

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120075



Applicant Name: Center for Education Innovation, Public Ed NY

Reviewer Code: 21-A

SELECTION CRITERION (a) Coherent and Comprehensive Human Capital Management System

(HCMS). (45 points) We will consider the quality and comprehensiveness of each participating LEA’s HCMS as described in the application. In determining the quality of the HCMS, as it currently exists and as the applicant proposes to modify it during the grant period, we will consider the extent to which the HCMS described in the application is--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Aligned with each participating LEA’s clearly described vision of instructional improvement (10 points); and	10	10
<p>Comments</p> <p>The applicant has demonstrated strong evidence of the alignment between the LEA’s shared vision of instructional improvement and the proposed coherent and comprehensive human capital management system (HCMS). Specifically, the applicant provides a thorough explanation for the LEA’s approach to implementing a HCMS that is embedded in research. As a result, the applicant’s proposed HCMS is designed to generate effective practices that directly impact student achievement. The applicant indicated the following components were used to design and framework the HCMS; 1. Teacher preparation; 2) Recruitment & Hiring; 3) Induction & Mentoring; 4) Evaluation; 5) Ongoing Professional Development & Growth; 6) Performance Management & Retention; and 7) Career Ladder/Lattices (p. E22).</p> <p>There are multiple schools represented in this LEA and the applicant indicates that a common vision for instructional improvement was developed, refined, and agreed upon before entering into the Memorandum of Understanding and applying for TIF funds (p. E23).</p> <p>Evidence provided by the applicant demonstrates clear alignment between the vision for instructional improvement and the proposed evaluation system, professional development, which will result in a comprehensive and high-quality HCMS.</p>		
(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 consider educator effectiveness – based on the educator evaluation systems described in the application. (ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made;	35	32

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<p>(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, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions;</p> <p>(iv) The commitment of the LEA’s leadership to implementing the described HCMS, including all of its component parts; and</p> <p>(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.</p>		
<p>Comments</p> <p>(2)</p> <p>(i) The applicant demonstrated ample evidence of their plan to increase the number of highly effective educators. Specifically, the applicant’s approach is a multi-tiered approach and the implementation of the HCMS is based on the teachers’ and leaders’ professional practices as well as student academic outcomes (p. E25). Additionally, the applicant has provided a significant amount of evidence that demonstrates the leadership’s commitment at each school to recruit and retain top tier teachers (E26). It is evident that the applicant will consider the effectiveness of the educator for the purposes of the proposed educator evaluation system when making human capital decisions such as recruiting and retention determination (p. E27).</p> <p>(ii) The applicant has provided strong evidence that for each teaching level the school will provide clear performance measures for all human capital decisions. For example, the applicant indicated that the pre-determined human capital measures will be used to guide recruitment, promotion, compensation and retention decisions (p. E27). Again, the applicant has proposed a sound evaluation system that will enable evaluators to efficiently consider teacher and principal effectiveness and respond appropriately to the teacher or school leader regardless of the teaching level. These measures will be weighed accordingly with consideration of the teacher’s position, which results in a high quality and comprehensive HCMS.</p> <p>(iii) The applicant demonstrates strong evidence that the proposed system will be feasible. Specifically, the applicant has already implemented particular components of the proposed system in schools within the partnership in New York City and Buffalo New York (p. E34). Additionally, the applicant provided evidence that all schools within the LEA were required to conduct a GAP analysis to determine school readiness for implementation (p. E34).</p>		

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(iv) The applicant has indicated that leadership has a strong level of commitment to implementing the proposed HCMS. For example, the LEA has indicated that school leadership including the Board of Trustees has ensured the proposed evaluation program by Year 2 (p. E35). Additionally, the webinars and stakeholder support sessions were an indication of the leadership's commitment to the proposed HCMS.

(v) The applicant has provided sufficient evidence that there are financial and nonfinancial strategies and incentives for attracting effective educators in the proposed PBCS. An example of a nonfinancial strategy and incentive would be that the applicant indicates all participating schools provide some form of support for novice teachers (p. E34). An example of a financial strategy that is evident in the proposed plan is school leaders are able to increase their annual salaries for up to \$7,000 (p. E34).

TOTAL	45	42
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SELECTION CRITERION (b) - Rigorous, Valid, and Reliable Educator Evaluation Systems. (35

points) We will consider, for each participating LEA, the quality of the educator evaluation systems described in the application. In determining the quality of each evaluation system, we will consider the extent to which--

Factor/Sub-criterion	Total Possible	Assigned Score
(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);	2	2
<p>Comments</p> <p>The applicant has demonstrated evidence of a high-quality evaluation rubric of the evaluation system for both teachers and school leaders (p. E38). There are four performance levels (highly effective, effective, developing and ineffective). Because the applicant has clearly stated and defined academic goals as well as professional goals, the rubric is also aligned to and informs professional development goals for teachers and principals, it is a high-quality rubric.</p>		
(2) Each participating LEA has presented (4 points)--	4	4
<ul style="list-style-type: none"> (i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and (ii) Evidence, such as current research and best practices, supporting the LEA's choice of student growth models and demonstrating the 		

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rigor and comparability of assessments;		
Comments (2) (i) The applicant clearly presents the rationale that supports consideration of the level of student academic growth. The student growth weight requirements are state mandated, and the applicant further describes what they believe to be the authentic way to correlate student growth data to teacher and school leader effectiveness by grade level and subject matter (p. E39). Additionally, the applicant specifies how special education teachers would be evaluated (p. E42). (ii) The applicant provides strong evidence that supports the LEA's choice of student growth models. For example, on page E44, the applicant indicates that Danielson Framework for Teaching is a nationally-tested tool. Additionally, the applicant also indicates that there will be ongoing reviews and adaptations to ensure alignment among the schools within the LEA (p. E44).		
(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);	13	13
Comments The applicant has indicated sufficient evidence that the proposed plan will be one that is high quality and includes multiple teacher and leader evaluations. The applicant indicates that the observation used will be based on the Danielson Framework which measures teacher effectiveness on the following domains; 1. Planning and Preparation; 2. Classroom Environments; 3. Instruction; and Professional Responsibilities (p. E44). The applicant provides adequate details regarding the actual methodology utilized in the proposed plan for evaluating both teachers and school leaders (p. E44). Additionally, the applicant indicates the observation rubrics for both teachers and school leaders have been vetted through a team of national experts in measuring school leader effectiveness (p. E45).		
(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);	4	3

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Comments

The applicant has demonstrated evidence that experience in measuring student growth and has implemented components of the proposed evaluation system. For example, the applicant indicated its prior experience integrating student growth and has already implemented components of the proposed educator evaluator system through their work with New York City and Buffalo (p. E49). While the applicant provides these examples, it is unclear if all of the applicant's LEAs have prior experience integrating student growth data as described in the proposed evaluation program (E.49).

<p>(5) In the case of teacher evaluations, the proposed evaluation system (6 points) —</p> <ul style="list-style-type: none"> (i) Bases the overall evaluation rating for teachers, in significant part, on student growth; (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; 	6	6
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Comments

The applicant indicates sufficient evidence that the proposed evaluation system will significantly consider student growth by the design of the HCMS with an emphasis on an equitable system that measures student academic growth for all students (p. E50). Specifically, the educators are also evaluated on their ability to increase student growth on an individual basis (p. E50). Additionally, the Danielson framework for Teaching ensures the evaluation of teachers to meet the needs of all students (p. E 51). Finally, the applicant also indicated that in the proposed plan, they will implement a principal evaluation system that parallels the teacher's evaluation system, including Danielson's framework (p. E45).

<p>(6) In the case of principal evaluations, the proposed evaluation system (6 points)</p> <ul style="list-style-type: none"> (i) Bases the overall evaluation rating on, in significant part, student growth; and (ii) Evaluates, among other factors, a principal's practice in-- <ul style="list-style-type: none"> (A) Focusing every teacher, and the school community generally, on student growth; (B) Establishing a collaborative school culture focused on continuous improvement; and 	6	5
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<p>(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.</p>		
<p>Comments</p> <p>The applicant demonstrates adequate evidence that principal evaluation is based on student academic growth. There is a direct link between teacher’s evaluation and student academic growth, which indirectly impacts principals’ evaluation. To that end, the applicant indicates the use of Val-ED as an instrument for evaluating principals; however, it is not clear how this tool will directly hold principals accountable for collaboration in schools as well as school culture that is focused on continuous improvement (p. E51).</p>		
<p>TOTAL</p>	<p>35</p>	<p>33</p>

SELECTION CRITERION (c) Professional Development Systems to Support the Needs of Teachers and Principals Identified Through the Evaluation Process. (35 points) We will consider the extent to which each participating LEA has a high-quality plan for professional development to help all educators located in high-need schools, listed in response to Requirement 3(a), to improve their effectiveness. In determining the quality of each plan for professional development, we will consider the extent to which the plan describes how the participating LEA will--

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Factor/Sub-criterion	Total Possible	Assigned Score
(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);	8	7
<p>Comments</p> <p>The applicant has demonstrated significant evidence that information from the evaluation system is used to inform professional development growth plans. Furthermore, the applicant indicates that teachers and principals work with their supervisors to establish a Growth Plan that has a set of specific targets for the teacher/school leader to work on for the upcoming school year (p. E51). The applicant states that there are ongoing revisions made to individual growth plans (p. 52). More details are needed to determine if the disaggregated information generated from the evaluation system was actually used to develop the professional development plans for the LEA.</p>		
(2) Provide professional development in a timely way (2 points);	2	1
<p>Comments</p> <p>The applicant indicates evidence of ample professional development opportunities through its implementation of Professional Learning Communities (PLCs). According to the applicant, extensive training is provided to leaders who facilitate PLC discussions and other collaborative meetings (pp. E52-E53). However, specific parameters and timelines of the frequency of the professional development opportunities are not evident.</p>		
(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and	5	5
<p>Comments</p> <p>The applicant has demonstrated adequate evidence of school-based, job-embedded opportunities for educators to transfer new knowledge such as Professional Learning Communities (PLCs), which are led by school leaders and teachers as the Collaborative Team and Professional Learning Community leads (p. E52). The PLCs will be held independently at each school; however, outcomes from these PLCs will be represented to the group. These opportunities have created opportunities for teachers to transfer newly acquired knowledge.</p>		
(4) Provide professional development that is likely to improve instructional and leadership practices, and is guided by the professional development needs of	20	20

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individual educators as identified in paragraph (c)(1) of this criterion (20 points).		
<p>Comment</p> <p>The applicant has demonstrated evidence of strong professional development that will improve instructional program. For example, on page E52 the applicant explains that the proposed plan for professional development will be through implementing Professional Learning Communities (PLCs). This approach is widely researched and respected among educators as an effective way to implement professional development goals in schools. Additionally, the applicant demonstrates evidence that the developmental needs will be aligned to the needs of the school by the facilitation of PLCs that are content focused, school leader and teacher led, as well as relevant to the specific need of that particular school (p. E53). The applicant clearly indicates that building a culture of data-driven decision making is at the core of the professional development goals (p. E55). To that end, individualized learning plans for students are critical to the school’s HCMS evaluation system as well as professional development protocols (p. E56). Another crucial component of the professional development system is the expectation that all principals will serve as instructional leaders. According to the applicant, this is a deliberate and strategic paradigm shift from school management tasks to instructional tasks (p. E57). The applicant also provides sound evidence that suggest the efforts of the current professional development is effective and has already improved the existing instructional and leadership practice(p. E58).</p>		
TOTAL	35	33

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SELECTION CRITERION (d) Involvement of Educators. (35 points)

We will consider the quality of educator involvement in the development and implementation of the proposed PBCS and educator evaluation systems described in the application. In determining the quality of such involvement, we will consider the extent to which--

Factor/Sub-criterion	Total Possible	Assigned Score
(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	10	10
<p>Comments</p> <p>There is adequate evidence that the applicant made efforts to consider educator input through different avenues such as webinars and interviews (p. E60). The applicant indicates that the feedback provided by stakeholders was a critical component in designing the HCMS; however, it does not explain exactly how this input was implemented in the final proposal. The applicant has also made it evident that the LEA plans to continue the dialogue to discuss implementation of the program. The applicant proposes the Program Advisory Team to support the implementation of the program (p. E61).</p>		
(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).	25	24
<p>Comments</p> <p>The applicant has provided sufficient evidence that there will be support for the proposed PBCS and educator evaluation system. To that end, the applicant indicated support at the Board level, school leader level, as well as teacher level (pp. E62-64). The applicant indicated that the responses from teacher surveys were positive; however, it is unclear what responses were given. It is recommended that the applicant submit copies of the summative responses to the surveys. Another potential source of support would be to submit minutes from the webinar to demonstrate the support of the elements of the proposed PBCS.</p>		
TOTAL	35	34

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SELECTION CRITERION (e) Project Management. (30 points)

We will consider the quality of the management plan of the proposed project. In determining the quality of the management plan, we will consider the extent to which the management plan--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);	3	3
<p>Comments</p> <p>The applicant provides sound evidence that roles are clearly defined. Specifically, the applicant identifies and defines roles and responsibilities of key personnel and includes resumes of primary personal responsible for the project management (pp. E45-E47). For example, the applicant clearly delineates different teams on the basis of tasks (E64).</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
<p>Comments</p> <p>The applicant proposes both project-affiliates and school based human resources to ensure project management (p. E66). Additionally, the applicant specifies each human resource position necessary to manage the project, and gives a brief description of the responsibilities of those particular key personnel (p. E47-E48). This demonstrated a thorough allocation of human resources. For example, the applicant proposes a project management team that consist of a Project Director, a Deputy Director, an Operations, Finance & PBCS Specialists, Finance Assistant and a Program Assistant (p. E64).</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	5
<p>Comments</p> <p>Project objectives and performance measures are clearly delineated in this application. There are five defined goals for the program, with indicators of how those goals will be achieved. The objectives and performance measures are also listed on pages E68-E71. For example, the applicant indicates the proposed plan is to establish the HCMS by achieving specific objectives and performance targets related to a single goal in each of the following areas; 1) establishing the PICCS at all schools; 2) establishing salary-based PBCSs based on effective evaluation; 3) improving teacher effectiveness; 4) improving school leader effectiveness; and 5) improving student performance and growth outcomes (p. E68).</p>		
(4) Includes an effective project evaluation plan (5 points);	5	5

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<p>Comments</p> <p>The applicant indicates that the LEA will contract with a third party independent evaluator to provide both summative and formative evaluations of the program (p. E71). Additionally, there will be a Self-Assessment tool that will be used to evaluate the program (p. E72). There is evidence that these components will lead to an effective project evaluation and will enhance program implementation.</p>		
<p>(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).</p>	<p>8</p>	<p>8</p>
<p>Comments</p> <p>There is adequate evidence of realistic and achievable timelines for implementation of the system. According to page E73-E74 the applicant indicates the specific timeline for implementation of the PBCS. For example, Year 1 the applicant focus will be on building understanding of the HCMS (p. E73).</p>		
<p>(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).</p>	<p>4</p>	<p>4</p>
<p>Comments</p> <p>The applicant has provided strong evidence that the timeline submitted in the application is realistic and achievable. For example, the applicant has indicated that Year 1 will focus on building understanding of the HCMS (E73). Further, the applicant indicates that implementation of this project will be rolled out in phases, with each year of the grant period representing different tasks to be accomplished during a particular phase (pp. E73-E75). Additionally, the applicant indicates that the Program Advisory Team will manage the project, which will increase the likelihood that this project will be successful (p. E61).</p>		
<p>TOTAL</p>	<p>30</p>	<p>30</p>

SELECTION CRITERION (f) Sustainability. (20 points)

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We will consider the quality of the plan to sustain the proposed project. In determining the quality of the sustainability plan, we will consider the extent to which the sustainability plan--

Factor/Sub-criterion	Total Possible	Assigned Score
(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);	10	9
<p>Comments</p> <p>The applicant has provided sufficient evidence that the PBCS and evaluation system will be sustained past the grant period. For example, the applicant listed key personnel and included salary information in the budget narrative (p. E76) The applicant has indicated that the school will take over the cost related to grant after the grant period (p. E77). It is unclear where the streams of revenue will be generated from to take over the grant.</p>		
(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).	10	10
<p>Comments</p> <p>The applicant demonstrated strong evidence that if implemented, the plan will result in PBCS and educator evaluation system that is sustained beyond the grant period. The applicant indicated that the schools who are partners in this consortium needed to have secure formal stakeholder support (p. E77-E78). The applicant has also indicated stages of this initiative to ensure tracking the schools' progress toward reaching sustainability goals (p. E78-E79).</p>		
TOTAL	20	19

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Competitive Preference Priority – An Educator Salary Structure Based on Effectiveness (Up to 20 points)

To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--	Total Possible	Assigned Score
(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries; (b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and (c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	20	20
<p>Comments</p> <p>The applicant has provided a substantial amount of evidence in the application that demonstrates how each LEA will use the overall evaluation ratings to determine educator salaries. For example, on page E32, the applicant provides the HEDI Composite Rating and Score Chart that demonstrates sample compensation. Additionally, the LEA explains that TIF funds will be used to support the salary structure through its description of key roles and responsibilities, as well as in the details found in the budget narrative. Finally, the applicant’s proposed plan for implementation is feasible because the applicant has prior experience with TIF funds and has provided a significant amount of detail related to implementing each stage of the project.</p>		
TOTAL	20	20
GRAND TOTAL	220	211

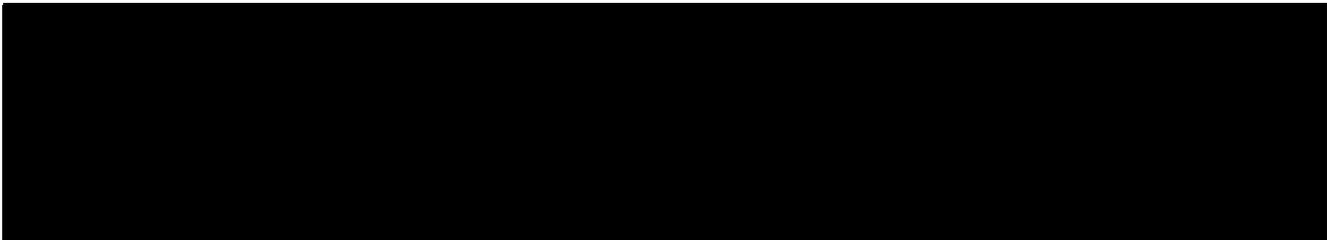
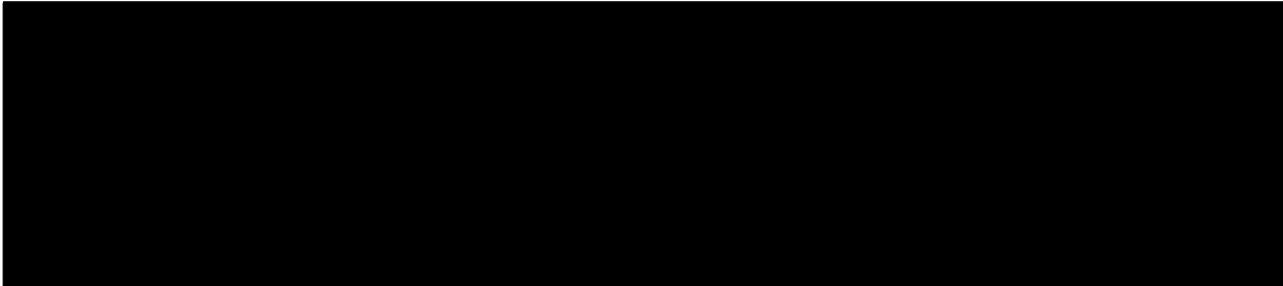
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Applicant Name: Center for Educational Innovation – Public Education Association Reviewer Code: 21B

SELECTION CRITERION (a) Coherent and Comprehensive Human Capital Management System

(HCMS). (45 points) We will consider the quality and comprehensiveness of each participating LEA’s HCMS as described in the application. In determining the quality of the HCMS, as it currently exists and as the applicant proposes to modify it during the grant period, we will consider the extent to which the HCMS described in the application is--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Aligned with each participating LEA’s clearly described vision of instructional improvement (10 points); and	10	10
<p>Comments: The sharing of a well defined and clear common vision for instructional improvement is stated on page 3 of the application. This vision is based upon the work of Odden in his 2011 book, <i>Strategic Management of Human Capital in Education</i>. All of the schools in the project share this common vision and an understanding of the importance of a strong HCMS especially in the recruitment and retention of quality educators. A strong HCMS is deemed important in the application (p. 3) in managing talented people and aiding in improved student growth.</p>		
<p>(2) 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>(i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application.</p> <p>(ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made;</p> <p>(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, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions;</p> <p>(iv) The commitment of the LEA’s leadership to implementing the described HCMS, including all of its component parts; and</p> <p>(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.</p>	35	35

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Comments: The entire range of human capital decisions will be based upon the research-based outline for the model to be developed in each school with the seven components of the PICCS HCMS outlined in pages 6 – 14 of the application. Schools will be seeking to recruit the top third of educator candidates. (p. 8)

The evaluation tools allow for appropriate weight to the various practices necessary to improve instruction; they meet the 50% performance driven criterion and should be able to use the tool to drive instructional improvement.

The program with pre-service teacher candidates working in the schools and the potential development hiring of new teachers as outlined on page 5 is a strong step toward hiring and selecting the best candidates.

They have reached out to the board of trustees and held a series of information sessions to ensure their support and awareness of the project.

There is discussion of principal evaluation on pages 14 and 15 of the application, which shows the consistency of the vision.

The seven components described include provision for pre-service teachers and reference to career ladders that will enhance the likelihood of successful implementation and sustainability.

All participating LEA's indicate that they currently provide support for novice teachers, have a recruitment process in place, have an evaluation plan in place that includes an observation component, and some clinical practices based on the Danielson model. (p. 11) The clarity of the model and the knowledge that this will be the tool used for evaluation will help to recruit and retain high quality educators.

The feasibility is enhanced by the level of understanding and support from each school is described on page 17, such as the series of webinars that were held.

The financial and non-financial strategies listed in the application appear to be sufficient to recruit and retain personnel, e.g. the financial incentives and strong research base upon which the evaluation plan is based.

	TOTAL	45	45
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SELECTION CRITERION (b) - Rigorous, Valid, and Reliable Educator Evaluation Systems. (35 points) We will consider, for each participating LEA, the quality of the educator evaluation systems described in the application. In determining the quality of each evaluation system, we will consider the extent to which--

Factor/Sub-criterion	Total Possible	Assigned Score
(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);	2	2
<p>Comments: Rubrics are designed based upon the Danielson model and are based on 60 % of the points being derived from the professional practice measures appropriate to the job responsibilities and 40% from student growth. Those schools where rubrics are not yet developed will develop them using this model. Each different set of job responsibilities has been accounted for to ensure all educators are well prepared to participate in the process. (p. 18 – 20)</p>		
(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 (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;	4	4
<p>Comments: There is a complete description of the research base from which this model has in some schools and will be developed in the others. A description of the measures for student growth that will be based upon goals established between each teacher and their supervisor each year is given on pages 21 - 27. The description of the growth model and its implications for all teachers and administrators is clear, concise, and well written.</p>		
(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);	13	13
<p>Comments: Persons responsible for conducting the observations have been identified, and will receive training in the use of the Danielson model as a tool to evaluate the performance of</p>		

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Applicant Name: Center for Educational Innovation – Public Education Association Reviewer Code: 21B

<p>the person being observed. The application shows that the choice of the Danielson model was thought out and has support from stakeholders. An eight week training program has been designed to prepare evaluators in using the Danielson Framework, including Board of Trustee members for each school. This section is clear and concise allowing anyone to clearly understand. Specific information is provided regarding the student growth model for both the teachers who teach areas that are tested and not tested. The application discusses addressing the differences needed to effectively evaluate teachers of students from special populations. (p. 20 – 24). The high quality plan includes multiple observations for all, a proven tool, and professional development to ensure inter-rater reliability and fairness</p>		
<p>(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);</p>	<p>4</p>	<p>3</p>
<p>Comments: All participating schools have participated in a GAP analysis so that the needs at each site can be determined and gaps filled in regarding their understanding of the process to be used. All schools have indicated that they do have an evaluation system in place. Some of the schools have more complex systems in place. None of the schools currently has a model where student growth is measured. (p. 30) The support for and understanding of the model being used should help LEAs overcome their lack of experience with growth based models.</p>		
<p>(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; (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;</p>	<p>6</p>	<p>6</p>
<p>Comments: The proposed system is well designed to consider student growth as 40% of the evaluation and will include all educators in the process with the remaining 60% coming from professional practice measures appropriate to the job description. All educators are included with a degree of specificity in the plan. Teachers of all students are accommodated, with specific discussions occurring on pages 23 and 31 about the plans to evaluate teachers of special subjects, special education, librarians, etc.</p>		
<p>(6) In the case of principal evaluations, the proposed evaluation system (6 points)</p>	<p>6</p>	<p>5</p>

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<p>(i) Bases the overall evaluation rating on, in significant part, student growth; and (ii) Evaluates, among other factors, a principal’s practice in-- (A) Focusing every teacher, and the school community generally, on student growth; (B) Establishing a collaborative school culture focused on continuous improvement; and (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.</p>		
<p>Comments: The principal evaluation rubric includes discussion of leadership, but will need more specificity added as implementation occurs. (p. 20, 21) It is designed to allow principals to focus on school-wide student growth to a significant extent. (p. 19)</p> <p>There is little description of the val-ed model for principals, that process may help address some concerns regarding collaborative school culture focused on continuous improvement. More detail about the val-ed model would have helped clarify the principal evaluation model.</p> <p>The evaluation of teachers working with special populations is addressed in detail on page 23, with interventions cited and details about assessments to be used.</p>		
TOTAL	35	33

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

We will consider the extent to which each participating LEA has a high-quality plan for Professional Development to help all educators located in high-need schools, listed in response to Requirement 3(a), to improve their effectiveness. In determining the quality of each plan for Professional Development, we will consider the extent to which the plan describes how the participating LEA will--

Factor/Sub-criterion	Total Possible	Assigned Score
(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);	8	6
<p>Comments: Each year all educators participating in the evaluation process will meet with their supervisor to develop a professional growth plan for the coming year. This will be augmented by a PLC approach that will be implemented to ensure that collaboration and common job embedded professional development can be implemented efficiently. This should have a positive impact on the process. There is no evidence of data being disaggregated to determine Professional Development needs. (p. 32, 33)</p>		
(2) Provide Professional Development in a timely way (2 points);	2	2
<p>Comments: The combination of annual Professional Development plans and the PLC approach to common needs will ensure timeliness of Professional Development for all educators.(p. 33) The application provides for training in PLCs in year one to increase the effectiveness of that Professional Development strategy. (p. 33)</p>		
(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and	5	5
<p>Comments: The use of the PLC model will allow for discussion and sharing of new ideas in job embedded settings so all can benefit and transfer learning to their roles. The PLC teams will work independently, but be accountable to the group. The PLCs will be led by PLC coaches and Collaborative Team Leaders. (p. 33)</p>		
<p>The professional development for principals will be designed around improving leadership</p>		

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practices and providing leadership to data analysis and use.(p. 34, 35)		
(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).	20	20
Comments: The Professional Development plan which includes both the personal annual plan established by each educator that is agreed to by their supervisor and the PLC job embedded action research mode will ensure that instructional and leadership practices are improved as a result of these plans and their implementation. (p. 33) The experiences that principals have using the PLC should strengthen their leadership skills and enhance their performance for the future.		
TOTAL	35	33

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SELECTION CRITERION (d) Involvement of Educators. (35 points)

We will consider the quality of educator involvement in the development and implementation of the proposed PBCS and educator evaluation systems described in the application. In determining the quality of such involvement, we will consider the extent to which--

Factor/Sub-criterion	Total Possible	Assigned Score
(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	10	10
<p>Comments: A series of eight three hour webinars were offered to all participating LEAs. School leaders, teachers, and board of trustee members participated in the webinars providing suggestions and feedback that was used in the development of the HCMS. Surveys were completed after each webinar that were used to ensure understanding of the concepts and questions that needed to be addressed further. The data from these webinars and surveys helped ensure support and shape future work. (p. 40, 41)</p>		
(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).	25	25
<p>Comments: The application contains evidence with MOUs from all constituents that indicate their support and commitment to the HCMS including the PBCS framework and educator evaluation process. Teachers participated in the webinars and follow-up surveys and indicated their support, which means that no letters of support from teachers were needed.(p. 45)</p>		
TOTAL	35	35

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SELECTION CRITERION (e) Project Management. (30 points)

We will consider the quality of the management plan of the proposed project. In determining the quality of the management plan, we will consider the extent to which the management plan--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);	3	3
Comments: The application contains a listing of the roles and responsibilities of key personnel for each participant. The reporting chain is identified for specific project personnel and the project management team is clearly defined. These components were well thought out and clear to help ensure greater success in implementation.		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
Comments: The specificity of the roles and responsibilities indicate that the identification of roles and responsibilities were well thought out and that the human resources needed are available. Several people are identified in the application along with their roles (p. 48), such as an educator evaluation specialist, data warehouse coordinator, data use coordinator, lead PLC coach, etc.		
(3) Includes measurable project objectives and performance measures (5 points); and	5	5
Comments: The application provides 5 well written and detailed goals for the project with objectives to support each goal and performance targets for each goal. The performance targets are outlined for each goal on pages 49 to 52. The goals are written so that they are measurable.		
(4) Includes an effective project evaluation plan (5 points);	5	4
Comments: A comprehensive project evaluation plan is contained in the application, but would be strengthened by including rubrics that will be used to assess the 5 goals more completely. There is not enough detail regarding how each goal's achievement will be determined. (p. 49 - 52) An outside evaluator will be hired to evaluate success, but there needs to be more detail to ensure that the evaluator can effectively determine success. The project evaluation calls for the use of a self-assessment tool, which would have been helpful to see in the application.(p. 54)		
(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).	8	8
Comments: The application contains a realistic and detailed description of what is to be accomplished		

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<p>in each year of the project (p. 54), including the planning and phasing in of the evaluation plans and professional development in year 2. The identification of persons and training in year one should increase the chances of implementation with minimal problems in future years. The evaluation plans will be implemented in year two with the support of those individuals.</p>		
<p>(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and objectives (4 points).</p>	<p>4</p>	<p>4</p>
<p>Comments: The timelines are clear, specific and realistic, because they allow time for the development and sufficient time to gain understanding of the expectations. The plan has been well thought out and feasibility has been incorporated to increase the likelihood of success. (p. 54 – 56) A separate timeline specific to completion of project tasks and objectives is provided on page 55. In years three to five (the implementation years) have focus on the PBCS implementation at each school. The realistic timeline increases the likelihood of successful implementation.</p>		
<p>TOTAL</p>	<p>30</p>	<p>29</p>

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SELECTION CRITERION (f) Sustainability. (20 points)

We will consider the quality of the plan to sustain the proposed project. In determining the quality of the sustainability plan, we will consider the extent to which the sustainability plan--

Factor/Sub-criterion	Total Possible	Assigned Score
(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);	10	8
Comments: The budget narrative calls for slightly more than 11.5% of the financial support to come from other sources than the grant, which raises a concern about sustainability. The commitment is there, but replacing almost 90% of the cost of the project may not be realistic. The gradual increase of financial responsibility on the schools will help increase sustainability, but 50% in the last year may be difficult. (p. e172)		
(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).	10	9
Comments: While the project continues and project funds are available, the well constructed plans should be implemented in accordance with the timelines, but while the application states that previous TIF grants are sustainable at the end, filling 50% of the costs at one time may be challenging. The project will be sustainable, but needs to consider filling this funding gap with other moneys as soon as possible.		
TOTAL	20	17

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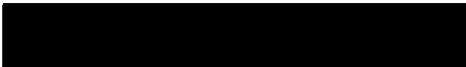
Applicant Name: Center for Educational Innovation – Public Education Association Reviewer Code: 21B

Competitive Preference Priority – An Educator Salary Structure Based on Effectiveness (Up to 20 points)

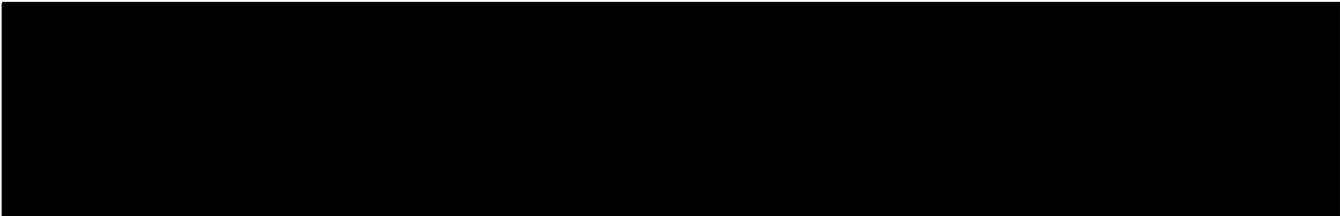
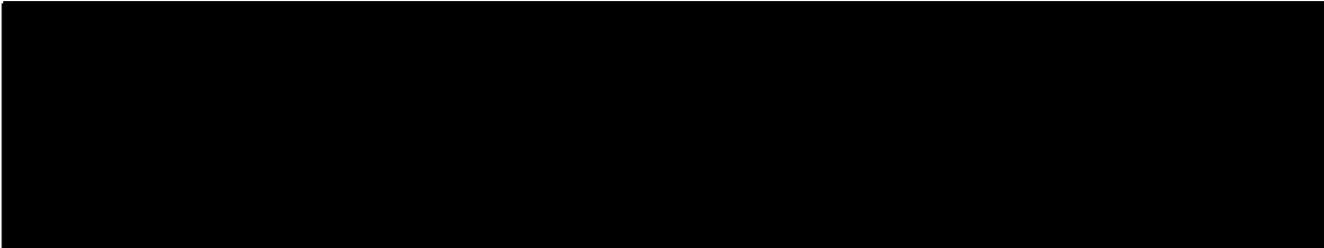
To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--	Total Possible	Assigned Score
(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries; (b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and (c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	20	20
<p>Comments: The application provides sufficient details to support the degree to which each LEA will use evaluation to determine educator salaries. The effectiveness of the plans to implement salary structures (p. 15) that will support educator effectiveness in high needs schools are stated in several parts of the application. The support of stakeholders has been shown and increases feasibility of implementation because of that support.</p> <p>TIF funds will be used to support the project and help modify the salary structure within each school. (p. e172, 173)</p> <p>This project has a great deal of feasibility for success; the overall project is well designed and thought-out. The new salary structure is likely to improve the quality of teaching in the project schools.</p>		
TOTAL	20	20
GRAND TOTAL	220	212

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SELECTION CRITERION (a) Coherent and Comprehensive Human Capital Management System

(HCMS). (45 points) We will consider the quality and comprehensiveness of each participating LEA's HCMS as described in the application. In determining the quality of the HCMS, as it currently exists and as the applicant proposes to modify it during the grant period, we will consider the extent to which the HCMS described in the application is--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Aligned with each participating LEA's clearly described vision of instructional improvement (10 points); and	10	10
<p>Comments</p> <p>The applicant describes their vision for instructional improvement by citing research with regard to HCMS and details in the narrative how the schools applying for TIF subscribe and practice the tenets of Odden's work. (p.3). The recruitment and retention of high quality staff impacts student learning outcomes when the HCMS is implemented with fidelity. In addition, the applicant provides further evidence of instructional improvement by clearly defining the differentiated teaching levels and how these levels will support the comprehensive HCMS philosophy of the participating schools.</p>		
<p>(2) 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>(i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application.</p> <p>(ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made;</p> <p>(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, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions;</p> <p>(iv) The commitment of the LEA's leadership to implementing the described HCMS, including all of its component parts; and</p> <p>(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</p>	35	35

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and retaining them in those schools.

Comments

(i) The applicant clearly defines how teachers within the differentiated teaching levels will progress from one level to the next (aspiring to novice, novice to associate, etc) (p. 5). In addition, this system addresses what happens to a teacher when they fail to meet the “satisfactory” level two consecutive years. The applicant offers a thorough approach to informing professional practice and student learning outcomes. The seven components of the PICCS HCMS addresses teacher practice from pre-service training to hiring to mentoring to evaluation (p. 7-13). In addition, the presence of professional development and the integration of performance measures for teachers to provide opportunities for advancement speak to a range of decisions that improves the proposed HCMS.

(ii) The applicant addresses the role and weight of each component of the PICCS HCMS. For example, for teacher preparation (p. 7), the applicant states that aspiring teachers will use a modified evaluation instrument and that scores of effective or higher or required for a full-time position. Strength is given to the application when an explanation of each component is followed by the role and weight of evaluation within the PICCS HCMS (p. 7-13). This provides excellent evidence that the applicant has a clear and specific vision for a HCMS that is reflective of teacher and student needs.

(iii) The applicant describes prior experience implementing multiple components of a HCMS in another TIF project. Experience has led the applicant to complete a “gap survey” in order to provide baseline data prior to the project implementation. In addition, the results of the survey allow the applicant to create a model that is catered to the specific needs of the LEAs served. Finally, the applicant was careful to ensure that the project is feasible with the affected schools by conducting webinars to ensure understanding of the components (p. 17).

(iv) The evaluation of teacher attitudes with the use of the gap survey and the use of 8 three-hour webinars to solicit support and address underlying questions speaks to the applicant’s commitment to implementing the HCMS. This provides excellent documentation of stakeholder support (p. 41).

(v) The strategies and incentives proposed by the applicant are sufficient to recruit and retain highly effective teachers and principals. The comprehensive plan for the HCMS will entice pre-service educators to become part of the teaching staff.

TOTAL	45	45
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SELECTION CRITERION (b) - Rigorous, Valid, and Reliable Educator Evaluation Systems. (35 points) We will consider, for each participating LEA, the quality of the educator evaluation systems described in the application. In determining the quality of each evaluation system, we will consider the extent to which--

Factor/Sub-criterion	Total Possible	Assigned Score
(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);	2	2
<p>Comments</p> <p>The applicant's participating schools will develop an evaluation rubric during the first year of the award. While the rubrics may appear different at each school, the applicant requires that all schools use four performance levels to populate the HEDI system (p. 19) for both teachers and principals. The proposed guidelines for the evaluation rubric suggest high quality and reliance on research-based products developed by leading educators. This lends credibility to the effectiveness of the evaluation instrument.</p>		
(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 (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;	4	4
<p>Comments</p> <p>(i) The applicant provides a clear and concise explanation of how student growth data will be used to determine different performance levels for both teachers (the weight of each domain is listed) and principals (in-school review measures and survey data) (p. 19). The applicant provides much detail to strengthen the rationale (p. 20-24). The explanation was clear and concise. In addition, the applicant references non-core subject teachers as well as those who teach exceptional children to illustrate how the model could be used with these staff. Finally, the applicant ties the principal evaluation into student achievement data by using a system that is similar to the one suggested for teachers.</p>		

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(ii) Much research is cited throughout the proposal. The applicant uses instruments that have been validated by other sources (Danielson, Odden, Val-ED) and even mentions the need to properly examine any assessments created by the LEAs to be used to assess student growth (p. 25). This demonstrates a level of rigor, which strengthens the overall application.

(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);

13

12

Comments

The applicant suggests that a trained evaluator will use the Danielson Framework for Teaching to conduct at least two classroom observations per teacher per year. The selection of this tool demonstrates a high-quality plan. The results of these observations will be converted to a score on the teacher professional practice rubric in order to determine a scoring range and designation (highly effective to ineffective). The results of this tool will be combined with student achievement data to provide the teacher with a score out of 100. These composite scores are used to determine compensation.

Principal evaluation information is also provided by the application. Having parallel evaluation protocol for teachers and principals strengthens the application. Principals will also be observed at least twice per year by a trained, independent observer on a research-based observation tool. Survey data from stakeholders will also be used. Further, the assessment data of all students is folded into the principal assessment for 40% of the composite score. (p. 27-28)

The application provides a comprehensive plan to ensure inter-rater reliability when using the Danielson tool. The 8-week training with follow up from a Danielson trainer seems sufficient to maintain fidelity. The principal instrument also has a system to ensure a high degree of reliability. However, the teacher instrument seems more reliable given that a Danielson trainer will “spot-check” at all participating schools to check for understanding and fidelity (p. 29).

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

4

3

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educator evaluation systems (4 points);		
<p>Comments</p> <p>The applicant does have sufficient experience using the proposed educator evaluation systems in charter schools in NYC and Buffalo. In addition, the applicant provides data from these experiences to demonstrate that the evaluation processes have helped teachers improve instruction. However, the applicant does not have experience using student growth data as described in the program (p. 30). Despite this lack of experience with the proposed model, the systems detailed for measuring student growth are thoughtful and comprehensive, and the LEAs should be able to integrate the educator evaluation with relative ease.</p>		
<p>(5) In the case of teacher evaluations, the proposed evaluation system (6 points) --</p> <p>(i) Bases the overall evaluation rating for teachers, in significant part, on student growth;</p> <p>(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;</p>	6	6
<p>Comments</p> <p>(i) The proposed system does base the overall performance composite of the teacher on student growth data. This percentage is 40%. This is a significant component of the overall evaluation ration for teachers. In addition, this aligns with the requirement by the NY Department of Education (p. 18).</p> <p>(ii) The proposed educator evaluation system also addresses teachers who do not teach core-subjects (guidance, art, music, etc.) and those who teacher special populations (p. 31). The applicant acknowledges the need for additional training to determine student-learning outcomes in content areas outside of those where assessment items are typically available.</p>		
<p>(6) In the case of principal evaluations, the proposed evaluation system (6 points)</p> <p>(i) Bases the overall evaluation rating on, in significant part, student growth; and</p> <p>(ii) Evaluates, among other factors, a principal's practice in--</p> <p style="padding-left: 40px;">(A) Focusing every teacher, and the school community generally, on student growth;</p> <p style="padding-left: 40px;">(B) Establishing a collaborative school culture focused on continuous improvement; and</p>	6	5

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(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.		
<p>Comments</p> <p>The principal's evaluation is directly linked to student growth. The use of observation data, survey of stakeholders, and performance of all students provides a composite score to determine principal effectiveness (p. 32). The use of the Val-ED tool appears to directly align to the requirements of the award as fostering a positive school culture is crucial to overall school success. The observations by both immediate supervisors and a Board member, survey data, and use of student achievement data creates a principal evaluation tool that incorporates all crucial components of school leadership. However, It is not clear how the Val-Ed instrument will speak to the collaborative school culture component focused on continuous improvement.</p>		
TOTAL	35	32

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

We will consider the extent to which each participating LEA has a high-quality plan for professional development to help all educators located in high-need schools, listed in response to Requirement 3(a), to improve their effectiveness. In determining the quality of each plan for professional development, we will consider the extent to which the plan describes how the participating LEA will--

Factor/Sub-criterion	Total Possible	Assigned Score
(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);	8	4
<p>Comments</p> <p>Teachers will create growth plans that describe the resources and training necessary for a teacher to meet growth goals (p. 32-33). However, the applicant does not state that these goals are determined by the disaggregated results of the educator evaluation instrument.</p>		

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<p>More detail is needed to link the evaluation results and the professional development goals/plans of teachers and principals.</p>		
<p>(2) Provide professional development in a timely way (2 points);</p>	<p>2</p>	<p>2</p>
<p>Comments</p> <p>The applicant provides details regarding the rollout of professional development during the award years. On pg. 33, the efforts for the first year include training in the evaluation instrument for teachers and principals, professional development to develop data cultures, and training of PLC coaches. This approach to the introduction of new initiatives is refreshing. Teachers and principals will gain confidence in the new tools before implementation is required. In addition, the establishment of PLCs will create a vehicle for the discussions that will occur with a new compensation structure.</p>		
<p>(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and</p>	<p>5</p>	<p>5</p>
<p>Comments</p> <p>The applicant will offer PLC training to school leaders and PLC lead teachers during the first year of program implementation. This will benefit the staff as it creates a vehicle for discussion of ideas relatively to this award (designing evaluation rubrics, discussing compensation) and also instructional practices. The instructional and leadership practices that are addressed in pgs. 34-37 can only exist when an effective collaboration tool/program is in place. The applicant serves teachers, principals, and students well by including this in the proposal. This professional development will have a long-term impact on the schools affected beyond the grant period because it is school-based, job-embedded and will lead to the transfer of new knowledge.</p>		
<p>(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).</p>	<p>20</p>	<p>18</p>
<p>Comments</p>		

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<p>The creation of a data culture enhances the application as it specifically addresses the link between teacher performance and student learning. The areas for professional growth over the grant period include: building a data culture to include using social networking to create “learning paths”, mapping the school’s curriculum, using formative assessments, individualized learning plans and peer review and publication of units. This is likely to improve instruction.</p> <p>In addition, the applicant addressed the professional development needs of principals. The structures developed for teachers will also enhance principal learning and shift the focus from “school manager” to “instructional leader” (p. 39). The suggestion that principals will gain days of instructional leadership time by applying the teaching of the professional development is difficult to conceptualize. The applicant could have provided an example of how an increase of instructional days would occur.</p>		
TOTAL	35	29

SELECTION CRITERION (d) Involvement of Educators. (35 points)

We will consider the quality of educator involvement in the development and implementation of the proposed PBCS and educator evaluation systems described in the application. In determining the quality of such involvement, we will consider the extent to which--

Factor/Sub-criterion	Total Possible	Assigned Score
(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	10	10
<p>Comments</p> <p>The applicant was diligent in their efforts to ensure stakeholder involvement. A series of information sessions was held where TIF priorities, research and HCMS models were discussed. Further understanding and support were garnered through the 8 three-hour webinars that were conducted with school leaders (p. 41). The presenter gathered feedback at the conclusion of the webinars to check for understanding and address unanswered questions. The application is further strengthened by including the project on all Board meeting agendas and having each school establish a committee with stakeholders to ensure effective project planning. It is apparent from previous experience that the applicant knows</p>		

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the value of involving as many people as possible in the planning and implementation of this project.		
(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).	25	23
<p>Comments</p> <p>All participating schools completed a detailed joint Memorandum of Understanding. These are included on pgs. E130-142 and carefully address the responsibilities of the applicant and the participating schools. This provides solid evidence of educator support for the elements of the PBCS. The thoughtfulness of the initial introduction of the proposal to schools at a meeting in NYC to the 24 hours of webinar time indicate that the applicant is fully aware of the need for all stakeholders to support the elements of the proposed PCBS. Some schools opted out of participating in the grant project. This enhances the application because it indicates that the organizer did a thorough job of explaining all aspects and requirements of the award. However, while principal support is strong, there is little evidence of teacher support.</p>		
TOTAL	35	33

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SELECTION CRITERION (e) Project Management. (30 points)

We will consider the quality of the management plan of the proposed project. In determining the quality of the management plan, we will consider the extent to which the management plan--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);	3	3
<p>Comments</p> <p>The applicant clearly defines the roles and responsibilities of key personnel (p. 45-47). This indicates a thorough understanding of the human resources needs for implementing the project effectively and efficiently. The detail provided about the responsibilities, especially with the project management and human resource allocation team, strengthens the overall application.</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
<p>Comments</p> <p>The project allocates adequate human resources to complete the tasks. The applicant provides evidence of alignment between project-wide and school-based efforts in order to build capacity at each school and sustain the growth of the PCBS and HMCS (p. 47). It is interesting to note the budget at the back of the proposal addresses an increase in time-commitment for personnel during the 4th and 5th year of implementation. The applicant was thoughtful to acknowledge that the first three years will include planning and early implementation when full staffing is not required.</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	5
<p>Comments</p> <p>The applicant lists the NIA project goals with objectives and performance targets (p. 49-50). The targets are measurable and easily understood by all stakeholders. For example, the applicant states that one performance measure for Goal 1 is the participation of at least one teacher per school will engage in project planning (p. 49). These clear goals, objectives, and performance targets will lead to easy project evaluation.</p>		
(4) Includes an effective project evaluation plan (5 points);	5	5
<p>Comments</p> <p>The performance targets detailed in the application describe the components necessary in a thorough</p>		

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project evaluation plan. The applicant has clearly indicated the measures, which will provide guidance to the evaluator. In addition, the hiring of an outside contractor to provide formative and summative data to all parties enhances the evaluation because it provides the objectivity necessary to ensure a reliable evaluation product (p. 53). The applicant states that the contracted evaluator will conduct a linkage study and a balanced scorecard to provide critical feedback to participating schools. Finally, the self-assessment tool created by each Site-based specialist will promote evaluation of efforts to enhance program implementation.

(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).	8	8
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Comments

The applicant addresses the timeline on pgs. 54-55. This timelines appears to be achievable given the scope of the project. In addition, the applicant has thoughtfully arranged the tasks in a manner that will promote the project in a realistic fashion. (Ex. Providing training on the instruments, PLCs, etc.) The applicant is also reasonable to not begin official implementation of the PCBS until year 3. This will provide all parties with the opportunity to become familiar with and use the evaluation tool prior to money being allocated.

(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).	4	4
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Comments

The applicant clearly develops a plan to complete tasks and achieve objectives. There is heavy emphasis on the work for Year 1 and 2 to include the hiring of appropriate staff and training on the data warehouse. During Year 3-5 the project will be implemented with the integration of teacher induction and mentoring activities (p. 56).

TOTAL	30	30
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SELECTION CRITERION (f) Sustainability. (20 points)

We will consider the quality of the plan to sustain the proposed project. In determining the quality of the sustainability plan, we will consider the extent to which the sustainability plan--

Factor/Sub-criterion	Total	Assigned Score
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	Possible	
(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);	10	10
<p>Comments</p> <p>The gap analysis conducted by the applicant assists in projection needs throughout the grant period because it provides the project managers with baseline data necessary to determine success of project implementation. In addition, prior experience with TIF affords the applicant the knowledge of the depth and scope of the project in order to carefully identify and commit sufficient non-TIF financial and non-financial resources. The increase in staffing percentages as the grant becomes more involved is just one indication of the applicant's thoughtfulness relative to staffing needs and resources. In addition, the increase in the school's responsibilities for the PCBS awards allows for project sustainability in year 6 (p. 58).</p>		
(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).	10	10
<p>Comments</p> <p>The project is likely to be implemented and sustained beyond the grant years. The applicant has clearly described a HCMS that is aligned to instructional vision, a PCBS plan that is clearly aligned to teacher evaluation and student achievement, and has identified key personnel to ensure all of the occurs effectively and efficiently. The suggested project is commendable and has a strong likelihood of impacting student achievement and teacher performance after the grant period ends.</p>		
TOTAL	20	20

Competitive Preference Priority – An Educator Salary Structure Based on Effectiveness (Up to 20 points)

	Total Possible	Assigned Score
To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant's project period a salary structure based on effectiveness for both teachers and principals. As part		

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<p>of this proposal, an applicant must describe--</p> <p>(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;</p> <p>(b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and</p> <p>(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.</p>	20	20
<p>Comments</p> <p>(a) The applicant is thorough in the description of how each LEA will use overall evaluation ratings to determine educator salaries. Despite each LEA having the freedom to develop their own “tool”, the applicant states that each LEA must act within the Danielson framework. This lends credibility to the work. The descriptions of how these systems will be implemented, including the accompanying charts are easy to understand and demonstrate a level of understanding and commitment by the applicant (p. 13, p. 19).</p> <p>(b) Again, the applicant is thorough in the description of how each LEA will use overall evaluation ratings to determine educator salaries. The descriptions of key personnel roles and responsibilities along with the budget detail how TIF funds will be used (p. 45-48).</p> <p>(c) The applicant sought and required stakeholder support when completing the application. This is a relative strength in the overall proposal. It is clear that the applicant is aware of the need to have realistic expectations for the project and the absolute imperative to have full support from participating LEAs in order to ensure project feasibility.</p>		
TOTAL	20	20
GRAND TOTAL	220	209

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