation at our board meeting and the program has so many outstanding goals and elements. I believe this grant and system would improve our school district in so many ways. It would improve our teachers and provide many more opportunities for them. It would also increase student achievement and help achieve our Challenge 2018 initiative. In conclusion, please consider Saydel as a recipient of the TIF Grant.

Sincerely,

(b)(6)

Rob Stephenson
Board Director
Saydel Community School District
515-770-7445
gocagles95@gmail.com

Corporate Center: Des Moines, Iowa 50392-2080 (800) 247-1737

Securities offered through Princor Financial Services Corporation, member SIPC.

Principal Life and Princor are members of the Principal Financial Group, Des Moines, IA 50392-2080, FAX (515) 235-9959.

Page e141

July 17, 2012

Dear Assistant Secretary Delisle,

I would like to take this opportunity to share with you that I support the National Institute for Excellence in Teaching's Teacher Incentive Fund Grant for resources developed for the TAP System Program. I have been a Board Member with the Saydel School District for the past 6 years and can honestly say this is wonderful opportunity for our district. Student Achievement has been one of our long term goals that we identified several years ago. The TAP System has a clear process of structures for the teacher's accountability for advancing their own teaching abilities. This will allow them to lead their classrooms with a higher level of instruction; a process that I believe will enhance our diverse population of student's forward in their lifelong learning.

Please feel free to contact me with additional questions.

Sincerely,

(b)(6)

Melissa Sassman
Board Member
Saydel Community School District
515.249.7277

Blank Children's Hospital
Pediatric Education
Pediatric Residency Program Secretary
1200 Pleasant Street
Des Moines, IA 50309
515.241.4497

Saydel Education Association

*5740 NE 14th Street
Des Moines, IA 5031*

July 13, 2012

Dear Sir or Madam,

As President of the Saydel Education Association I am writing to express my strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Saydel Community School District in Des Moines, Iowa. This grant will help implement The System for Teacher and Student Advancement (TAP) in each of the three buildings within the district.

The Saydel Education Association is in agreement with all elements of the TAP model. As you would guess, with changes of this magnitude comes some amount of reasonable concern as to the specific details of implementation of each of the core elements. However, we have had a history of working together positively with administration in the district over the years and the structure of the TAP System will only further reinforce those opportunities to collaborate.

We are also aware that schools participating in a TAP model program must have 75% teacher and principal approval by independent vote. We strongly believe that with a year of planning at the outset of the implementation of the grant that we will successfully meet and even exceed this threshold in each of the three buildings in the district.

I support the goals and project activities in this TIF grant proposal and confirm my commitment to help ensure the TAP system is implemented with fidelity. I support Saydel Community School District's partnership with NIET in order to bring TAP to the district and implement a system that provides differentiated compensation to teachers, and that, in tandem with high quality professional development, varied pathways for teacher leadership, and an emphasis on classroom instruction, will move our district toward a world class system.

Sincerely,

(b)(6)

Richard Wilson
President – Saydel Education Association



Saydel Community School District
Cornell Elementary School

5817 NE 3rd

Des Moines, Iowa 50313

(515) 244-8173

FAX (515) 244-0084

July 20, 2012

Dear Assistant Secretary Delisle,

As Principal of Cornell Elementary, in the Saydel Community School District in Des Moines, Iowa, I strongly support the application of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Saydel Community School District.

Quite simply, the TAP System with its structures for accountability and support will help me to improve the level of instruction in classrooms. In recent years, we have been taking a hard look at the level of teaching and learning in our district, and building support for a significant jump in quality. This TIF grant opportunity provides the vehicle to make that happen.

Our students, faculty and administrators are eager to take learning to new levels, and this grant will help to make it possible.

Sincerely,

(b)(6)

Deb Chiodo

Principal, Cornell Elementary



Saydel Community School District
Woodside Middle School

5810 NE 14th Street

Des Moines, Iowa 50313

(515) 265-3451

FAX (515) 265-0950

July 23, 2012

Dear Assistant Secretary Delisle,

As Principal of Woodside Middle School in the Saydel Community School District in Des Moines, Iowa, I strongly support the application of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Saydel Community School District. The possibilities that would exist through this grant are exciting to me as an administrator. Woodside Middle School has a staff that cares about students and is hungry for professional learning that will help them move their teaching forward.

The TAP System with its structures for accountability and support will help me to improve the level of instruction in classrooms. With the support of strong Professional Development that is focused on improving student achievement, and the addition of opportunities for our staff to advance in new career paths in the form of mentor and master teachers, Woodside Middle School will be able to take the next steps in delivering the types of instruction that will lead to greater achievement for our students. In recent years, we have been taking a hard look at the level of teaching and learning in our district, and building support for a significant jump in quality. This TIF grant opportunity provides the vehicle to make that happen.

The Saydel Community School District is a school district that embraces new possibilities and opportunities. Our students, faculty and administrators are eager to take learning to new levels, and this grant will help to make it possible.

Sincerely,

(b)(6)

Christopher Veldhans
Principal
Woodside Middle School
Saydel Community School District



Saydel Community School District
Saydel High School

5601 NE 7th Street

Des Moines, Iowa 50313

Phone (515) 262-9325

Fax (515) 266-8497

July 20, 2012

Dear Assistant Secretary Delisle,

As Principal of Saydel High School in the Saydel Community School District in Saydel Iowa, I strongly support the application of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Saydel Community School District.

Quite simply, the TAP System with its structures for accountability and support will help me to improve the level of instruction in classrooms. In recent years, we have been taking a hard look at the level of teaching and learning in our district, and building support for a significant jump in quality. We are currently engaged in Authentic Intellectual Work as our professional development focus at the high school level and feel the TAP System dovetails into this learning. Authentic Intellectual Work focuses on student work, teacher lessons and most importantly classroom instruction. This TIF grant opportunity provides the vehicle to make that happen.

Our students, faculty and administrators are eager to take learning to new levels, and this grant will help to make it possible.

Sincerely,

(b)(6)

Name: Tracy Wm. Hook

Title: Saydel High School Principal

Date: July 20, 2012



Saydel Community School District
Saydel High School

5601 NE 7th Street

Des Moines, Iowa 50313

Phone (515) 262-9325

Fax (515) 266-8497

July 20, 2012

Dear Assistant Secretary Delisle,

As Assistant Principal of Saydel High School in the Saydel Community School District in Des Moines, Iowa. I strongly support the application of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Saydel Community School District.

Quite simply, the TAP System with its structures for accountability and support will help me to improve the level of instruction in classrooms. I am especially intrigued by the focus on the development of leadership and improving the human capital within our system. This development of human capital has a strong likelihood of enhancing student success. In recent years, we have been taking a hard look at the level of teaching and learning in our district, and building support for a significant jump in quality. This TIF grant opportunity provides the vehicle to make that happen.

Our students, faculty and administrators are eager to take learning to new levels, and this grant will help to make it possible.

Sincerely,

(b)(6)

Kevin Schulte

Assistant Principal



Saydel Community School District

5740 NE 14th Street

Des Moines, Iowa 50313

(515) 264-0866

FAX (515) 264-0869

July 17, 2012

Dear Assistant Secretary Delisle,

I am a second grade teacher for the Saydel Community School District in Des Moines, Iowa. I recently attended a meeting to learn about the TAP grant program. From the very beginning, I was excited about the benefits this project would bring to our teachers and students. Our district is struggling to produce successful students. I believe that our teachers are doing what they think is best for their students, just teaching the only way they know how. However, our current practices are not consistently equipping our students with the necessary skills to succeed in the classroom and beyond graduation.

I have confidence that the TAP project would greatly increase best practice in teaching, therefore increase student achievement. Our teachers, including myself, would feel reassured that they are doing what is best for our students every day by implementing strategies that are student led, and force our kids to be a more integral part of their education. By learning strategies that engage students on a deeper level of thinking and understanding, school will become a place where students and teachers want to come each day.

I am also very excited about the opportunity to train our very own staff in working on and learning these best practice strategies, and sharing them with our colleagues. I think this will make all the teachers feel as if we are working together toward a common goal of educational excellence.

Please strongly consider Saydel to receive the TAP grant. We want what is best for our students and community and would utilize the tools given to us to the very best of our abilities.

Thank you for your time and consideration.

(b)(6)

Shannon Zeutenhorst

Saydel Community School District

515-244-8173

Home Phone: 515-795-3677

E-mail: zeutenhorstshannon@saydel.net



Saydel Community School District

5740 NE 14th Street

Des Moines, Iowa 50313

(515) 264-0866

FAX (515) 264-0869

July 23, 2012

Dear Assistant Secretary Delisle,

I am writing this letter today in hopes that the Saydel Community School District will be selected to implement the System for Teacher and Student Achievement (TAP). As both a teacher at Woodside Middle School and a member of the Saydel Education Association, I have no doubt in my mind that receiving the TAP grant will change the lives of everyone in our district. Saydel is a district that is constantly looking for ways to enhance student achievement by providing opportunities for teachers to learn new teaching techniques. Saydel truly wants the best teachers because we know the best teachers help all students become their best. The TAP grant will help our teachers be the best and revolutionize the way our district operates.

The thing that is most appealing to me about TAP is the addition of Mentor and Master teachers to our district. Having been a Teaching and Learning Coach (a role very similar to that of a master teacher) in my previous district I got to see firsthand how beneficial it was. It was such a comfort to the teachers in my building that there were teachers there with the sole job of helping them be their best. I spent much of my time researching and learning about new and different teaching strategies and seeing how, or if, they would fit our students in our building. Teachers are so busy teaching that it often becomes a second job to seek out and evaluate alternate ways of teaching; I loved being able to get to know the teachers in my building and their strengths weaknesses and seeking out resources to help them. The more people students and teachers have in their corner the more successful both groups will be.

I know that my fellow teachers at Woodside come to work every day and do their best. At the same time, the world (and the world of education) is changing. This is where the TAP grant will impact our district for the better. Things like 21st century skills and higher order thinking need to become a part of our daily lesson planning in order for our students to achieve success inside and outside the classroom. The opportunities the TAP grant provides will help all teachers in our district come to school each day better prepared to meet the challenges of the ever changing landscape of education. Our students are the future leaders of our community; we want our community to thrive and our students to get the best education possible. I can assure you the teachers in the Saydel CSD are the right people to trust with this amazing opportunity.

Please feel free to contact me with any questions you may have.

Sincerely,

(b)(6)

Mary Salazar
Saydel Community School District
Work Phone: (515) 265-3451
Cell Phone: (515) 344-2494
Email: salazarmary@saydel.net

Saydel High School
5601 NE 7th Street
Des Moines, Iowa 50313
(515) 262-9325 FAX 266-8497

Woodside Middle School
5810 NE 14th Street
Des Moines, Iowa 50313
(515) 265-3451 Fax 265-0950

Cornell Elementary School
5817 NE 3rd Street
Des Moines, Iowa 50313
(515) 244-8173 FAX 244-0084

July 26, 2012

The Honorable Arne Duncan
Secretary of Education
United States Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-5900

Dear Secretary Duncan

As a science teacher, now retired from my position at West Branch Middle School in Iowa, I am writing to express my strong support for the grant application of Central Decatur Community School District and the Saydel Community School District in partnership with the National Institute for Excellence in Teaching (NIET) for the STEM Teacher Incentive Fund (TIF).

As a 2008 Classroom Fellow at the U.S Department of Education and a current member of the National Assessment Governing Board, I support the grant application's goals for improving teacher and learning in the STEM subjects. This is an important area of need for all Iowa students, but particularly those in high need districts. I look forward to the positive changes that this partnership will bring to both Central Decatur and Saydel.

Sincerely,

Dr. Hector Ibarra

July 20, 2012

Dear Assistant Secretary Delisle,

On behalf of the Cornell Elementary Parent Teacher Organization, Saydel Community School District, Des Moines, Iowa, I want to express our support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant for our school.

As a Parent Teacher Organization, our role is to support not only our students, but our teachers. This grant is in line with our goals for our school, teachers and students. We can't even begin to truly express how amazing it would be for our schools to receive this grant and implement TAP.

Our school would be a great candidate for this grant because not only are we a smaller community with lots of support and dedication to our students, we have open-minded teachers that want to help each student be successful. We want all of our students to be successful in school and in their lives after school. A solid learning foundation started as early as possible can only further our students as a whole. This grant would help make this goal even more possible.

We are extremely grateful that our school is being considered for this grant and we are very appreciative that this opportunity exists.

Sincerely,

(b)(6)

Jennifer Van Houten

President

Cornell PK-4 PTO

Saydel Community School District



July 16, 2012

The Honorable Arne Duncan
Secretary of Education
United States Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

Re: Teacher Incentive Fund grant application

Dear Secretary Duncan:

The Iowa Business Council (IBC) strongly endorses and offers its support to the grant request being submitted to the United States Department of Education by the Central Decatur Community School District and the Saydel Community School District, in partnership with the National Institute for Excellence in Teaching, for the Teacher Incentive Fund (TIF).

Both the Central Decatur and Saydel community school districts represent rural student populations of high-need. They propose to use TIF resources to increase educator effectiveness and student achievement growth, with a focus in the areas of science, technology, engineering, and mathematics (STEM). Awarding a TIF grant in this instance will allow the important work of these worthy school districts to serve as a model for other Iowa communities that aspire to attract under-represented populations to STEM studies and career opportunities.

The corporate leaders that constitute the membership of IBC are acutely aware of the need for high-quality teachers and a strong, rigorous curriculum in Iowa's preK-12 education system. Since its founding in 1985, the Council has emphasized these two elements as factors critical to building Iowa's future workforce. A proud history of education excellence and leadership in Iowa is threatened by results that have slipped in recent years. IBC is focused on returning Iowa's education system to the top. This will be accomplished when, once again, all jobs that require a strong base in STEM-related knowledge and skills are filled by qualified applicants. The Business Council expects a TIF grant award to Central Decatur and Saydel to provide the strong example necessary of how to elevate academic performance in the preK-12 system while connecting students with college and career opportunities in rapidly expanding STEM fields. The long-term promise and benefit flowing from this relationship to the Iowa business community is significant and exceptional.

The Iowa Business Council firmly believes that the well-regarded Central Decatur and Saydel school districts are worthy and deserving recipients of a Teacher Incentive Fund grant and has every confidence the expected outcomes will be achieved. My signature below represents support for such an award by the chief executives of the state's largest corporations and universities.

On behalf of the Members of the Iowa Business Council,

(b)(6)

Stan A. Askren
Chair - Iowa Business Council
Chairman, President, & CEO - HNI Corporation



**IOWA ASSOCIATION OF
BUSINESS AND INDUSTRY**

The Voice of Iowa Business Since 1903.

July 16, 2012

The Honorable Arne Duncan
Secretary of Education
United States Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-5900

Dear Mr. Secretary:

On behalf of the 1,400 member companies of the Iowa Association of Business and Industry, I write to support the grant application of Central Decatur Community School District and the Saydel Community School District in partnership with the National Institute for Excellence in Teaching (NIET) for the Teacher Incentive Fund (TIF). Central Decatur and Saydel CSDs represent high-need, rural student populations, and are proposing to use TIF funds to increase both educator effectiveness and student achievement growth.

As business leaders in Iowa, our members have made it a priority to support improvements in our educational system. Iowa has a proud history of educational excellence and leadership, but has fallen behind in recent years. We are committed to providing our leadership and support to turning this around. We are particularly pleased that these districts are applying for the TIF funds with a focus on the STEM areas. Many of our members are seeing jobs requiring STEM skills and knowledge go unfilled for lack of qualified applicants. We hope this grant will provide a strong example of how to build higher levels of STEM achievement in the K-12 system, and to connect these students with college and career opportunity in these rapidly expanding fields. Thank you for your consideration.

Sincerely, **A**

(b)(6)

Michael Ralston
President



GRACELAND
UNIVERSITY

OFFICE OF THE PRESIDENT

July 19, 2012

The Honorable Arne Duncan
Secretary of Education
United States Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-5900

Dear Secretary Duncan,

I would like to share my support for the grant application of Central Decatur Community School District and the Saydel Community School District in partnership with the National Institute for Excellence in Teaching (NIET) for the federal Teacher Incentive Fund (TIF). Central Decatur and Saydel CSDs serve high-need, rural student populations, and are proposing to use TIF funds to increase educator effectiveness and student achievement growth. Both Central Decatur and Saydel districts serve high-need student populations.

I am particularly pleased that these districts are focusing on teacher leadership and the role that teacher leaders can play in partnership with administrators in aligning human capital management systems with instructional goals. As president of Graceland University, I value the grant's goal of rethinking how we support educators to improve their practice using strategies such as collaborative instructional teams and coaching. As we work to make Iowa schools globally competitive, these two districts will provide powerful demonstrations of how districts can rethink their current policies and practices to support improvements in teaching and learning.

The partnership between these districts and NIET, a nonprofit organization with experience in building educator performance-based compensation and support systems, represents an exciting opportunity to show how to improve teacher effectiveness and student achievement in predominantly rural, high need districts.

Sincerely,

(b)(6)

John Sellars, Ph.D.
President

GRAND VIEW UNIVERSITY

OFFICE OF THE PRESIDENT

July 26, 2012

The Honorable Arne Duncan
Secretary of Education
United States Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-5900

Dear Secretary Duncan:

I would like to share my support for the grant application of the Saydel Community School District and the Central Decatur Community School District in partnership with the National Institute for Excellence in Teaching (NIET) for the federal Teacher Incentive Fund (TIF). Saydel and Central Decatur CSDs serve high-need, rural student populations, and are proposing to use TIF funds to increase educator effectiveness and student achievement growth.

I am particularly pleased that these districts are focusing on teacher leadership and the role that teacher leaders can play in partnership with administrators in aligning human capital management systems with instructional goals. We are also pleased this grant will make a particular effort to improve teacher practice related to STEM education and student access to rigorous STEM coursework.

As president of Grand View University, I value the grant's goal of rethinking how we support educators to improve their practice using strategies such as collaborative instructional teams and coaching. As we work to make Iowa schools globally competitive, these two districts will provide powerful demonstrations of how districts can rethink their current policies and practices to support improvements in teaching and learning. Grand View offers a teacher preparation program; the Saydel schools work with us to place our students in practicums and in student teaching. Therefore, we will be particularly interested to learn how these initiatives at the K-12 level might inform our teacher education program.

The partnership between these districts and NIET, a nonprofit organization with experience in building educator performance-based compensation and support systems, represents an exciting opportunity to show how to improve teacher effectiveness and student achievement in predominantly rural, high need districts.

Sincerely,

(b)(6)

Kent L. Henning

1200
Grandview
Avenue

Des Moines
Iowa
50316-1599

515-263-2802
www.grandview.edu



Terry E. Branstad
GOVERNOR

OFFICE OF THE GOVERNOR

Kim Reynolds
LT. GOVERNOR

July 26, 2012

The Honorable Arne Duncan
Secretary of Education
United States Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-5900

Dear Secretary Duncan,

I wholeheartedly support the grant application of Central Decatur Community School District and the Saydel Community School District in partnership with the National Institute for Excellence in Teaching (NIET) for the Teacher Incentive Fund (TIF). Central Decatur and Saydel CSDs serve high-need, rural student populations, and are proposing to use TIF funds to increase educator effectiveness and student achievement growth. Central Decatur, near the Missouri border, is in one of the lowest-income regions of our state. Saydel, near Iowa's capital city, is also a largely rural district struggling with poverty.

I am particularly pleased that these districts are focusing on teacher leadership and the role that teacher leaders can play in aligning human capital management systems with instructional goals. As governor, promoting teacher leadership is at the heart of my education agenda, with the goal of restoring Iowa schools to first in the nation and assuring our students are globally competitive. I anticipate that these two districts will provide powerful demonstrations of how teachers can play a leading role in bringing about district-wide changes in accountability and support systems that result in stronger classroom instruction for students. This could serve as a model for the state.

Central Decatur and Saydel CSDs are committed to improving the effectiveness of their educators, increasing student achievement, and building local leadership capacity. The partnership between these districts and NIET, a nonprofit organization with experience in building educator performance-based compensation and support systems, represents an exciting opportunity to show how to improve teacher effectiveness and student achievement in Iowa.

Sincerely,

(b)(6)

Gov. Terry E. Branstad



July 26, 2012

The Honorable Arne Duncan
Secretary of Education
United States Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-5900

Dear Secretary Duncan:

In Iowa, we believe that in order to meet our student achievement goals, we must find ways to significantly increase the level of instructional excellence in every classroom. This commitment is a key driver in our efforts to put teacher leadership at the top of our state education reform agenda. Our teachers must be part of designing and implementing new systems that result in increased levels of instruction in every classroom.

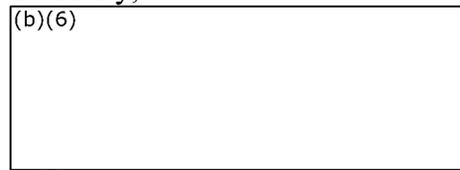
Over the last couple of years, we have worked to get input on this challenge and build support among stakeholders in the Iowa education system including teachers and administrators, community and business leaders, parents and students, and policymakers. While we have made important progress building support for the concept of restructuring the teaching profession to support improved instruction, our work would be advanced if we had examples of teachers and administrators working to implement these kinds of changes right here in the state.

I am pleased that two high need districts in Iowa are applying for the Teacher Incentive Fund (TIF) grant program, and I support their applications. Central Decatur is in one of the most rural areas of the state, on the Missouri border. Saydel is a rural community with high poverty rates north of Des Moines. Each of these districts has spent time identifying their challenges and needs, and both have targeted higher expectations for students and improved classroom instruction as the levers for change. They propose to use TIF funds to make a leap forward in their efforts by implementing TAP with its systemic alignment of key human capital functions and its success in focusing these systems on driving improvements at the classroom level. They are particularly interested in the rigor and accuracy of the TAP evaluation process, with its potential to provide differentiation and detail to better identify and support teacher needs.

Their TIF application to partner with the National Institute for Excellence in Teaching (NIET) which developed and manages the TAP system, promises to help them align elements of their human capital management systems including evaluation, professional growth, leadership opportunities, compensation, and their instructional goals.

Sincerely,

(b)(6)

A rectangular box with a black border, containing the text "(b)(6)" in the top-left corner. The rest of the box is empty, indicating a redacted signature.

Jason E. Glass
Director



dedicated to building a strong STEM education foundation for all Iowans

July 26, 2012

The Honorable Arne Duncan
Secretary of Education
United States Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-5900

Dear Secretary Duncan,

We are prepared to offer both intellectual and material support to the grant application of Central Decatur Community School District and the Saydel Community School District in partnership with the National Institute for Excellence in Teaching (NIET) for the Teacher Incentive Fund (TIF). Central Decatur and Saydel CSDs serve high-need, rural student populations, and are proposing to use TIF funds to increase educator effectiveness and student achievement growth. Central Decatur, near the Missouri border, is in one of the lowest-income regions of our state. Saydel, near Iowa's capital city, is also a largely rural district struggling with poverty.

The focus of their application on STEM (science, technology, engineering, and mathematics) situates the project as a much-needed point of reference among an ambitious mosaic of educational enhancements being implemented by the one year-old Governor's STEM Advisory Council. Iowa now has a statewide network of Regional Hubs (six), each managed by a STEM coordinator, each of whom is guided by a Board composed of business, workforce, government, and education leaders. Through the scale-up of exemplary programming beginning this fall, Iowa's Regional Network enables each and every learner regardless of geographic or demographic or socioeconomic position to enjoy world-class STEM opportunities.

Iowa's STEM Network of the Governor's STEM Advisory Council is a powerful scaffold upon which to build local and regional innovations and partnerships such as the proposed teacher leadership model of Central Decatur and Saydel CSDs.

In Iowa, we're all about planting seeds and nurturing growth for bountiful harvest. This proposal is a seed of promise, planted in the rich soil of a statewide STEM network, with the potential to feed minds across the state and beyond.

Sincerely,

(b)(6)

Jeffrey Weld, Ph.D.

Executive Director, Governor's STEM Advisory Council



Johnston Office

6500 Corporate Drive, Johnston, IA 50131-1603 • Phone 515.270.9030 • 800.362.2720 • Fax 515.270.5383

July 18, 2012

The Honorable Deborah Delisle
Assistant Secretary
United State Department of Education
400 Maryland Ave., S. W.
Washington, D.C. 20202-5900

Dear Assistant Secretary Delisle:

I am enthusiastic about the opportunity for Heartland Area Education Agency to provide support for the Saydel Community School District and the Central Decatur Community School District as part of the Teacher Incentive Fund (TIF) application to improve educator effectiveness and student achievement growth. Heartland is one of Iowa's nine intermediate service agencies that works with local schools to provide essential services and leadership, in partnership with families, schools and communities, that improve the learning outcomes and well being of all children and youth.

Staff from Heartland are able to work in partnership with local schools to provide specially designed instruction and support services for students with disabilities, to design and implement professional learning to improve instruction and assessment supports and to coordinate technology resources.

Saydel and Decatur are local school with strong leadership that have a high likelihood of modeling effective systems and strategies through implementation of the TIF grant. I am confident that their work in connection with partner organizations will demonstrate increased student post-secondary and career success, reductions in achievement gaps, and increased learning growth for students in their schools and improved individual and collective capacity within their schools and communities.

Heartland AEA believes the TIF grant provides an exciting opportunity to partner with the Saydel and Central Decatur schools on the important work of improving educational outcomes for Iowa's children and strongly supports this application. Thank you for your consideration.

Sincerely,

Paula J. Vincent Ph.D.
Chief Administrator
O-515-270-9030
M-319-621-0467

*Extending
your reach.*

United States Senate

WASHINGTON, DC 20510-1502

July 24, 2012

COMMITTEES:
AGRICULTURE
APPROPRIATIONS
HEALTH, EDUCATION,
LABOR, AND PENSIONS
SMALL BUSINESS

Secretary of Education Arne Duncan
US Department of Education
400 Maryland Avenue SW
Washington, DC 20202-1510

Dear Secretary Duncan:

I am writing to express my support for a grant application submitted by the Central Decatur Community School District and the Saydel Community School District, in conjunction with the National Institute for Excellence in Teaching (NIET) for the Teacher Education Fund (TIF).

Central Decatur and Saydel CSDs serve rural, low-income, high-need student populations and are seeking TIF funds to increase educator effectiveness and student achievement growth. TIF funding will not only allow these districts to strengthen their current faculties but also attract and retain new teachers, particularly those in the areas of science and math. The district's partnership with NIET will provide the programmatic structure that has proven effective in improving student outcomes.

I hope you will give every consideration to this project. Please direct any correspondence regarding this matter to my grants office in Des Moines. Thank you for this opportunity to express my views.

Sincerely,



Tom Harkin
United States Senator

July 25, 2012

Central Decatur Community School District
1201 NE Poplar
Leon, Iowa 50144

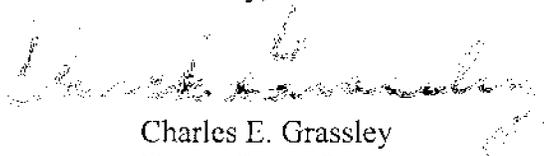
Saydel Community School District
5740 NE 14th Street
Des Moines, Iowa 50313

Dear Friends,

I have contacted the U.S. Department of Education regarding the Teacher Incentive Fund application submitted by the Central Decatur Community School District and the Saydel Community School District in partnership with the National Institute for Excellence in Teaching. I asked that it be given all due consideration. When I receive a response from the U.S. Department of Education, I will relay the necessary information to you.

Thank you for allowing me to be of assistance to you. If you have any further questions regarding this, or any other federal matter, please do not hesitate to contact me again.

Sincerely,



Charles E. Grassley
United States Senator

CEG/sk

cc: State of Iowa Office, Washington, D.C.

Congress of the United States

House of Representatives

Washington, DC 20515-1505

AGRICULTURE

JUDICIARY

POLICY

SMALL BUSINESS

July 24, 2012

The Honorable Arne Duncan
Secretary of Education
United States Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-5900

Dear Secretary Duncan,

I am writing to express my support for the grant application of Iowa's Central Decatur Community School District and Saydel Community School District (CSDs), in partnership with the National Institute for Excellence in Teaching (NIET), for the Teacher Incentive Fund (TIF). Central Decatur and Saydel CSDs would use these funds in order to improve teacher effectiveness and enhance classroom instruction.

Both Central Decatur and Saydel CSDs represent high-need, rural student populations. Central Decatur is in one of the lowest-income regions of Iowa. Saydel, outside of the Des Moines metropolitan area, is a largely rural district which also struggles with poverty. These two school districts are focused on improving classroom instruction and building human capital in their students. In both cases, these communities have taken steps to improve classroom instruction and are committed to offering more demanding, rigorous course work for students. TIF funds would provide these school districts with the ability to build the capacity of their current faculties, as well as to attract and retain effective educators, particularly in the STEM subject areas.

Central Decatur and Saydel CSDs are committed to improving the effectiveness of their educators, increasing student achievement, and building local leadership capacity. The partnership between these districts and NIET, a nonprofit organization with experience in building educator performance-based compensation and support systems, provides a strong opportunity to make significant student achievement gains in these school systems.

If you have any questions regarding Iowa's Central Decatur and Saydel Community School District's grant application or my support of it, please contact my Policy Advisor, Casaday Loomis at (712) 560-6997. I look forward to your decision.

Sincerely,



Steve King
Member of Congress



Real World Externships for Teachers

2012 Business Host List (as of 3/27/2012)

- ACH Food Companies/Tones Spice - Ankeny
- Art's Way Manufacturing - Armstrong
- Blank Park Zoo - Des Moines
- Civco - Kalona
- Clipper Windpower - Cedar Rapids
- ConAgra Foods - Council Bluffs
- Diamond Vogel Paints - Orange City
- Diversified Technologies/Sudenga - George
- Ellison Technologies - Council Bluffs
- HNI, Inc. - Muscatine
- Hormel - Algona
- Hy-Vee - West Des Moines
- Innovative Lighting - Roland
- International Automotive Components - Iowa City
- John Deere - Dubuque Works, Moline, Ottumwa Works, Waterloo Works
- Kemin Industries - Des Moines
- Merrill Manufacturing - Storm Lake
- Monsanto - Ankeny & Muscatine
- Pella Corporation - Pella
- Poet Biorefinery - Ashton
- Principal Financial Group - Des Moines
- Rockwell Collins - Cedar Rapids
- Rosenboom - Sheldon
- State Hygienic Lab - Ankeny & Coralville
- Syngenta - Jefferson
- Universal Manufacturing - Algona
- Vermeer - Pella

Program funded by the National Science Foundation (NSF) Innovative Technology Experiences for Students and Teachers (ITEST) program, and the Iowa Economic Development Authority (IEDA) Targeted Industries Career Awareness Fund, as well as the investments of Iowa companies.

Source: <http://www.iowastem.gov/imsep/educators/externships>

From: [Dave Farley \(dfarley@niet.org\)](mailto:dfarley@niet.org)
To: [Sarah Shoff \(sshoff@niet.org\)](mailto:sshoff@niet.org)
Subject: FW: Indirect Cost Rate Proposal
Date: Thursday, July 19, 2012 12:11:47 PM

Dave Farley, Director of Grant Management
National Institute for Excellence in Teaching
Office: (310) 570-4862

From: Wen, Emily [<mailto:Emily.Wen@ed.gov>]
Sent: Thursday, July 19, 2012 11:14 AM
To: Dave Farley (dfarley@niet.org)
Subject: Indirect Cost Rate Proposal

Dave: per our conversation today, your organization's proposal was not submitted until May 2012, although it was due last December. This proposal is currently in cue for review sometime in September, and the process should complete on or around September 30, 2012.

In the meantime, I think it's fine to use the 11% proposed rate as the provisional rate between July-September 30, until we can approve an official rate and you can retroactively adjust it accordingly. Please contact me if you have further questions. Emily

Emily Wen, CPA
Cost Negotiator
OCFO/Financial Improvement and Post Audit Operations/Indirect Cost Group
550 12th Street, SW
Washington, DC 20202-4450
Telephone #: 202-245-8109
Fax #: 202-245-8390
Email: Emily.Wen@Ed.gov

INDIRECT COST RATE AGREEMENT NONPROFIT ORGANIZATION

ORGANIZATION:

DATE: JUN 14 2011

National Institute for Excellence in Teaching
1250 Fourth Street
Santa Monica, CA 90401

AGREEMENT NO. 2011-196

FILING REFERENCE: This replaces previous
Agreement No. 2010-130
dated: August 8, 2010

EIN: 20-2268389

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)

<u>TYPE</u>	<u>Effective Period</u>		<u>Rate</u>	<u>Base</u>	<u>Coverage</u>	
	<u>From</u>	<u>To</u>			<u>Location</u>	<u>Applicability</u>
Final	07-01-09	06-30-10	11.6%	<u>1/</u>	All	All Programs
Provisional	07-01-10	06-30-12	11.6%	<u>1/</u>	All	All Programs

1/ Total direct costs less items of equipment, alterations and renovations, participant support, pass-through 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: Items of equipment are capitalized and depreciated if the initial acquisition cost is in excess of \$1,000.

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 the Organization 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 the Organization, were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable 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 costs 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. This Agreement is effective on the date of approval by the Federal Government.
2. Questions regarding this Agreement should be directed to the Negotiator.
3. 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.
4. If at a future date this organization receives Federal funding, an indirect cost rate proposal should be submitted to that Federal agency within ninety days of receipt of the award. If at that time, more than one Federal agency issues an award, the proposal should be sent to the agency providing the majority of federal funding.

Section IV - Approvals

For the Nonprofit Organization:

National Institute for Excellence in Teaching
 1250 Fourth Street
 Santa Monica, CA 90401

For the Federal Government:

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

Tamara Schiff
 Signature

Mary Gougisha
 Signature

Tamara Schiff
 Name

Mary Gougisha
 Name

Senior Vice President
 Title

Director, Indirect Cost Group
 Title

6/20/2011
 Date

JUN 14 2011
 Date

Hanan Hardy
 Negotiator

(202) 245-8040
 Telephone

GARY E. STARK
National Institute for Excellence in Teaching
President and CEO

SUMMARY

As president and chief executive officer, Dr. Gary Stark is responsible for the management, operations and performance of the National Institute for Excellence in Teaching (NIET). He works closely with NIET senior staff to oversee activities related to the implementation and advancement of the TAP system across the country.

Prior to his position with the National Institute for Excellence in Teaching (NIET), Dr. Stark has been actively involved in the education profession and education reform. During his career, he has held positions as an assistant professor/policy analyst, special assistant to the assistant secretary of education, state-level executive director, school administrator, and most importantly, a classroom teacher.

Prior to his appointment as the special assistant to the assistant secretary of education in April of 2004, he served as the executive director of the Arkansas Teacher Advancement Program, an initiative of the Milken Family Foundation in partnership with the University of Arkansas, where he lead the implementation of a teacher quality whole-school reform model. In 2000, Dr. Stark served as the president of the Arkansas Middle Level Administrators Association. In 2001, he was recognized with the Milken National Educator Award, while serving as the middle school principal at Helen Tyson Middle School in Springdale, Arkansas. In addition to the above experiences, he has consulted with various schools around the nation in the areas of master and mentor teacher development, professional development models and structures, instructional performance standards, and performance pay models.

EDUCATION

Ed.D., Educational Administration, University of Arkansas, Fayetteville, Arkansas, 2006
Ed.S., School Administration, University of Central Arkansas, Conway, Arkansas, 1996
MSE, Secondary School Administration, University of Central Arkansas, Conway, Arkansas, 1994
BSE, Special Education University of Central Arkansas, Conway, Arkansas, 1990

EMPLOYMENT HISTORY

2010- present National Institute for Excellence in Teaching, Fayetteville, AR, President and CEO
2005-2010 National Institute for Excellence in Teaching, Fayetteville, AR, Vice President, Program Development
2005-2006 Teacher Advancement Program Foundation, Fayetteville, AR, Vice President, Program Development
2005 Milken Family Foundation, Fayetteville, AR, Vice President, Program Development
2004-2005 University of Arkansas, AR, Visiting Assistant Professor/ Ed. Policy Analyst

2004-2004 U.S. Department of Education, Special Assistant to the Assistant Secretary
2001-2004 Arkansas Teacher Advancement Program, AR, Executive Director
1997-2001 Springdale School District, Helen Tyson Middle School, AR, Principal
1995-1997 Waldron School District, AR, Waldron Middle School, Principal
1995-1997 Waldron School District, AR, Waldron High School, Assistant Principal,
1993 – 1995 North Little Rock School District, AR, Special Education Teacher
1993-1993 Metropolitan Public Schools, Nashville, TN, Special Education Teacher
1988-1993 U.S. Coast Guard , Military Instructor/Marine Safety Officer

RELEVANT EXPERIENCE

Performance-Based Compensation: Knowledge and Development

- Dr. Gary Stark presents nationally at conferences and trainings. In addition, he routinely interacts with teachers and principals around the country on site-level school reform issues. Dr. Gary Stark also testifies before legislative committees, school boards, and other non-profit foundation boards regarding teacher quality, accountability, and performance compensation. He has also served on review committees and monitoring teams from the U.S. Department of Education and State Education Agencies.
- Dr. Gary Stark serves as a senior staff member of the National Institute for Excellence in Teaching. He provides guidance and expertise in the area of program development for the Teacher Advancement Program (TAP). He also provides on-site technical assistance that includes implementation planning for performance compensation, teacher evaluator training, and applied professional development structures. In addition he conducts training for school and district level leadership teams and assists them in conducting needs assessments and/or developing budgets that support performance compensation models or school re-structuring models.

Management

- As a school principal, Dr. Stark led a large school of approximately 100 faculty and staff in a very progressive and accomplished school district. He had a wide range of responsibilities and commitments within the district and community, which included hiring, training, and evaluation of staff, as well as being the primary leader of the building level instructional plan. During Dr. Stark's five years as principal his school was recognized for improved student achievement scores as a result of a systematic focus on student data with strong accountability measures for instructional planning and delivery. During his tenure, his school was recognized as the school of the year and outstanding middle level program. Dr. Stark was recognized with a national educator award in 2001.

PUBLICATIONS and PRESENTATIONS

Milken National Education Conference, Role of Education Sector in Enhancing Teacher Quality, May 2006, Washington DC.

Center for Teacher Quality, Teacher Compensation, May 3, 2006

Education Commission of the States, Forum on Teacher Compensation Redesign, Wilmington, DE, April 29, 2006,

National Teacher Advancement Program Conference, Hilton Head, SC, November 2005.

Great Schools Partnership Education Summit, Knoxville, TN, November 2005.

Texas Public Policy Foundation, Primer on Teacher Compensation, Austin, TX, 2005.

University of Wyoming Law School, Teacher Quality and School Reform, Laramie, WY, June 2005

Testimony to the Texas Legislature: Performance Compensation, House Education Committee May 2005, Austin TX

Governor's Education Reform Summit 2004, Accountability Legislation, Jackson, MS

Milken National Education Conference 2003, Los Angeles, CA

Regional Summit On Teacher Quality 2003, Austin, TX

Grant Presentation to the Assistant Secretary of Education, Sponsored by Congressman John Boozman, Jan 2003, Washington DC.

Stark, Gary, Solmon, Lewis C. (November 18, 2002). "More Pay or Better Teachers?" *Arkansas Business*, Commentary.

National TAP Conference, 2002 Phoenix, AZ

National Conference on Teacher Compensation and Evaluation, for Policy Research in Education 2002, Chicago, IL

ADE Smart Step Presenter, Standards-based Classroom w/ADE Director Simon, 2002

BOARD MEMBER AND POSITIONS

White House political appointment as Special Assistant to the Assistant Secretary of Education 2004

Arkansas Association of Middle Level Administrators, President, 2000

Arkansas Association of Educational Administrators, Board of Directors, 2000

RECOGNITIONS and AWARDS

National Milken Educator Award Recipient 2001

2000 Middle School of the Year, “Shannon Wright Award”

Jason A. Culbertson

(b)(6)

EDUCATION:

Converse College; Spartanburg, SC
Educational Specialist Degree – July 2007
Summa Cum Laude

University of South Carolina; Columbia, SC
Master of Teaching Degree – May 2001
Summa Cum Laude

University of South Carolina; Columbia, SC
Bachelor of Arts Degree - December 1999
Major: History
Bachelor of Arts Degree – December 1999
Major: Political Science
Cum Laude

EXPERIENCE:

June 2012 – Present – *National Institute for Excellence in Teaching – Chief Learning Officer and Executive Vice President.*

Responsibilities include: Oversight of research, communications, and policy; Directing all professional development and training activities including national conferences and summer institutes for TAP; TAP System Training Portal design and management; assisting districts and states plan and execute comprehensive school reform; grant writing and management; primary liaison with partners; managing invoices and revenue collections; measuring fidelity of TAP implementation at various sites across the nation; providing on-site technical assistance as requested by partner projects; and communicating regularly with media outlets.

July 2009 – May 2012 – *National Institute for Excellence in Teaching – Vice President of School Services.*
Responsibilities include: Directing all professional development and training activities including national conferences and summer institutes for TAP; TAP System Training Portal design and management; assisting districts and states plan and execute comprehensive school reform; grant writing; measuring fidelity of TAP implementation at various sites across the nation; providing on-site technical assistance as requested by partner projects; and communicating regularly with media outlets.

May 2005 – July 2009 – *South Carolina Department of Education – Executive Director, South Carolina Teacher Advancement Program; Project Director of Teacher Incentive Fund Grant.*
Responsibilities included: Providing technical support to schools; grant management and oversight; coordinating principals; directing budget creation and implementation; grant writing; classroom observations; expansion presentations; conducting quality control program reviews in South Carolina and other states; leading monthly professional development meetings; serving as liaison between data analysis companies and school districts; planning and hosting two national Teacher Advancement Program conferences; designing on-line data analysis software; recruitment of teachers; developing statewide policy; interviewing and selecting teachers, mentor teachers, and master teachers; assisting principals with creating master schedules; conducting annual job performance reviews of master teachers; assisting principal with reallocating funds to support or sustain programs; analysis of student data; curriculum calibration; drafting provisos; creating data management plans; communicating regularly with media outlets.

June 2004 – May 2005 - *Laurens School District 56– Bell Street Middle School, Master Teacher.*

SC.

- Culbertson, J.A., (2005) Preparing for Success at a TAP School, Florida TAP Training, Tallahassee, FL.
- Culbertson, J.A., (2004) Integrating Student-Created PowerPoints Across the Curriculum. South Carolina Middle School Association, Myrtle Beach, SC.
- Culbertson, J.A., (2004) Social Studies Curriculum Mapping, Mullins, SC.
- Culbertson, J.A., (2004) Innovative Social Studies Lessons K-12. Spartanburg District 1 Summer Social Studies Council, Spartanburg, SC.
- Culbertson, J.A., (2004) Innovative Lessons in the Social Studies. South Carolina Council for the Social Studies, Greenville, SC.

KRISTAN VAN HOOK
National Institute for Excellence in Teaching
Vice President, Public Policy and Development

SUMMARY

As vice president for public policy and development at the National Institute for Excellence in Teaching, Kristan Van Hook develops and implements strategies to build support of the Foundation's education initiatives, including the Teacher Advancement Program (TAP). She has over 15 years of experience in government and public policy, serving in senior staff positions at the U.S. House of Representatives Energy and Commerce Committee and as director of congressional affairs at the U.S. Commerce Department's National Telecommunications and Information Administration where she worked on administration initiatives in the area of education technology. In 1997, Ms. Van Hook started a successful public policy firm, representing corporate and nonprofit clients in the fields of communications and education, and served as executive director for the Partnership for 21st Century Skills, a coalition of business, community and education organizations. In 2004 she joined the TAP team, and plays a leading role in policy development around teacher effectiveness. Kristan graduated from Dartmouth College and the Kennedy School of Government at Harvard University.

EDUCATION

M.A., Public Policy, Harvard University, John F. Kennedy School of Government, Cambridge, Massachusetts, 1990, Teaching Assistant in Economics; Awarded Kennedy School Fellowship
B.A., History, Dartmouth College, Hanover, New Hampshire, 1986, Cum Laude

EMPLOYMENT HISTORY

2004-present	National Institute for Excellence in Teaching, Washington, DC, Vice President, Public Policy and Development
2005-2006	Teacher Advancement Program Foundation, Washington, DC, Vice President, Public Policy
2004-2005	Teacher Advancement Program, Washington, DC, Vice President, Public Policy
2002-2003	Infotech Strategies, Washington, DC, Principal
1997-2002	Mindbeam/Simon Strategies, Washington, DC, President
1996-1997	U.S. Commerce Department, National Telecommunications and Information Administration, Director, Office of Congressional Affairs
1993-1996	U.S. House of Representatives, Subcommittee on Telecommunications and Finance, Policy Analyst
1990-1992	U.S. House of Representatives, Congressional Aide

RELEVANT EXPERIENCE

Public Policy Advocate for Teacher Effectiveness Reforms

- Ms. Van Hook serves as the Vice President of Public Policy and Development and develops and advocates policy initiatives in the area of teacher effectiveness. Her position at NIET is to be a thought leader and expert resource in the area of teacher effectiveness to maximize NIET's role in education policy by building relationships with key federal and state policymakers, other education organizations, business leaders and opinion makers. Ms. Van Hook develops and executes public policy strategies to build awareness and support for the NIET's programs, including the Teacher Advancement Program (TAP), and provides information and strategic advice to the NIET leadership staff regarding developments in education policy at the federal and state level.
- Ms. Van Hook provides information and analysis to NIET colleagues about the development of education initiatives, and works with other NIET staff to create reports, white papers and guides regarding teacher effectiveness and education policy reforms. Ms. Van Hook has developed strong communications and coordination strategies to support TAP in its expansion and visibility.
- Ms. Van Hook works to secure funding for TAP in new and expanding states. She identifies and pursues opportunities within federal and state policy circles to promote TAP and its concepts, in an effort to effectively incorporate support for the program into state, district and school plans and budgets.

Public Relations and Business Consulting: Education and Health Information and Communications Technology

- Ms. Van Hook represented the nation's third largest Internet service provider in the areas of telecommunications policy, spam, new wireless applications, and consumer initiatives with an emphasis on education and health technology. At Infotech Strategies, she provided strategic advice on developments in broadband applications and services for an international equipment and content company. Her work included advising a leading national equipment provider on wireless spectrum developments and regulations, education policies and programs, and digital rights management; advising an educational foundation on its annual conference and on ways to develop greater national support and visibility for its teacher quality program; as well as working with national coalition of educators to retain access to education spectrum and to update rules to support its use for broadband services.
- Ms. Van Hook served as the Executive Director of the Partnership for 21st Century Skills, a business-education coalition working to promote 21st century skills in K-12 education.

Public Policy Consulting: Telecommunications, Technology and Information

- Ms. Van Hook built a highly successful consulting firm providing policy consulting and advice, representation, public affairs guidance and business development assistance. Working with clients in the telecommunications, technology and information industries, she co-directed the openNET coalition. This organization, which represents 1000

Internet companies including Internet service providers, media companies, and telecommunications firms whose goals are to gain access to cable high speed networks.

- Ms. Van Hook worked with a number of companies and organizations, including assisting an innovative wireless company in obtaining authorization for operation of its new wireless communications technology as well as in securing investments and publicity; advising the CEO of a major Japanese electronics and media company on strategic planning related to the Internet and new media development; representing a national education group and coalition of educators to preserve radio spectrum licenses across the country for educational purposes; and providing strategic advice to an international electronics manufacturer in implementing federal requirements for access for the disabled to telecommunications equipment. She also worked with a major telecommunications and Internet equipment supplier and an educational software company to provide business community support for the E Rate program.
- Ms. Van Hook's public speaking experience includes print and television interviews with national media. She has been invited to speaking presentations to organizations and conferences in Madrid, Stockholm, Paris, and states across the country.

National Telecommunications and Information Administration Policy Development

- Ms. Van Hook was principally involved in developing, communicating and representing Administration policy on the Telecommunications Act of 1996. She developed initiatives on advanced telecommunications networks, the Telecommunications Opportunity Program, the E Rate and funding for school connectivity, and children's television. Ms. Van Hook briefed the President and Vice President on media violence and the V-chip. Along with building a broad coalition among educators, non-profits, community networking organizations and private companies in support of a multimillion dollar grant program, Ms. Van Hook worked with the Administration and Congress to develop and pass a 300 person agency budget.

Federal Policy Analysis and Development

- At the U.S. House of Representatives Subcommittee on Telecommunications and Finance, Ms. Van Hook was principally involved in development and drafting of legislation impacting the communications, media and information industries.
- Ms. Van Hook negotiated closed captioning and video description requirements for the disabled; advised Chairman and Committee Members; conducted oversight, investigative and legislative activities relating to the telecommunications, media and information industries; served as principal advisor to the Chairman at hearings; wrote Committee reports, speeches and opinion pieces; analyzed agency and departmental budgetary requests; and conducted extensive work with Executive Branch, Federal Communications Commission, public interest groups and representatives of the cable, satellite, broadcasting, telephone and consumer electronics industries.

Basic Job Responsibilities: MASTER TEACHER

Leadership Team Participation

Some of the responsibilities a master teacher will have as a member of this team are to: analyze student data to identify student learning goals; develop a school academic achievement plan; create a school assessment plan; monitor goal setting, activities, classroom follow-up and goal attainment for cluster groups and Individual Growth Plans (IGPs); assess teacher evaluation results; and maintain inter-rater reliability.

Cluster Group Planning and Implementation

As a cluster group leader, the master teacher will be responsible for: developing the long-range cluster plan, weekly cluster group meeting records, and activities with other members of the leadership team; overseeing and leading, co-leading or attending selected cluster meetings weekly following the *STEPS for Effective Learning*; providing appropriate follow-up in the classroom; and assessing all cluster groups' progress toward goals.

Manage Teachers' Individual Growth Plans (IGPs)

The master teacher oversees groups of teachers in developing goals, provides instructional interventions with proven results, facilitates teacher proficiency with these new strategies through classroom-based follow-up, and ensures that the progression of teacher skill development is aligned with changing student learning needs.

Evaluations/Conferencing

The master teacher conducts classroom evaluations and conferencing for both announced and unannounced observations.

Classroom Follow-Up

The master teacher provides support following every cluster meeting (e.g., observation/feedback, model teaching, demonstration lessons and team teaching following every cluster meeting and in individual teacher mentoring situations).

Professional Growth

While the master teacher is expected to come to the job with a high level of educational knowledge, they will be afforded the opportunity to work with a TAP director and other master teachers to enhance their skills and provide their teachers with only the best instructional interventions and strategies. In some cases, mentor teachers will also attend selected in-service training sessions.

Qualifications

Master teachers are required to have substantially more experience in curriculum development, professional development and mentoring than a traditional teacher. They must represent the "gold standard" in teaching and serve as a role model to all other instructional staff. Master teachers should have at least five years experience and a proven track record in increasing student achievement. Master teachers must have contributed to their profession through activities such as conducting research, publishing articles or other work in reputable education journals, teaching at the higher education level, presenting at conferences, and receiving awards that recognize their educational talents. Finally, master teachers need to be excellent communicators with students and adults alike.

Specific Qualifications Required

- » Master's degree in relevant academic discipline
- » Doctorate degree in relevant academic discipline desired
- » At least five years of successful teaching as measured by performance evaluations, promotions and portfolio of work
- » For teachers currently in TAP schools, exemplary evaluation scores on the TAP Rubrics
- » Demonstrated expertise in content, curriculum development, student learning, data analysis, mentoring and professional development, as demonstrated by an advanced degree, advanced training and/or career experience
- » Student data that illustrates the teacher's ability to increase student achievement through utilizing specific instructional interventions
- » Instructional expertise demonstrated through model teaching, team teaching, video presentations and student achievement gains
- » Classroom demonstrations and external observations
- » Proof of contribution to profession such as research, publications, university teaching, presentations and awards
- » Excellent communication skills and an understanding of how to facilitate growth in adults

Overview of Master Teacher Position

Master teachers function in a unique manner relative to the traditional teacher. Their primary role is, with the principal, to analyze student data and create and institute an academic achievement plan for the school. Master teachers lead cluster groups and provide demonstration lessons, coaching and team teaching to career teachers. They also spend, on average, two hours per day teaching students. Master teachers collaborate to determine and to develop the adoption of learning resources. They are partners with the principal in evaluating other teachers. Master teachers may also partner with the principal in sharing some of the responsibility of interacting with parents.



Role and Responsibilities

- » Analyze school-wide student data as the basis for developing a school plan
- » Develop the school plan utilizing the TAP processes
- » Oversee planning, facilitation and follow-up of cluster group meetings during Professional Growth Blocks
- » Team teach with colleagues, demonstrate model lessons, and develop and help implement curriculum
- » Observe and provide peer assistance and coaching toward meeting teachers' IGP goals
- » Evaluate teacher performance using the TAP Rubrics and conduct follow-up teacher conferences
- » Participate in all TAP trainings and become a Certified TAP Evaluator
- » Attend professional development meetings
- » Work an expanded calendar year



Evaluation

The principal, TAP director and other master teachers will evaluate master teachers through announced and unannounced observations on an ongoing basis. (See *TAP Evaluation and Compensation Guide*.) As well, mentor and career teachers will participate in master teacher evaluations.

MENTOR TEACHER

Leadership Team Participation

The TAP leadership team (TLT) is responsible for the overall implementation of TAP. Some of the responsibilities a mentor teacher will have as a member of this team are to: analyze student data to identify professional needs; develop an academic achievement plan; create a school evaluation plan; monitor goal setting, activities, classroom follow-up and goal attainment for cluster groups and Individual Growth Plans (IGPs); assess teacher evaluation results; and maintain inter-rater reliability.

Cluster Group Planning and Implementation

With cooperation and oversight from the master teacher, the mentor teacher develops the long-range cluster plan and weekly cluster group agendas and activities, following the *STEPS for Effective Learning*. He/she leads or co-leads weekly cluster meetings and maintains the cluster group record. When time permits, he/she also provides appropriate classroom follow-up.

Supports Individual Growth Plans (IGPs)

With oversight from the master teacher, the mentor teacher facilitates teachers in developing their goals and acquiring instructional interventions with proven results. He/she is also responsible for enhancing teacher proficiency with classroom-based follow-up, and for ensuring that the progression of teacher skill development is aligned with changing student needs.

Evaluations/Conferencing

The mentor teacher conducts classroom evaluations and conferences for both announced and unannounced observations.

Classroom Follow-Up

The mentor teacher provides observation/feedback, model teaching (demonstration lessons) and team teaching following every cluster meeting and in individual teacher mentoring situations.

Qualifications

The mentor teacher plays an essential role in TAP. In addition to helping create the academic achievement plan for the school, their role involves serving as a liaison between the master and career teachers to ensure all teachers are receiving the support necessary to improve their instruction and increase student achievement. By including mentors who are provided release time, the TAP model ensures that all teachers have the opportunity to be mentored.

Specific Qualifications Required

- » Bachelor's degree and full credentials OR alternative certification, including passing level on elementary subject matter assessments and professional knowledge assessments
- » Portfolio and a classroom demonstration showing instructional excellence
- » Student data that illustrates the teacher's ability to increase student achievement through utilizing specific instructional strategies
- » Minimum of two years teaching experience
- » Recommended by the principal, TAP director and master and mentor teachers
- » Excellent instructor and communicator with an understanding of how to facilitate growth in adults

Overview of Mentor Teacher Position

Mentor teachers are actively involved in enhancing/supporting the teaching experience of career teachers. Through the leadership team, they participate in analyzing student data and creating the academic achievement plan. With oversight and support from the master teacher, they lead cluster meetings and, as a result, mentor teachers also provide classroom-based follow-up and extensive feedback on the instructional practices of career teachers. Planning for instruction is in partnership with other mentor teachers and career teachers, with the input and guidance of the master teacher. Mentor teachers are required to engage in professional development activities that are both self- and team-directed.



Role and Responsibilities

- » Through analysis of student data, create the school academic achievement plan
- » With oversight of the master teacher, plan and facilitate group meetings during Professional Growth Blocks and provide appropriate follow-up
- » Team teach with colleagues, demonstrate model lessons, and develop and help implement curriculum
- » Observe and provide peer assistance and coaching toward meeting teachers' IGP goals
- » Evaluate teacher performance using the TAP Rubrics
- » Participate in all TAP trainings and become a Certified TAP Evaluator
- » Work an expanded calendar year



Evaluation

The principal, TAP director, master teachers and other mentor teachers will evaluate mentor teachers through announced and unannounced observations on an ongoing basis. (See *TAP Evaluation and Compensation Guide*.)

CAREER TEACHER

Qualifications

The career teacher is most similar to what we now think of as a traditional classroom teacher. The candidate is expected to have a bachelor's degree with at least a provisional teaching certificate in his/her specialty area. However, TAP also supports the hiring of talented candidates who have a bachelor's degree and successful completion of an alternative certification program.

Overview of Career Teacher Position

The primary difference between the role of the career teacher in the TAP model and the role of the traditional teacher is that the career teacher routinely teams with more experienced master and mentor teachers. This team-teaching environment provides necessary support to the career teacher. This teaming also builds an induction program into the staffing system. As a result, the new teacher will not experience the feelings of isolation and frustration that many new teachers have. The career teacher also collaborates on lesson planning and develops expertise in all areas of instruction by working directly with mentor and master teachers.



Role and Responsibilities

- » Attend cluster group meetings
 - › Meetings should occur at least once a week for one hour. During these meetings, career teachers are expected to attend and be prepared to participate in all aspects of the meeting.
- » Collaborate in the classroom with master and mentor teachers
 - › In conjunction with cluster groups, career teachers will be paired with a master and a mentor teacher who will, in each teacher's own classroom, provide instructional support to increase teacher expertise, and hence, student achievement. This team-teaching environment will allow the master/mentor teacher to observe the career teacher regularly.
 - › Variations of this one-to-one pairing may occur, depending upon financial viability and the number of qualified teachers at a school site.
- » Participate in TAP's Instructionally Focused Accountability System
 - › All teachers in TAP schools will be evaluated 4-6 times during the year by multiple evaluators using the TAP Rubrics as the measurement tool.
- » With assistance from the master/mentor teachers, career teachers develop expertise through creating and maintaining an Individual Growth Plan (IGP).
 - › In alignment with the teacher's refinement area (as identified during the TAP evaluation process) and his/her students' academic needs, the teacher will be asked, with ongoing support from the master/mentor teachers, to develop and maintain a TAP IGP.
- » Career teachers work a traditional calendar year.



Evaluation

The principal, master teachers and mentor teachers will evaluate career teachers through announced and unannounced observations on an ongoing basis. (See *TAP Evaluation and Compensation Guide*.)

The TAP CODE System

A Teacher Performance and Management System to Ensure Fair and Meaningful Evaluations

The TAP CODE System is an interactive data management tool for storing and analyzing teacher evaluations (observations) and other school data. CODE is a Web-based system that provides secure access to real-time data and powerful analytical tools for principals, master and mentor teachers in a TAP school.

CODE offers the following features:

Observations

CODE provides an easy-to-use interface for entering and analyzing teacher observation data. The system also allows you to enter self-evaluations, search observations from past school years and easily track your school's progress on completing the required number of observations.

Reports

CODE generates more than 20 automated reports that can analyze the results of teacher evaluations across grade levels and content areas. These reports identify areas of strength and weakness in your school in order to help design effective professional development. The reports also provide tools for ensuring inter-rater reliability and consistency among evaluators.

Performance-Based Compensation Calculations and SKR Scores

For accurate and timely results, CODE automatically calculates performance-based compensation bonuses and overall Skills, Knowledge and Responsibilities (SKR) scores.

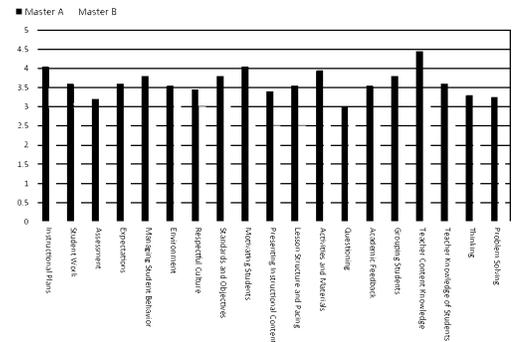
Responsibilities Surveys

For easier entry, teachers and principals can fill out responsibilities surveys online.

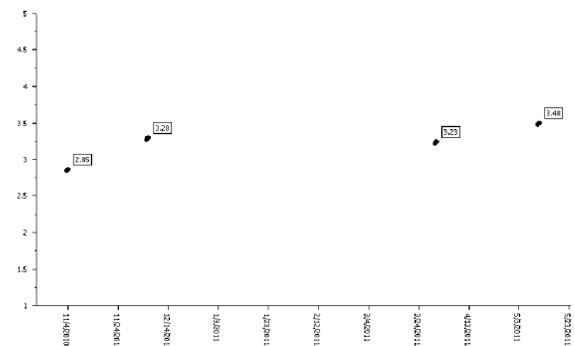
Forms

CODE provides an online platform for filling out and organizing all TAP forms, including the Leadership Team Meeting Log, the Long-Range Plan and the Cluster Meeting Record.

Example CODE Report for Monitoring Inter-Rater Reliability: A Case of Inconsistent Scoring Across Evaluators That Must Be Remedied

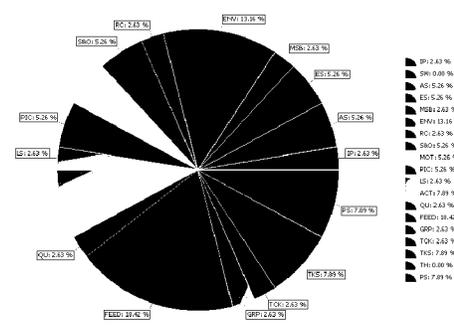


Example CODE Report for Easily Tracking Teacher Progress on Observation Scores Throughout a School Year



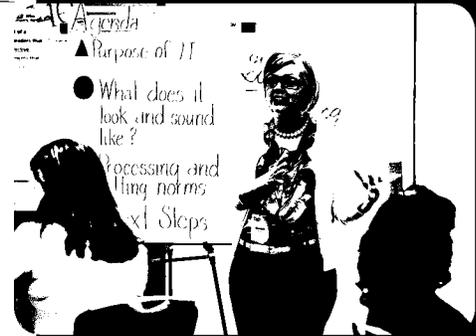
Example CODE Report for Identifying Areas of Weakness Within a School to Be Targeted for Professional Development

Sample School - Refinement Goals (2010-2011)



Observer Scores

School:	Bower Elementary	Teacher:	Smith, Sally				
Designing and Planning Instruction							
Instructional Plans (IP):		Exemplary	4	3	2	1	
Student Work (SW):			•				
Assessment (AS):				•			
The Learning Environment							
Expectations (ES):		Exemplary	4	3	2	1	
Managing Student Behavior (MSB):			•				
Environment (ENV):				•			
Respectful Culture (RC):					•		
Instruction							
Standards and Objectives (S&O):		Exemplary	4	3	2	1	
Motivating Students (MT):				•			
Presenting Instructional Content (PIC):				•			
Lesson Structure and Pacing (LSP):			•				
Activities and Materials (ACTM):				•			
Questioning (QU):					•		
Academic Feedback (FEED):					•		
Grouping Students (GRP):					•		
Teacher Content Knowledge (CK) / Content Implementation (CI):					•		
Teacher Knowledge of Students (TKS):					•		
Thinking (TH):					•		
Problem Solving (PS):					•		



Edit Responsibility Survey

School: Bower Elementary

Surveyed By: Smith, Sally
Teacher Surveyed: Jones, Bob

Staff Development

- The master teacher leads the design and delivery of research-based professional development activities for his or her cluster group.
- The master teacher consistently presents new learning in cluster that is supported with field based evidence of increased student achievement.
- The master teacher models new learning in cluster meetings and in classrooms throughout the year demonstrating how to effectively implement the skill developed in cluster meetings.
- The master teacher is a resource, providing access to materials and research-based instructional methods to his or her cluster group members.
- The master teacher works closely with cluster team members to plan instruction and assessments during cluster development time.
- The master teacher guides and reviews the cluster members' Individual Growth Plans.

Exemplary	Proficient	Unsatisfactory	Not Sure
5	4	3	2

Instructional Supervision

- The master teacher provides specific evidence, feedback and suggestions during coaching identifying areas of reinforcement and refinement.
- The master teacher advances the career and mentor teacher's knowledge of state and district content standards and the "AP Rubrics."

Exemplary	Proficient	Unsatisfactory	Not Sure
5	4	3	2

For over a decade, TAP™: The System for Teacher and Student Advancement has provided teachers with opportunities for career advancement, job-embedded professional growth, fair and rigorous evaluations and performance-based compensation. TAP is continually developing new and more powerful resources to support teachers in improving their skills and increasing student achievement.



For more information about TAP, visit www.tapsystem.org.

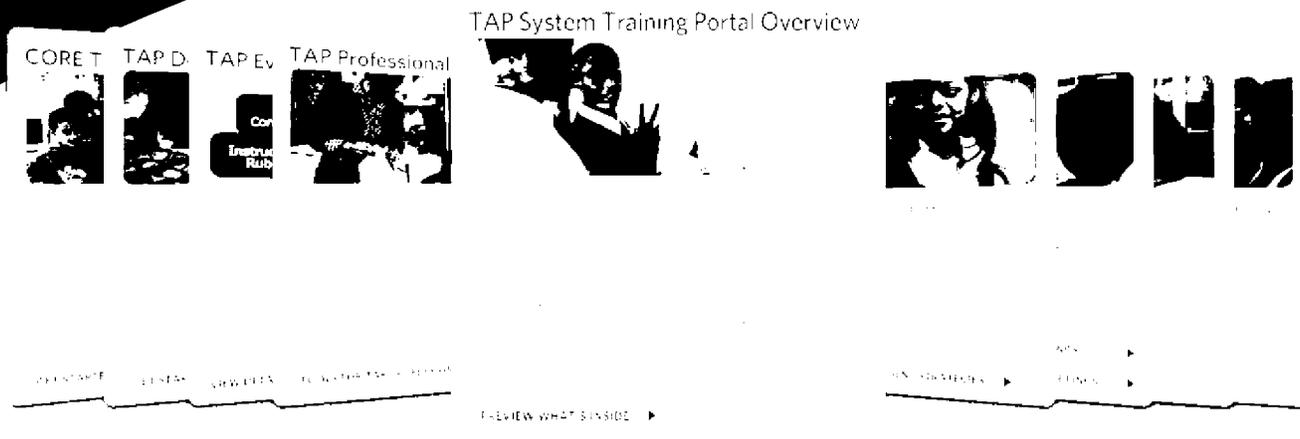
To purchase CODE in your school or district or to schedule a live demonstration:

Email info@nietbestpractices.org

Call (310) 570-4860

The TAP System Training Portal

www.tapsystemtraining.org



For over a decade, TAP™: The System for Teacher and Student Advancement has provided teachers with opportunities for career advancement, job-embedded professional growth, fair and rigorous evaluations and performance-based compensation. TAP is continually developing new and more powerful resources to support teachers in improving their skills and increasing student achievement.

The latest such resource, the TAP System Training Portal, is a powerful, interactive Web tool that provides individualized TAP trainings and support. At their fingertips, TAP leaders can gain real-time access to the latest trainings to download, review and deliver to teachers in order to improve instruction.

This dynamic portal offers:

TAP Video Library

A collection of more than 100 hours of professionally filmed classroom lessons and other TAP footage designed to improve teacher performance. High-definition videos are displayed in split screen in order to easily observe both the teacher and students.

TAP Training Modules

Interactive and user-directed training experience on the indicators of the TAP Rubric (*Teaching Skills, Knowledge and Responsibilities Performance Standards*) and a variety of other topics that can be used to enhance TAP expertise.

TAP Strategies Library

More than 300 proven teacher- and student-centered strategies gathered from TAP teachers across the country over the past decade. Each of the strategies was thoroughly vetted by expert master teachers. The library contains over 3,000 individual documents.

TAP Summer Institute & Conference Trainings

Video clips and associated materials from all TAP Summer Institute (TSI) and National TAP Conference training sessions. The presentations and supporting video for all the trainings have been categorized and uploaded to the portal.



Training Modules: Get Started

To view a Training Module select a link and click once. Module must be viewed in Internet Explorer to the Internet and may not be viewed if your computer. Be sure that any pop-up blockers are turned off!

File Name	Uploaded
Accessing Files on Training Module.html	10/22/2010
Lesson Structure and Pacing Training Module.html	10/22/2010
Measuring Student Training Module.html	11/10/2010

TAP Evaluation Process



Lessons by SE

You've chosen to try Special Education's teaching demonstration.

File Name	Uploaded
Science-Balancing Chemical Equations	10/22/2010
Science-Respiration, Cell, Debris and Disasters	10/22/2010
Science- Perspectives of Coasters	11/10/2010

Strategies Library

Teacher Strategies

- Standards & Objectives
- Motivating Students
- Presenting Instructional Content
- Lesson Structure & Pacing
- Activities & Materials

- Thinking
- Problem Solving
- Instructional Plans
- Student Work
- Assessment
- Expectations
- Managing Student Behavior
- Environment
- Respectful Culture

STUDENT STRATEGIES ▶



TAP Evaluation Process

TAP teachers are evaluated every year through multiple classroom observations by trained and certified raters and through their contributions to student achievement growth. TAP implementers will find all tools for TAP's integrated system of teacher evaluation and support.

TAP Professional Development

TAP provides teachers with a system of professional development that is ongoing, job-embedded, collaborative, student-centered and led by expert instructors. All resources that TAP practitioners need to effectively implement TAP's professional development are just a click away.

TAP Documents

Quick access to many TAP publications, including the *TAP Implementation Manual*, *TAP Evaluation and Compensation (TEC) Guide* and *TAP Leadership Handbook*.

To see a preview of the TAP System Training Portal, visit www.tapsystemtraining.org.



Subscribe your school

1. School or district administrators go to www.tapsystemtraining.org.
2. Click on "Contact Us" on the top right of the screen.
3. Under "What type of issue are you writing about?", select "Purchasing access for my school."
4. Fill out the required information and submit the form.
5. Someone will contact you shortly.

Lindsay Harris, Principal
Jane Long Middle School, Texas

Jenai Edwards, Mentor Teacher
Chestnut Oaks Middle School, South Carolina



For more information about TAP, visit www.tapsystem.org.

PR/Award # S374A120041 Adobe Flash Player at <http://get.adobe.com/flashplayer/>.

Performance Awards are of Sufficient Size to Affect Teacher and Principal Behavior

TAP has substantial experience in effectively structuring and presenting performance incentives that affect behavior. This means more than simply assuming that teachers and principals will change behavior if offered large enough incentives. Research has shown that features other than the magnitude of awards, such as how incentives are structured and presented, also affect behavioral and educational outcomes (Bonner, 2002; Heneman, 1998; Taylor et al., 2009). TAP's comprehensive approach to the size and structure of incentives affects behavior in two key ways. One is to elicit motivated participation in the process of continuing improvement in teaching and leadership skills, based on instructionally focused accountability and on-site professional development. TAP's success in this is shown by student achievement growth results, teacher growth in instructional quality measures and staff survey data (NIET, 2010). The second way TAP incentives affect behavior is to attract effective teachers and principals to high-need schools and retain them because of the opportunities for expanded pay and the supportive working environment TAP creates. Evidence of success is shown in the previous chart "Increased Retention of Highly Effective Teachers in TAP Schools" and is confirmed by staff survey data (NIET, 2010). By recruiting and retaining effective educators, TAP schools improve student outcomes over time.

Research. The performance awards we propose for TAP are based on an allocation of over 5% of average base pay, which is well within the guidelines established by the following research: Odden & Wallace (2007) recommend a range of 4-8% of base pay for performance bonuses in education. Lavy (2002) found positive gains in student achievement resulting from a bonus plan offering up to 3% of base pay, although many researchers recommend larger bonuses than that. A study of a performance incentives program in North Carolina found improvements in student

achievement associated with award sizes as small as \$1,500 (Vigdor, 2009). The median bonus in a survey of 661 private sector plans was 5% of base pay, and bonuses much below that were perceived as less successful by the private sector companies using them (McAdams & Hawk, 1994).

The most substantial body of evidence available for the size of these awards comes from TAP's 10 years of successful experience in providing performance bonuses to teachers and principals as a core element of a comprehensive support and accountability system. As shown by this track record, allocating performance incentives in the range of 5% of base pay in the context of TAP's comprehensive approach to reform has proven high enough to change behavior and improve student outcomes.

Size of awards. Based on the above research and the experience of TAP in multiple states NIET and its partner have determined that bonuses in the range of 5% of base pay are sufficient. In addition to performance awards, TAP offers substantial augmentations for additional roles and responsibilities. Principal may earn bonuses about 12% above base pay and assistant principals may earn about 7% of base pay. Therefore, the incentive amounts provided in this grant for both teachers and principals are considered substantial.

Structure of award. TAP intentionally uses multiple measures and a mixed model of group and individual incentives to achieve the behavioral changes that will result in recruitment and retention of effective teachers, and will result in increased buy-in, collaboration and collegiality in TAP schools.

Classroom student growth measures are an important part of measuring teacher performance since they are more closely linked with individual teacher performance. Teachers can analyze the link between their students' achievement growth and their own instructional

skills, with the help of the TAP Leadership Team. This data helps teachers to better understand specifically how to change their own practice to increase their students' achievement.

Basing a portion of the overall incentive on the school-wide value-added measure is important. Theory, research and 10 years of experience in TAP schools indicate that school-wide performance awards promote professional collaboration, staff collegiality, and alignment of organizational resources with instructional goals. The optimal approach to incentives is to balance individual and group incentives wherever possible. This motivates high personal performance as well as positive contributions to teamwork.

Bibliography

Biancarosa, G., Bryk, A.S., & Dexter, E.R. (2010, September). Assessing the value-added effects of Literacy Collaborative professional development on student learning. *The Elementary School Journal*, 111(1), 7-34.

Bonner, S. E. & Sprinkle, G. B. (2002). The effects of monetary incentives on effort and task performance: Theories, evidence and a framework for research. *Accounting, Organizations, and Society*, 27(4-5), 303-305.

Braun, H. (2005). Using student progress to evaluate teachers: A primer on value-added models. Technical report, Educational Testing Service, Policy Information Center. Available online: <http://www.ets.org/Media/Research/pdf/PICVAM.pdf>

Community Training and Assistance Center. (2004). Catalyst for change: Pay for performance in Denver. Boston. Available online: <http://www.ctacusa.com/PDFs/Rpt-CatalystChangeFull-2004.pdf>

Daley, G., & Kim, L. (2010). A teacher evaluation system that works. Santa Monica: National Institute for Excellence in Teaching.

Fullan, M. (2000b). Leadership for the twenty-first century: Breaking the bonds of dependency. In *The Jossey-Bass reader on educational leadership* (pp. 156-63). San Francisco: Jossey-Bass.

Glazerman, D., Goldhaber, D., Loeb, S., Staiger, D. O., Whitehurst, G. J. & Croft, M. (2011). *Passing muster: Evaluating teacher evaluation systems*. Washington, DC: Brookings Institute. Available online: http://www.brookings.edu/~media/research/files/reports/2011/4/26%20evaluating%20teachers/0426_evaluating_teachers.pdf

Goe, L. & Holdheide, L. (2011). Measuring teachers' contributions to student learning growth for nontested grades and subjects. Washington, DC: National Comprehensive Center for Teacher Quality. Available online: <http://eric.ed.gov/PDFS/ED520722.pdf>

Goldhaber, D. (2010). When the stakes are high, can we rely on value-added? Exploring the use of value-added models to inform teacher workforce decisions. Washington, DC: Center for American Progress. Available online: <http://www.americanprogress.org/issues/2010/12/pdf/vam.pdf>

Goldschmidt, P., Roschewski, P., Choi, K. C., Auty, W., Hebbler, S., Blank, & Williams, A. (2005). Policymakers' guide to growth models for school accountability: How do accountability models differ? Washington, DC: CCSSO.

Heneman, H. G. (1998). Assessment of the motivational reactions of teachers to a school-based performance award program. *Journal of Personnel Evaluation in Education*, 12(1), 43-59.

Kemmis, S., & McTaggart, R. (1998). *The action research planner*. Geelong, Victoria, Australia: Deakin University Press.

Victor Lavy. *Journal of Political Economy*. Vol. 110, No. 6 (December 2002), pp. 1286-1317. Published by: The University of Chicago Press.

National Institute for Excellent in Teaching. (2010). Research Summary: Updated April 2010. Available online at: www.tapsystem.org.

Odden, Allan & Wallace, Marc. (2007a). *How to Achieve World Class Teacher Compensation*. St. Paul: Freeload Press.

Patton, M. (2002). Utilization Focused Evaluation Checklist. Evaluation Checklists Project. Available online at: www.wmich.edu/evalctr/checklists

Saunders, W.M., Goldenberg, C.N., & Gallimore, R. (2009, December). Increasing achievement by focusing grade-level teams on improving classroom learning: A prospective, quasi-experimental study of Title I schools. *American Educational Research Journal*, 46(4), 1006–1033.

Slotnik, W. J. & Smith, M.D. (2008). *Tying Earning to Learning: The Link Between Teacher Compensation and Student Learning Objectives*. Boston: Community Training and Assistance Center.

Stark, Gary and Kelly Hanson. (2007). *Comprehensive Reform Can Lead To Increased Achievement for Special Ed Teachers and Students*. Special Ed Advisor. Retrieved from http://www.tapsystem.org/pubs/special_ed_advisor_0207.pdf

Steele, J. L., Hamilton, L. S., & Stecher, B. M. (2010). Incorporating student performance measures into teacher evaluations systems. Santa Monica: RAND Corporation

Stringer, E. (1996). Action research: A handbook for practitioners. Thousand Oaks, CA: Sage.

Taylor, L. L., Springer, M. G., & Ehlert, M. (2009). Teacher-designed performance-pay plans in Texas. In Matthew G. Springer (Ed.) Performance incentives: Their growing impact on American K-12 education. Washington, D.C.: Brookings Institution Press.

Vigdor, J. L. (2009). Teacher salary bonuses in North Carolina. In Matthew G. Springer (Ed.) Performance incentives: Their growing impact on American K-12 education. Washington, DC: Brookings Institution Press.

Weisberg, D., Sexton, S., Mulhern, J., Keeling, D. (2009). The widget effect: Our national failure to acknowledge and act on differences in teacher effectiveness. Brooklyn: The New Teacher Project. Available online at <http://widgeteffect.org/>

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

BUDGET NARRATIVE

FEDERAL REQUEST

ED 524 Category	Year 1	Year 2	Year 3	Year 4	Year 5	Total
1. Personnel	(b)(4)					
2. Fringe	(b)(4)					
3. Travel	\$203,775	\$169,903	\$169,903	\$167,633	\$167,633	\$878,847
4. Equipment	\$0	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$30,860	\$0	\$0	\$0	\$0	\$30,860
6. Contractual	\$443,358	\$318,158	\$318,158	\$268,158	\$280,158	\$1,627,990
7. Construction	\$0	\$0	\$0	\$0	\$0	\$0
8. Other	\$42,800	\$37,300	\$80,100	\$45,100	\$45,100	\$250,400
9. Total Direct Costs	(b)(4)					
10. Indirect Costs	(b)(4)					
11. Training Stipends	(b)(4)					
12. Total Costs	(b)(4)					

MATCH

ED 524 Category	Year 1	Year 2	Year 3	Year 4	Year 5	Total
1. Personnel	(b)(4)					
2. Fringe	(b)(4)					
3. Travel	\$0	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$0	\$0	\$0	\$0	\$0	\$0
6. Contractual	\$0	\$0	\$0	\$0	\$0	\$0
7. Construction	\$0	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs	(b)(4)					
10. Indirect Costs	(b)(4)					
11. Training Stipends	(b)(4)					
12. Total Costs	(b)(4)					

PERSONNEL

Central Decatur and Saydel CSDs - Personnel

District Level Personnel

District Executive Master Teacher: Central Decatur Community School District and Saydel Community School District, with NIET's assistance, will each hire a district executive master teacher (DEMT) who will be solely responsible for the onsite school-level technical assistance of the different TAP processes. The DEMTs will be based in the districts and spend 100% of time at the school sites working directly with master and mentor teachers. The districts will seek applicants with at least five years of classroom teaching experience, preferably with experience as a master teacher in a TAP school and a master's degree in education. The position will also require demonstrated expertise in curriculum development, test analysis, mentoring and leading professional development and the ability to work with faculty from an array of schools. We will seek DEMTs with STEM expertise. The salary for the DEMT in Central Decatur is \$70,000 per year; \$70,000 per year in Saydel. An annual 3% cost-of-living increase is included in the budget.

School Level Personnel

Master Teachers: There are 3 FTE master teacher positions funded through this grant in Central Decatur and 6 FTE master teacher positions in Saydel. Their average salary, based on the district salary schedule and the number of years of educational experience required, will be \$50,000 per position in Central Decatur; \$55,000 per position in Saydel.

(b)(4)

TAP master teachers receive an annual salary augmentation to compensate for their additional roles and responsibilities in their school.

- Augmentations for master teachers: This grant will pay for the salary augmentation of the Master Teachers hired at each school site. Each master teacher regardless of base salary will receive \$9,000 in salary augmentation for taking on an instructional leadership role in a high need school.

Mentor Teachers: TAP mentor teachers receive an annual salary augmentation to compensate for their additional roles and responsibilities in their school.

- Augmentations for mentor teachers: This grant will pay for salary augmentations of the mentor teachers hired at each site. This includes a total of 10 mentor teacher positions in Central Decatur CDS and 14 mentor teachers in Saydel CDS. The mentor teacher salary augmentation is \$4,500.

Master and mentor teachers will be hired at the end of the 2012-2013 school year (with approximately six months remaining in grant year one) so they can complete CORE training in preparation for the 2013-2014 school year.

Substitutes: It is expected that teachers may visit other schools or classrooms as part of their professional development process. Teachers in both districts will also have the opportunity to participate in the TAP National Conference and other training experiences that might require being out of the classroom. Further, substitute time may occasionally be utilized to ensure adequate time for cluster meetings. In order to accommodate these needs, we have allotted 15 substitute days at each of the TAP schools per district annually. The average daily rate for a substitute teacher in Central Decatur is \$100 and in Saydel is \$110.

Performance Bonuses: We will establish a bonus pool in each district for year-end performance awards using funds allocated from the TIF grant and matched funds from Central Decatur and Saydel CSDs. It should be noted that for teachers and administrators the actual performance bonus could range from zero to significantly above the average, since the awards are differentiated based on performance. The project is designed to create the opportunity for the most effective teachers and principals to earn substantial annual performance bonuses.

- **Teachers:** The performance bonus pool for teachers will be established using an average of \$(b)(4) per eligible teacher in each district.
- **Principals:** The award pool for principals will be \$(b)(4) in each district.
- **Assistant Principals:** The award pool for assistant principals will be \$(b)(4) in each district.

Performance-based compensation costs are included in Personnel and Fringe Benefits because they are considered a variable component of an employee's overall compensation and, thus, subject to state and federal tax withholdings.

Recruitment Incentives and Tuition Reimbursements for STEM Teachers: Each district has current and projected teacher openings in critical STEM subjects. The grant will provide Recruitment Incentives of (b)(4) for STEM teachers. Central Decatur will have a total of 6 Recruitment Incentives and Saydel will have 7. In addition, each district will have five (b)(4) tuition reimbursements each year to support STEM teachers in seeking additional training in the field.

NIET Personnel

TIF Project Director (new hire): NIET will hire a project director (PD) who will dedicate (b)(4) of his/her time to work with the TAP project in Central Decatur and Saydel CSDs. The PD will handle administrative and management duties associated with the grant including: oversee all aspects of TAP operation in both LEAs; assist in aligning TAP implementation and TIF grant objectives to the districts' long-term strategic plans; lead annual advisory board meetings; work closely with NIET senior management and the districts' administrations to select, train and supervise the new positions under this grant; provide onsite technical assistance as needed; provide training on the TLT Observation Rubric to TAP district leaders; and work with both LEAs to attract high caliber teachers and principals.

Grant Manager (new hire): NIET will hire a grant manager to support this TIF grant project. The grant manager will work with the project director on all requirements of the grant including: daily grant operations; monitoring expenditures on current awards; communicating regularly

with the districts' business offices; and serving as administrator of the grant. NIET will seek out applicants who have a Bachelor's Degree in Business Administration or an equivalent combination of training and experience; strong computer and organizational skills; and previous experience with grant administration. This position will devote (b)(4) of their time to this project, which will be adequate to carry out the responsibilities outlined above.

Senior Research Associate: Lydia Kim, senior research associate, will be responsible for working with Central Decatur and Saydel schools and district leadership to ensure that all data are collected and processed properly. Ms. Kim has previously worked in school districts and research centers managing and maintaining research databases. Ms. Kim will dedicate (b)(4) of her time to the project.

Senior Vice President, School Services: The Senior Vice President for School Services oversees all training aspects of TAP. Jason Culbertson works closely with NIET senior management to support all aspects of school operations including TAP trainings, school reviews and evaluation, and other school services. He was previously the Project Director for a South Carolina TAP Teacher Incentive Fund grant. Mr. Culbertson will spend (b)(4) of his time to provide leadership and oversight assistance for the project director.

Senior Vice President, Policy and Development: Kristan Van Hook develops and implements strategies to build support for NIET's education initiatives, and will also take on this role for the TIF grant by developing and executing strategies to communicate results of the project to policy makers, practitioners and the public. Ms. Van Hook brings over 20 years of experience in government and public policy, and will contribute (b)(4) of her time to provide communications management for this grant, which is adequate to fulfill the project's communication efforts.

Program Manager, Business Operations: Debbie White will be responsible for the financial aspects of this grant's administration as well as audit preparation. In addition, her salary reflects her experience with financial record keeping for NIET, including reviewing expense reports, invoices and general expenses before submitting them to accounting for processing. Ms. White will dedicate (b)(4) of her time supporting TIF grant activities.

Program Manager, School Services: Allison Ellison will provide administrative and logistical support for NIET's School Services trainers. She will dedicate (b)(4) of her time on TIF activities.

Administrative Assistant: Jessica Doshna will provide administrative support for NIET project staff. She will dedicate (b)(4) of her time on this TIF project.

Director of Learning Technology: Anissa Rodriguez, Ph.D., director of learning technology, is responsible for managing NIET's web-based training content (such as the TAP System Training Portal), developing new training materials and providing technical assistance to TAP schools on the use of our online training resources. Dr. Rodriguez will dedicate (b)(4) of her time to this TIF project. Dr. Rodriguez has a background in STEM education.

Director of Research (vacant): NIET's director of research is responsible for carrying out internal research activities for NIET and TAP including oversight of data collection for the TIF

grant and systems. He will act as a liaison between the grant's external evaluator and provide oversight of the evaluation. The director of research will spend ^(b)₍₄₎ of his time to carry out these responsibilities. NIET is currently interviewing applicants for this position.

Director of Communications (vacant): NIET's director of communications will work with our partner to develop and implement communications strategies and products, such as flyers, fact sheets, publications and posters for internal and external audiences; and assist partner staff with their sustainability planning. The director of communications will devote ^(b)₍₁₎ of his time to TIF activities. NIET is currently interviewing applicants for this position.

PERSONNEL

PERSONNEL (Central Decatur)		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
District-level Position	Avg. Salary	# FTE	Total Cost								
Executive Master Teacher	(b)(4)										
Total District-level Salaries (Central Decatur)											

PERSONNEL (Central Decatur)		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
School-level Position	Avg. Salary	# FTE	Total Cost								
Master Teachers	(b)(4)										
Master Augmentations											
Mentor Augmentations											
Subs (15 days/school/year)											
Performance Bonuses											
Teachers											
<u>School Administrators</u>											
Principals											
Assistant Principals											
Recruitment & Retention											
Recruitment bonuses (STEM)											

(b)(4)

Tuition reimbursement
Total School-level Salaries (Central Decatur)
PERSONNEL (Saydel)
District-level Position
Executive Master Teacher
Total District-level Salaries (Saydel)
PERSONNEL (Saydel)
School-level Position
Master Teachers
Master Augmentations
Mentor Augmentations
Subs (15 days/school/year)
Performance Bonuses
Teachers
<u>School Administrators</u>
Principals
Assistant Principals

(b)(4)

Recruitment & Retention
Recruitment bonuses (STEM)
Tuition reimbursement
Total School-level Salaries (Saydel)

PERSONNEL (NIET)
Position
TIF Project Director
Director, Grant Management
Senior Research Associate
SVP, School Services
SVP, Policy & Development
Program Manager, Business Operations
Program Manager, School Services
Administrative Assistant
Director of Learning Technology
Director of Research
Director of Communications
Total Personnel (NIET)

TOTAL PERSONNEL

FRINGE

Central Decatur and Saydel CSDs – Fringe

The rates of fringe for Central Decatur Community School District personnel are as follows:

- Personnel: (b)
(4)
- Performance bonuses: (b)
(4)

The rates for Central Decatur's personnel fringe benefits include: social security; Medicare; state retirement for certified and full-time employees; medical insurance for full-time employees; and workers' compensation. The rate increases 1% each year.

The rates of fringe on performance bonuses include social security and state retirement benefits for certified and full-time employees.

The rates of fringe for Saydel Community School District personnel are as follows:

- Personnel: (b)
(4)
- Performance bonuses: (b)
(4)

The rates for Saydel's personnel and performance bonus fringe benefits include: social security; Medicare; state retirement for certified and full-time employees; medical and dental insurance for full-time employees; and life insurance for full-time employees. The rate increases (b)
(4) each year.

NIET Fringe

The rates of fringe for NIET personnel are as follows:

- (b)
(4) in Year 1, increasing (b)
(4) each subsequent year

NIET personnel rates of fringe include: employer payroll taxes (FICA, Medicare, SUI); employee medical, dental, life and accidental death and disability insurance; worker's compensation insurance; 403(b) plan match; and employee parking.

FRINGE

FRINGE (Central Decatur)		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
District-level Position	Base Fringe %	Total Fringe									
Executive Master Teacher	(b)(4)										
Total District-level Fringe (Central Decatur)	(b)(4)										

FRINGE (Central Decatur)		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
School-level Position	Base Fringe %	Total Fringe									
Master Teachers	(b)(4)										
Master Augmentations	(b)(4)										
Mentor Augmentations	(b)(4)										
Substitutes	(b)(4)										
Performance Bonuses	(b)(4)										
Teachers	(b)(4)										
Principals	(b)(4)										
Assistant Principals	(b)(4)										
Recruitment & Retention	(b)(4)										
Recruitment bonuses (STEM)	(b)(4)										
Tuition reimbursement	(b)(4)										
Total School-level Fringe (Central Decatur)	(b)(4)										

FRINGE (Saydel)		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
District-level Position	Base Fringe %	Total Fringe									
Executive Master Teacher	(b)(4)										
Total District-level Fringe (Saydel)											
FRINGE (Saydel)											
School-level Position											
Master Teachers											
Master Augmentations											
Mentor Augmentations											
Substitutes											
Performance Bonuses											
Teachers											
Principals											
Assistant Principals											
Recruitment & Retention											
Recruitment bonuses (STEM)											
Tuition reimbursement											
Total School-level Fringe (Saydel)											

FRINGE (NIET)		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
Position	Base Fringe %	Fringe %	Total Fringe	Total Fringe	Total Fringe	Total Fringe	Total Fringe				
TIF Project Director	(b)(4)										
Grant Mgmt. Director											
Data Specialist											
SVP, School Services											
SVP, Policy & Development											
Program Manager, Business Operations											
Program Manager, School Services											
Administrative Assistant											
Director of Learning Technology											
Director of Research											
Director of Communications											
Total Fringe (NIET)											

TOTAL FRINGE

\$97,870 \$319,151 \$321,647 \$324,117 \$333,603

TRAVEL

Central Decatur and Saydel CSDs – Travel

Site visits to existing TAP locations: As part of Year 1 only, NIET and Central Decatur and Saydel CSDs will setup site visits for the teachers in the districts' schools to see implementation in other states and engage teachers with the experiences of other TAP practitioners. These brief two day, one night trips will be critical to building awareness and increasing teacher buy-in. The trip will cost approximately \$875 per person based on \$600 for airfare; \$125 per night for hotel; \$40 for ground transportation and \$55 per diem. We have allocated funds for 10 teachers and administrators in Central Decatur and 18 teachers and administrators in Saydel to visit different TAP sites. The total non-recurring cost for Year 1 is \$8,750 for Central Decatur and \$15,750 for Saydel.

National TAP Conference and Training: The Annual TAP Conference and Training is a three day, three night opportunity for career, mentor and master teachers, along with building and district level administrators, to receive advanced training from national experts across TAP implementation sites, learn about policy changes and strategies, and network with colleagues to share common experiences and advice. The location of the TAP conference is traditionally held in a major U.S. city. The total cost is \$1,464 per person is based on estimated costs of \$600 for airfare; \$150 per night for lodging; \$50 for airline baggage fees; \$40 for ground transportation; \$40 for parking and a \$71 per diem. A total of \$146,400 has been allocated for teachers, principals and central office administrators to attend from Central Decatur CSD; \$175,680 has been allocated for educators and administrators from Saydel CSD to attend.

National TAP Summer Institute: The TAP Summer Institute is a four-day/three-night annual training opportunity for TAP Leadership Team members. We have budgeted for all TLT members to attend the TSI annually. The total cost is \$1,464 per person is based on estimated costs of \$600 for airfare; \$150 per night for lodging; \$50 for airline baggage fees; \$40 for ground transportation; \$40 for parking and a \$71 per diem. Fifteen (15) educators from Central Decatur CSD and (19) educators from Saydel CSD will attend each year.

In-district Mileage: The executive master teacher in Central Decatur district will travel approximately 4,000 miles of intra-district travel each year to provide support to his/her schools. The executive master teacher in Saydel CSD will travel approximately 5,000 miles of intra-district travel each year to provide support to his/her schools. The mile total per district adjusted to the 2012 IRS standard mileage rate of 55 cents per mile equals a recurring cost of \$2,200 in Central Decatur and \$2,750 in Saydel CSD per year.

District Executive Master Teacher Training: NIET provides training for district level TAP personnel. The districts' executive master teachers will need to shadow other successful TAP locations during the planning period. Each trip (3 days/2 nights) is \$1,193 per executive master teacher based on \$600 for airfare; \$150 per night for hotel; \$40 for ground transportation; \$40 for parking; and a \$71 per diem. Year 1 includes three trainings; Years 2-5 have one training.

NIET Travel

Site visits to existing TAP locations: As part of Year 1 only, NIET and Central Decatur CSD and Saydel CSD will setup site visits for the teachers in the districts' schools to see implementation in other states and engage teachers with the experiences of other TAP practitioners. The NIET TAP Project Director, or designee(s), will attend these visits. These brief two day, one night trips will be critical to building awareness and increasing teacher buy-in. The trip will cost approximately \$875 per person based on \$600 for airfare; \$125 per night for hotel; \$40 for ground transportation and \$55 per diem.

NIET School Development Visits: The Project Director will make onsite visits in preparation for full implementation. These developmental visits may take place before an executive master teacher is hired or may be done along with the executive master teacher as a way to provide training. The activities of these visits will vary based on the needs of the specific schools but could include TAP presentations, faculty meetings, interviewing master and/or mentor teacher candidates, etc. The onsite support consists of four trips per district (eight trips total) during Year 1 only at a cost of \$1,320 per trip, or \$10,560 total Year 1 non-recurring. The cost is based on \$600 airfare; \$125 per night for hotel; \$40 per day for ground transportation; \$60 for parking; and a \$55 per diem.

NIET Startup Workshop Training (CORE training): All TAP leadership team members (principal, master and mentor teachers) must participate in TAP CORE trainings which include three, three-day workshops focused on the core elements of TAP implementation. Each training is divided into three parts—Overview and Evaluation A consisting of 3 days, Cluster and Leadership Team consisting of 3 days, and Evaluation B consisting of 3 days. During Year 1, the number of initial participants will require two trainings; accordingly, travel for two trainers to lead these three sessions is included in this budget. In Years 2 - 5 of the grant, travel for one trainer has been budgeted as only one training will be necessary for new members of the districts' leadership teams. NIET will provide joint trainings with the districts to reduce transportation costs. The airfare for trainers is projected at \$600; \$125 per night for hotel; \$40 per day for ground transportation; \$60 for parking; and a per diem of \$55. The total travel cost of the three day trainings is \$1,320 per person.

NIET Technical Assistance: In order to provide technical assistance directly to the schools, the Project Director—or another NIET trainer—will be on-site to support the executive master teacher. The onsite support consists of six three-day, three night trips per district during Year 1, for a total of \$15,840; and ten visits per year per district in Years 2-5, for a total of \$26,400 per year. The cost is based on \$600 for airfare; \$125 per night for hotel; \$40/day for ground transportation; \$60 for parking; and a \$55 per diem.

Annual Advisory Board Meeting: Two NIET employees—the NIET President (or designee) and the Project Director—will attend the two day, one night Annual Advisory Board Meeting in Central Decatur and Saydel CSDs. The cost is recurring from Years 1-5 and totals \$915 per

NIET employee for a total of \$1,830 per year. The cost is based on \$600 for airfare; \$125 per night for hotel; \$80 for ground transportation; and a \$55 per diem.

Grant Monitoring: As fiscal agent for the TIF project, the Director of Grant Management will visit Central Decatur and Saydel each year on a quarterly basis to ensure proper oversight of the grant. These will be two day, one night visits. The cost is recurring from Years 1-5 and totals \$915 per trip for a total of \$3,660 per year. The cost is based on \$600 for airfare; \$125 per night for hotel; \$80 for ground transportation; and a \$55 per diem.

TIF Grantee Meetings: The required annual TIF grantee meetings will be attended by the Project Director and two additional key personnel. The cost is based on \$600 for airfare; \$183 per night for hotel (General Services Administration [GSA] schedule for Washington, DC); \$40 for ground transportation; \$40 for parking; and \$71 per diem (GSA schedule). We have budgeted \$1,259 for each of the attendees for a recurring total cost of \$3,777.

TIF Topical Meetings: The required annual TIF topical meetings will be attended by the Project Director and one additional participant. The cost is based on \$600 for airfare; \$183 per night for hotel (GSA schedule for a major US city); \$40 for ground transportation; \$40 for parking; and \$71 per diem (GSA schedule). We have budgeted \$1,259 for each of the attendees for total recurring cost of \$2,518.

SLO Training: The Project Director (or designee) will attend all SLO training sessions with LEA partner staff. The cost in Year 1 totals \$3,370. The cost in Years 2 and 3 is \$2,270 per year. The cost is based on \$600 for airfare; \$125 per night for hotel; \$40 per day for ground transportation; and a \$55 per diem.

TRAVEL

TRAVEL (Central Decatur)		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
Expense	Unit Cost	# People	Total Cost								
Site visits to existing TAP locations. 2 days/1 night (Hotel: \$125; Airfare: \$600; Ground transportation: \$40; \$55 per diem x 2 days = \$110. \$875/person)	\$875	10	0	0	0	0	\$8,750	\$0	\$0	\$0	\$0
National TAP Conference. 4 days/3 nights (Hotel: \$150/night x 3 nights = \$450; Airfare: \$600; Baggage fees: \$50; Ground transportation: \$40; Parking: \$40; \$71 per diem x 4 days = \$284. \$1,464/person)	\$1,464	20	20	20	20	20	\$29,280	\$29,280	\$29,280	\$29,280	\$29,280
National TAP Summer Institute (TSI). 4 days/3 nights (Hotel: \$150/night x 3 nights = \$450; Airfare: \$600; Baggage fees: \$50; Ground transportation: \$40; Parking: \$40; \$71 per diem x 4 days = \$284. \$1,464/person)	\$1,464	15	15	15	15	15	\$21,960	\$21,960	\$21,960	\$21,960	\$21,960
In-district mileage (# people = # of miles) (EMT)	\$0.55	4000	4000	4000	4000	4000	\$2,200	\$2,200	\$2,200	\$2,200	\$2,200

District Executive Master Training. 3 days/2 nights (Hotel: \$150/night x 2 nights = \$300; Airfare: \$600; Ground transportation: \$40; Parking: \$40; \$71 per diem x 3 days = \$213. \$1,193/person)	\$1,193	3	1	1	1	1	\$3,579	\$1,193	\$1,193	\$1,193	\$1,193
							\$0	\$0	\$0	\$0	\$0
							\$0	\$0	\$0	\$0	\$0
							\$0	\$0	\$0	\$0	\$0
							\$0	\$0	\$0	\$0	\$0
							\$0	\$0	\$0	\$0	\$0
Total Travel (Central Decatur)							\$65,769	\$54,633	\$54,633	\$54,633	\$54,633

TRAVEL (Saydel)		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
Expense	Unit Cost	# People	Total Cost								
Site visits to existing TAP locations. 2 days/1 night (Hotel: \$125; Airfare: \$600; Ground transportation: \$40; \$55 per diem x 2 days = \$110. \$875/person)	\$875	18	0	0	0	0	\$15,750	\$0	\$0	\$0	\$0
National TAP Conference. 4 days/3 nights (Hotel: \$150/night x 3 nights = \$450; Airfare: \$600; Baggage fees: \$50; Ground transportation: \$40; Parking: \$40; \$71 per diem x 4 days = \$284. \$1,464/person)	\$1,464	24	24	24	24	24	\$35,136	\$35,136	\$35,136	\$35,136	\$35,136

National TAP Summer Institute (TSI). 4 days/3 nights (Hotel: \$150/night x 3 nights = \$450; Airfare: \$600; Baggage fees: \$50; Ground transportation: \$40; Parking: \$40; \$71 per diem x 4 days = \$284. \$1,464/person)	\$1,464	19	19	19	19	19	\$27,816	\$27,816	\$27,816	\$27,816	\$27,816
In-district mileage (# people = # of miles) (EMT)	\$0.55	5000	5000	5000	5000	5000	\$2,750	\$2,750	\$2,750	\$2,750	\$2,750
District Executive Master Training. 3 days/2 nights (Hotel: \$150/night x 2 nights = \$300; Airfare: \$600; Ground transportation: \$40; Parking: \$40; \$71 per diem x 3 days = \$213. \$1,193/person)	\$1,193	3	1	1	1	1	\$3,579	\$1,193	\$1,193	\$1,193	\$1,193
Total Travel (Saydel)							\$85,031	\$66,895	\$66,895	\$66,895	\$66,895

TRAVEL (NIET)		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
Expense	Unit Cost	# Trips	Total Cost								
Site visits to existing TAP locations. 2 days/1 night (Hotel: \$125; Airfare: \$600; Ground transportation: \$40; \$55 per diem x 2 days = \$110. \$875/person)	\$875	4	0	0	0	0	\$3,500	\$0	\$0	\$0	\$0

NIET School Development. 3 days/3 nights (Hotel: \$125/night x 3 nights = \$375; Airfare: \$600; Ground transportation: \$120; Parking: \$20/day x 3 days = \$60; \$55 per diem x 3 days = \$165. \$1,320/person)	\$1,320	8	0	0	0	0	\$10,560	\$0	\$0	\$0	\$0
NIET Startup Workshop Training #1 (CORE training). 3 days/3 nights (Hotel: \$125/night x 3 nights = \$375; Airfare: \$600; Ground transportation: \$40/day x 3 days = \$120; Parking: \$60; \$55 per diem x 3 days = \$165. \$1,320/person)	\$1,320	2	2	2	2	2	\$2,640	\$2,640	\$2,640	\$2,640	\$2,640
NIET Startup Workshop Training #2 (CORE training)	\$1,320	2	2	2	2	2	\$2,640	\$2,640	\$2,640	\$2,640	\$2,640
NIET Startup Workshop Training #3 (CORE training)	\$1,320	2	2	2	2	2	\$2,640	\$2,640	\$2,640	\$2,640	\$2,640
NIET Technical Assistance. 3 days/3 nights (Hotel: \$125/night x 3 nights = \$375; Airfare: \$600; Ground transportation: \$40/day x 3 days = \$120; Parking: \$60; \$55 per diem x 3 days = \$165. \$1,320/person)	\$1,320	12	20	20	20	20	\$15,840	\$26,400	\$26,400	\$26,400	\$26,400
Advisory Board Meeting. 2 days/1 night (Hotel: \$125; Airfare: \$600; Ground transportation: \$80; \$55 per diem x 2 days = \$110. \$915/person)	\$915	2	2	2	2	2	\$1,830	\$1,830	\$1,830	\$1,830	\$1,830

NIET Grant Monitoring. 2 days/1 night (Hotel: \$125; Airfare: \$600; Ground transportation: \$80; \$55 per diem x 2 days = \$110. \$915/person)	\$915	4	4	4	4	4	\$3,660	\$3,660	\$3,660	\$3,660	\$3,660
TIF Grantee Meeting in Washington, DC. 3 days/2 nights (Hotel: \$183/night x 2 nights = \$366; Airfare: \$600; Ground transportation: \$40; Parking: \$40; \$71 per diem x 3 days = \$213. \$1,259/person)	\$1,259	3	3	3	3	3	\$3,777	\$3,777	\$3,777	\$3,777	\$3,777
TIF Topical Meeting. 3 days/2 nights (Hotel: \$183/night x 2 nights = \$366; Airfare: \$600; Ground transportation: \$40; Parking: \$40; \$71 per diem x 3 days = \$213. \$1,259/person)	\$1,259	2	2	2	2	2	\$2,518	\$2,518	\$2,518	\$2,518	\$2,518
SLO Training (Fall, Year 1). 6 days/5 nights. (Hotel: \$125/night x 5 nights = \$625; Airfare: \$600; Ground transportation: \$40/day x 6 days = \$240; Per diem: \$55/day x 6 days = \$330).	\$1,795	1	0	0	0	0	\$1,795	\$0	\$0	\$0	\$0
SLO Training (Spring, Year 1). 5 days/4 nights. (Hotel: \$125/night x 4 nights = \$500; Airfare: \$600; Ground transportation: \$40/day x 5 days = \$200; Per diem: \$55/day x 5 days = \$275).	\$1,575	1	0	0	0	0	\$1,575	\$0	\$0	\$0	\$0

SLO Training (Years 2 & 3) 3 days/2 nights. (Hotel: \$125/night x 2 nights = \$250; Airfare: \$600; Ground transportation: \$40/day x 3 days = \$120; Per diem: \$55/day x 3 days = \$165).	\$1,135	0	2	2	0	0	\$0	\$2,270	\$2,270	\$0	\$0
Total Travel (NIET)							\$52,975	\$48,375	\$48,375	\$46,105	\$46,105

TOTAL TRAVEL

\$203,775 \$169,903 \$169,903 \$167,633 \$167,633

EQUIPMENT

No equipment is being purchased with TIF monies.

SUPPLIES

Central Decatur and Saydel CSDs – Supplies

iPads: Every TAP Leadership Team member in the TIF grant plus the executive master teacher will be supplied with a 32GB iPad to use for classroom observations, cluster meetings and TAP Leadership Team meetings. In addition, iPads will allow members of the TAP Leadership Team to instantly upload results of classroom observations to CODE. This will enable schools to access and analyze evaluation data, which will decrease the amount of time it takes to make personnel decisions based on the evaluation data.

TAP Observer App: All iPads used by TLT members will be loaded with the tapObserver scripting application. This app enhances the TAP system evaluation process by helping evaluators (principals, master and mentor teachers) to more efficiently and accurately collect evidence during a classroom observation.

NIET Supplies

Laptop Computers: The project director will receive a laptop computer. A laptop will be purchased, as opposed to a desktop computer, so that the project director can use it on school sites, during cluster meetings and presentations. We have budgeted \$2,000 for the computer. This amount reflects the typical cost of a laptop for business use and is reasonable for our budget. This purchase will be a Year 1 expense only.

Computer Printers: The project director will also receive a printer for office use. We have budgeted \$750 for the printer which is reasonable for an individual use laser printer. This purchase will be Year 1 expense only.

iPad: The grant project director will be supplied with a 32GB iPad to use for classroom observations, cluster meetings, TAP Leadership Team meetings and to train school staff on how to use the tapObserver scripting application.

SUPPLIES

SUPPLIES (Central Decatur)		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
Expense	Unit Cost	# Units	Total Cost								
32GB iPads (TLT members & executive master teacher)	\$600	17	0	0	0	0	\$10,200	\$0	\$0	\$0	\$0
tapObserver App	\$55	17	0	0	0	0	\$935	\$0	\$0	\$0	\$0
Total Supplies (Central Decatur)							\$11,135	\$0	\$0	\$0	\$0

SUPPLIES (Saydel)		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
Expense	Unit Cost	# Units	Total Cost								
32GB iPads (TLT members & executive master teacher)	\$600	25	0	0	0	0	\$15,000	\$0	\$0	\$0	\$0
tapObserver App	\$55	25	0	0	0	0	\$1,375	\$0	\$0	\$0	\$0
Total Supplies (Saydel)							\$16,375	\$0	\$0	\$0	\$0

SUPPLIES (NIET)		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
Expense	Unit Cost	# Units	Total Cost								
Laptop (project director)	\$2,000	1	0	0	0	0	\$2,000	\$0	\$0	\$0	\$0
Printer (project director)	\$750	1	0	0	0	0	\$750	\$0	\$0	\$0	\$0
32 GB iPad (project director)	\$600	1	0	0	0	0	\$600	\$0	\$0	\$0	\$0
Total Supplies (NIET)							\$3,350	\$0	\$0	\$0	\$0

TOTAL SUPPLIES

\$30,860 \$0 \$0 \$0 \$0

CONTRACTUAL

Central Decatur and Saydel CSDs – Contractual

TAP Startup Workshop (CORE) Training: All TAP leadership team members are required to participate in CORE trainings which provide essential information needed for the successful implementation of TAP in a school. Master and mentor teachers and school administrators are required to undergo intensive trainings focused on the essential elements of TAP implementation. This CORE TAP training consists of three separate workshops focusing on three core topics: (1) the TAP rubric; (2) TAP clusters; and (3) TAP leadership development. There are nine total days of TAP CORE startup training subdivided into three three-day sessions. Certified NIET trainers will provide CORE for all TAP leadership team members. The daily rate for trainers is \$1,200, for a recurring annual cost for this training of \$10,800 to each district.

Annual Access to TAP Training Portal: The TAP System Training Portal contains teacher and student strategies, numerous hours of TAP lessons with accompanying documentation, and training modules connected to the TAP rubrics. The annual membership to the TAP Training Portal is \$1,000 per school, for a recurring cost of \$3,000 (Central Decatur) and \$3,000 (Saydel) annually.

CODE: The CODE system houses all the teacher evaluation data and provides metrics for bonus calculations. Additionally, CODE is used by Leadership Team members to monitor the evaluation process and help ensure a high degree of inter-rater reliability. The annual cost of CODE is \$2,000 per school for a total annually recurring cost of \$6,000 (Central Decatur) and \$6,000 (Saydel) for Years 1-4. In the final year of the grant, schools will pay for a two-year access to CODE. This is critical, as data from evaluation measures will not be available to process until after the conclusion of the grant project. Schools must maintain access to the database to accurately calculate their final performance-based compensation or variable salary compensation under the TIF grant. Thus, in Year 5, the cost of CODE will be \$4,000 per school for an annual cost of \$12,000 (Central Decatur) and \$12,000 (Saydel).

NIET School Developmental Visits: NIET will provide eight days of service, to each district, onsite to prepare schools for TAP implementation. These meetings will focus on clearly communicating the TAP model and expectations for faculty. The daily rate for NIET staff onsite is \$1,200 per day. There are eight days in each district of developmental meetings in Year 1, for a total of \$9,600 per district, and no days scheduled in Years 2-5 for school development work.

NIET School Review: The NIET School Review measures the fidelity of TAP implementation onsite. The school review fee is \$750 per school. This cost covers the time to produce a detailed, specific report which is generated for each site based on an in-person visit. The annual cost is \$2,250 (Central Decatur) and \$2,250 (Saydel).

NIET Technical Assistance: The technical assistance provided by NIET will involve onsite training for the District Executive Master Teachers and Leadership Team members. This will include formal trainings, site visits, coach the coach sessions and planning sessions.

Approximately 30 days (3 days per month per district x 10 months/school year) of technical assistance will be provided to each district at \$1,200 per day for a total of \$36,000 per district in Year 1. Forty (40) days of technical assistance (4 days per month per district x 10 months/school year) will be provided to each district in Years 2-5 for a recurring annual cost of \$48,000 per district.

NIET – Contractual

Communications: The communications plan will ensure the results of TAP in the proposed grant sites, and the impact of the TIF grant, will reach the larger community. The communications plan will contain items targeted at our internal audience and external public audiences at an annually recurring cost of approximately \$50,000.

Grant Evaluation: NIET will accept proposals for an external evaluator to assess progress towards the goals and objectives set forth in this proposal. The evaluation plan is described in the project narrative. We budgeted \$50,000 to be paid annually in Years 1-5.

Audit: We budgeted \$10,000 annually for the cost of conducting an audit through an outside firm.

Principal Evaluation/360-degree Tool: Each year as part of the principal and assistant principal evaluation component, the districts will utilize a valid and reliable, research-based 360-degree observational tool. The cost of the evaluation tool will be \$250 per administrator. The annual recurring fee is \$500 (Central Decatur) and \$1,000 (Saydel) to administer the tool across the schools under this grant. NIET will work with each district to appropriately procure an evaluation vendor.

Value-Added Calculations (student and teacher data): NIET will contract with a reputable vendor that is able to calculate school-wide and individual value-added results. Value-added calculations need to occur at the student and teacher level and are budgeted as such. The cost of these calculations is estimated at \$2 per student-level report and \$25 per teacher-level report. The annual recurring cost is \$1,515 (student-level) and \$1,625 (teacher-level) in Central Decatur. The annual recurring cost is \$2,588 (student-level) and \$2,550 (teacher-level) in Saydel. Costs from Year 1 to Year 5 account for expected enrollment increases in the schools during the course of the TIF project.

Value-Added Calculation Comparisons (student and teacher data): In order to define categories for each level of effectiveness, the value added model utilized will need to derive a reference point based on comparison group data. Additionally, the availability of comparison group value-added calculations provides a benchmark to measure the progress of TAP schools against schools not undergoing the same reforms. NIET will contract with a reputable vendor that is able to conduct these comparisons. Value-added comparisons need to occur at the student and teacher level and are budgeted as such. The cost of these comparisons is estimated at \$2 per student-level report and \$25 per teacher-level report. The annual recurring cost is \$1,516

(student-level) and \$1,625 (teacher-level) in Central Decatur. The annual recurring cost is \$2,588 (student-level) and \$2,550 (teacher-level) in Saydel.

Enhancements to CODE for HCMS: NIET will make enhancements to the CODE system in order to capture and process all of the data necessary for the district's HCMS. Enhancements will include (1) the ability for CODE to process principal evaluation data in the same manner as teacher evaluation data (i.e., storage of principal evaluation scores, creation of analyses, etc.); (2) the ability to generate an educator's overall evaluation rating; (3) an explicit link to professional development (e.g., based on data from educator observation scores, CODE will be able to suggest specific instructional videos to review on the TAP Training Portal); (4) the ability to capture student survey data when applicable; and (5) improving the overall user experience through better charts, a streamlined user interface, and making the information and the reports more actionable. This will be a one-time cost of \$80,000 in Year 1.

SLO Training: NIET will contract with a vendor to provide intensive training, in Years 1-3, in the development and evaluation of Student Learning Objectives. Year 1 assistance centers on the customized development of an SLO framework and the requirements of the SLO process. Assistance is provided in establishing an SLO analytic ratings rubric, planning key SLO capacities and events for the coming year, providing guidance in developing SLO training materials for various audiences (e.g., teachers, principals, superintendents et al.). The cost for Year 1 is \$100,000. Year 2 assistance builds on the structures and processes established in Year 1 to support rollout and implementation. Assistance particularly targets specific issues arising in early implementation, such as assisting with the quality control of SLO approvals, the alignment of district and school systems, and refining the SLO framework and process. Year 3 assistance focuses on capacities needed by the sites to sustain the initiative independently in subsequent years. Therefore, assistance focuses on refining structures, processes, and personnel capacity. Assistance is also provided in developing longer-range plans for systemic implementation and support, to ensure successful implementation in future years. In Years 2-3 the cost will be \$50,000

NIET will follow the federal procurement procedures at 2 CFR 215.40-215.48 and 34 CFR 74.40-74.48.

CONTRACTUAL

CONTRACTUAL (Central Decatur)		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
Expense	Unit Cost	# Units	Total Cost								
TAP Startup Workshop (CORE) Training (Units = # days)	\$1,200	9	9	9	9	9	\$10,800	\$10,800	\$10,800	\$10,800	\$10,800
Annual access to TAP Training Portal	\$1,000	3	3	3	3	3	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Comprehensive Online Data Entry (CODE Plus)	\$2,000	3	3	3	3	6	\$6,000	\$6,000	\$6,000	\$6,000	\$12,000
NIET School Development Visits	\$1,200	8	0	0	0	0	\$9,600	\$0	\$0	\$0	\$0
NIET School Reviews (Units = # schools)	\$750	3	3	3	3	3	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250
NIET Technical Assistance Visits	\$1,200	30	40	40	40	40	\$36,000	\$48,000	\$48,000	\$48,000	\$48,000
							\$0	\$0	\$0	\$0	\$0
							\$0	\$0	\$0	\$0	\$0
							\$0	\$0	\$0	\$0	\$0
Total Contractual (Central Decatur)							\$67,650	\$70,050	\$70,050	\$70,050	\$76,050

CONTRACTUAL (Saydel)		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
Expense	Unit Cost	# Units	Total Cost								
TAP Startup Workshop (CORE) Training (Units = # days)	\$1,200	9	9	9	9	9	\$10,800	\$10,800	\$10,800	\$10,800	\$10,800
Annual access to TAP Training Portal	\$1,000	3	3	3	3	3	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Comprehensive Online Data Entry (CODE Plus)	\$2,000	3	3	3	3	6	\$6,000	\$6,000	\$6,000	\$6,000	\$12,000

NIET School Development Visits	\$1,200	8	0	0	0	0	\$9,600	\$0	\$0	\$0	\$0
NIET School Reviews (Units = # schools)	\$750	3	3	3	3	3	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250
NIET Technical Assistance Visits	\$1,200	30	40	40	40	40	\$36,000	\$48,000	\$48,000	\$48,000	\$48,000
Total Contractual (Saydel)							\$67,650	\$70,050	\$70,050	\$70,050	\$76,050

CONTRACTUAL (NIET)		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
Expense	Unit Cost	# Units	Total Cost								
Communications	\$50,000						\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
Grant Evaluation	\$50,000						\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
Audit	\$10,000						\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Principal Evaluation Tool (C. Decatur)	\$250	2	2	2	2	2	\$500	\$500	\$500	\$500	\$500
Principal Evaluation Tool (Saydel)	\$250	4	4	4	4	4	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Value Added Calculations - Student data (Central Decatur)	\$2	758	758	758	758	758	\$1,516	\$1,516	\$1,516	\$1,516	\$1,516
Value Added Calculations - Teacher data (Central Decatur)	\$25	65	65	65	65	65	\$1,625	\$1,625	\$1,625	\$1,625	\$1,625
Value Added Calculations - Student data - Comparison Schools (Central Decatur)	\$2	758	758	758	758	758	\$1,516	\$1,516	\$1,516	\$1,516	\$1,516
Value Added Calculations - Teacher data - Comparison schools (Central Decatur)	\$25	65	65	65	65	65	\$1,625	\$1,625	\$1,625	\$1,625	\$1,625
Value Added Calculations - Student data (Saydel)	\$2	1294	1294	1294	1294	1294	\$2,588	\$2,588	\$2,588	\$2,588	\$2,588
Value Added Calculations - Teacher data (Saydel)	\$25	102	102	102	102	102	\$2,550	\$2,550	\$2,550	\$2,550	\$2,550

Value Added Calculations - Student data - Comparison Schools (Saydel)	\$2	1294	1294	1294	1294	1294	\$2,588	\$2,588	\$2,588	\$2,588	\$2,588
Value Added Calculations - Teacher data - Comparison schools (Saydel)	\$25	102	102	102	102	102	\$2,550	\$2,550	\$2,550	\$2,550	\$2,550
Upgrade to CODE for HCMS	\$80,000						\$80,000	\$0	\$0	\$0	\$0
SLO Training	\$100,000						\$100,000	\$50,000	\$50,000		
Total Contractual (NIET)							\$308,058	\$178,058	\$178,058	\$128,058	\$128,058

TOTAL CONTRACTUAL

\$443,358 \$318,158 \$318,158 \$268,158 \$280,158

O T H E R

Central Decatur and Saydel CSDs – Other

TAP Startup Workshops (CORE training) Registration: Members of the school leadership team are required to undergo intensive TAP CORE trainings on the essential elements of TAP implementation. All TAP leadership team members will attend these sessions. The participation fee per attendee is \$250, which is assessed as a licensing and materials fee for the nine days of trainings. In Year 1 of the grant, we budgeted for 44 participants (20 Central Decatur, 24 Saydel). In Years 2-5, we anticipate new mentor teachers, master teachers and administrators will need the CORE training, and have allocated funds for 22 participants (10 Central Decatur, 12 Saydel).

National TAP Conference and Training: The National TAP Conference is an annual professional development opportunity for master and mentor teachers, along with the building and district level administrators to receive role specific training and network with those in similar positions around the nation. The districts propose to send 44 participants (20 from Central Decatur, 24 from Saydel) consisting of teachers, site administrators and district-level administrators to the National TAP Conference and Training. The cost per attendee covers training materials and cost of most meals. The registration fee for 2013 will be \$400 per person for an annual cost of \$8,000 (Central Decatur) and \$9,600 (Saydel). In Year 3, the registration fee will increase to \$500 per person for an annual cost of \$10,000 (Central Decatur) and \$12,000 (Saydel). NIET anticipates that the cost of attending the Conference will increase as it strives to continually improve training sessions and materials.

National TAP Summer Institute (TSI): The TAP Summer Institute is an annual training session targeted to the members of school leadership teams (administrators, master teachers and mentor teachers). The TSI will help provide the leadership team members in both districts with advanced training on TAP implementation for clusters, leadership team meetings, the instructional rubrics, and other TAP processes. The registration fee for the TSI is \$400 per person or \$6,000 (Central Decatur) and \$7,600 (Saydel) recurring annually. We have budgeted for 15 attendees (Central Decatur) and 19 attendees (Saydel) from the schools under this grant each year. In Year 3, the registration fee will increase to \$500 per person for an annual cost of \$7,500 (Central Decatur) and \$9,500 (Saydel). NIET anticipates that the cost of attending the TSI will increase as it strives to continually improve training sessions and materials.

Photocopying and Shipping: Central Decatur and Saydel CSDs are required to submit programmatic and fiscal documentation to NIET on a quarterly basis. We budgeted \$300 per year per district to offset the cost of preparing and submitting TIF documentation.

NIET – Other

STEM Symposium: NIET will work with Central Decatur and Saydel CSDs and STEM associations, partners and experts to hold a STEM Symposium in Year Three of the grant. The STEM Symposium will bring together STEM Master Teachers from across TAP states as well as expert speakers and practitioners including STEM Master Teachers from other TIF sites. The Symposium will provide an opportunity to examine best practices and discuss practitioner experiences in providing high quality STEM educational options, hear from STEM experts, and building the skills of STEM teachers. While there will be some large sessions, we will strive to make this a training and learning opportunity. We will draw from among those we have already reached out to in this initiative such as leaders in the Governors Regional STEM Hubs, leading business associations, academic institutions, and STEM experts. We will also draw from new relationships and partnerships we develop over the course of the first two years, and the expertise and advice of the STEM teachers in the project. We budgeted \$35,000 for the Symposium in the Year Three.

OTHER

OTHER (Central Decatur)		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
Expense	Unit Cost	# Attendees	Total Cost								
TAP Startup workshops (CORE training) registration	\$250	20	10	10	10	10	\$5,000	\$2,500	\$2,500	\$2,500	\$2,500
National TAP Conference & Training registration	\$400	20	20	20	20	20	\$8,000	\$8,000	\$10,000	\$10,000	\$10,000
National TAP Summer Institute (TSI) registration	\$400	15	15	15	15	15	\$6,000	\$6,000	\$7,500	\$7,500	\$7,500
Photocopying & Shipping							\$300	\$300	\$300	\$300	\$300
Total Other (Central Decatur)							\$19,300	\$16,800	\$20,300	\$20,300	\$20,300

OTHER (Saydel)		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
Expense	Unit Cost	# Attendees	Total Cost								
TAP Startup workshops (CORE training) registration	\$250	24	12	12	12	12	\$6,000	\$3,000	\$3,000	\$3,000	\$3,000
National TAP Conference & Training registration	\$400	24	24	24	24	24	\$9,600	\$9,600	\$12,000	\$12,000	\$12,000
National TAP Summer Institute (TSI) registration	\$400	19	19	19	19	19	\$7,600	\$7,600	\$9,500	\$9,500	\$9,500
Photocopying & Shipping							\$300	\$300	\$300	\$300	\$300
Total Other (Saydel)							\$23,500	\$20,500	\$24,800	\$24,800	\$24,800

OTHER (NIET)		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
Expense	Unit Cost	# Units	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost				
STEM Symposium	\$35,000								\$35,000		
Total Other (NIET)							\$0	\$0	\$35,000	\$0	\$0

TOTAL OTHER

\$42,800 \$37,300 \$80,100 \$45,100 \$45,100

INDIRECT

NIET Indirect

Our funding for indirect costs of direct expenses—excluding contractual—are as follows based on NIET’s provisional indirect cost rate of 11%.

	Year 1	Year 2	Year 3	Year 4	Year 5
Indirect	\$99,825	\$229,742	\$228,340	\$218,677	\$217,592

NIET’s latest indirect cost rate proposal was submitted to the U.S. Department of Education’s Indirect Cost Group in April 2012 (reference: Agreement 2012-177).

COST-SHARE: NON-FEDERAL & NON-TIF FEDERAL

Central Decatur and Saydel CSDs – Cost-Share

Central Decatur Community School District will provide in-kind an increasing share of (b)(4) master teacher, plus fringe, totaling (b)(4) over the life of the grant. Saydel Community School District will provide in-kind an increasing share of (b)(4) master teacher, plus fringe, totaling (b)(4) over the life of the grant.

Both Districts will assume an increasing share of the costs of the teacher and principal performance bonuses, along with the associated fringe. For the performance based awards, the districts will match (b)(4) in Year 2, with an increasing share of (b)(4) each following year. In the final year of the grant, the district will assume (b)(4) of the cost.

**CENTRAL DECATUR AND SAYDEL COMMUNITY SCHOOL DISTRICTS
COST-SHARE: NON-FEDERAL & NON-TIF FEDERAL**

Central Decatur Community School District

PARTNER MATCH (PERSONNEL)		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
School-level Position	Avg. Salary	# FTE	Total Cost								
Master Teachers	(b)(4)										
Performance Bonuses											
Teachers											
<u>School Administrators</u>											
Principals											
Assistant Principals											
Total School-level Partner Match (Personnel)											

Central Decatur (cont.)

PARTNER MATCH (FRINGE)		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
School-level Position	Base Fringe %	Total Fringe									
Master Teachers	(b)(4)										
Performance Bonuses											
Teachers											
Principals											
Assistant Principals											
Total School-level Partner Match (Fringe)											

Saydel Community School District

PARTNER MATCH (PERSONNEL)		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
School-level Position	Avg. Salary	# FTE	Total Cost								
Master Teachers	(b)(4)										
Performance Bonuses											
Teachers											
<u>School Administrators</u>											
Principals											
Assistant Principals											
Total School-level Partner Match (Personnel)											

Saydel (cont.)

PARTNER MATCH (FRINGE)		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
School-level Position	Base Fringe %	Fringe %	Total Fringe	Total Fringe	Total Fringe	Total Fringe	Total Fringe				
Master Teachers	(b)(4)										
Performance Bonuses											
Teachers											
Principals											
Assistant Principals											
Total School-level Partner Match (Fringe)											

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:	National Institute for Excellence in Teaching
Applicant's DUNS Name:	6095211610000
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

National Institute for Excellence in Teaching

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	532,200.00	1,562,212.00	1,504,168.00	1,451,121.00	1,431,778.00	6,481,479.00
2. Fringe Benefits	97,870.00	319,151.00	321,647.00	324,117.00	333,603.00	1,396,388.00
3. Travel	203,775.00	169,903.00	169,903.00	167,633.00	167,633.00	878,847.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	30,860.00	0.00	0.00	0.00	0.00	30,860.00
6. Contractual	443,358.00	318,158.00	318,158.00	268,158.00	280,158.00	1,627,990.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	42,800.00	37,300.00	80,100.00	45,100.00	45,100.00	250,400.00
9. Total Direct Costs (lines 1-8)	1,350,863.00	2,406,724.00	2,393,976.00	2,256,129.00	2,258,272.00	10,665,964.00
10. Indirect Costs*	99,825.00	229,742.00	228,340.00	218,677.00	217,592.00	994,176.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	1,450,688.00	2,636,466.00	2,622,316.00	2,474,806.00	2,475,864.00	11,660,140.00

***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: 09/30/2012 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 11.00 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization National Institute for Excellence in Teaching	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
---	---	--

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	(b)(4)					
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)