

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

Application Number S374A120046



Applicant Name: Community Training and Assistance Center Reviewer Code: 12-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	9
<p>Comments</p> <p>The applicant is committed to a holistic Human Capital Management System that is reflected in all aspects of their practice and is aligned across supports (recruitment, hiring, placement, mentoring, dismissal, promotion, etc.) (e21). This application details the ways in which the LEA will pursue this alignment for both teachers and principals, with a new evaluation system as the “linchpin” of the system-wide HCMS and is based on the California Standards for the Teaching Profession for teachers and California Professional Standards for Education Leadership for principals. The applicant also articulates the need to meet these standards and implement this HCMS within the broader context of the community needs and state academic standards for students (e22). While this approach is coherent and clearly articulates the overarching instructional vision that the HCMS is aiming to realize, the applicant should provide a clearer articulation of the desired outcome and what specific results would be visible if the vision of “all teachers and principals in every school to be able to be effective with every student” was met (e20).</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</p>	35	34

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<p>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>(i) The application contains a robust set of strategies for pursuing the vision of instructional improvement with a full range of human capital initiatives. Resources such as collaboration with local universities to increase new teacher preparedness, a Beginning Teacher Support and Assessment program (for which mentors must be rated effective or highly effective under the new evaluation system), and a tiered approach to provide intensive support to the teachers and principals who need it most. It is clear in the application that the educator evaluation system will be reflected within a broad range of human capital decisions in the LEA. The applicant is committed to the system anchoring all decisions in evidence of educator effectiveness (e22).</p> <p>(ii) The applicant has described in depth eight decision-making areas of the HCMS are either “primarily or solely guided by the new teacher and principal evaluation system”. The proposed PBCS is 90% based on evaluation rating for teachers and 100% based on evaluation rating for principals; decisions related to hiring, placement, tenure, and dismissal is 80% based on evaluation rating; decisions related to who would qualify as mentors, teacher leaders, or eligible for promotion is 100% based on evaluation rating (e23). The application outlines clearly the ways in which these decisions are tied to the evaluation system.</p> <p>(iii) Throughout the application there is evidence of strong partnership with all members of the education community, which provides confidence that the LEA will be able to effectively implement the proposed evaluation systems. The LEA already has three trained coaches in place that have established a “culture of instructional improvement through data inquiry” (e28). The LEA has an agreement in place with the teachers association to incorporate the new</p>		

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<p>evaluation and PBCS into its collective bargaining agreement in August 2012, pending grant approval, which also significantly increases the feasibility of pursuing this degree of systemic change within the school system.</p> <p>(iv) The applicant provides many letters of support and pieces of evidence that the proposed HCMS has broad based support across the LEA’s leadership (superintendent, 100% of principals, teachers association leadership) as well as the teaching community in the LEA (e56). There is also evidence of support from government officials, local universities with whom the LEA partners with to prepare new teachers.</p> <p>(v) The applicant describes seeking to create a culture that cultivates teacher learning and support that will ensure the LEA becomes a sought after environment for all teachers (one that attracts strong new teachers as well as retains strong veteran teachers). The application describes that this will take a sustained effort across teachers and principals, and how performance based compensation will help build motivation and lasting satisfaction. The application lacks specific descriptions of ways in which the HCMS and/or PBCS will be integrated into teacher recruitment, for example (e30).</p>		
TOTAL	45	43

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 describes how the evaluation system is comprised of four performance levels (highly effective, effective, improvement necessary, and ineffective) (e30). The details of how educators (teachers and principals) are rated on the rubric are not available (what distinguishes an effective teacher from an improvement necessary teacher, for example). A significant portion of the score will be based on the development of Student Learning</p>		

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Objectives (Student Learning Objectives) that are generated by each teacher based on unique needs of students in individual classrooms (e38).		
(2) Each participating LEA has presented (4 points)--	4	3
(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;		
<p>Comments</p> <p>(i) The applicant has chosen Student Learning Objectives (Student Learning Objectives) as the method of determining student growth achieved, which require each teacher to understand the academic content their students must master in a given year, how the content connects to state/Common Core standards, the instructional practices that will best align to the content, the assessment data to utilize in measuring student performance, and the actual growth targets themselves. Principal Student Learning Objectives are very similar to the teacher Student Learning Objectives, with the focus being school-wide rather than focused on students in individual classrooms. Both teachers and principals will ultimately be responsible for creating two Student Learning Objectives per year (starting in year 2 of the initiative), with one being focused on a targeted, high-need population within the classroom/school. The LEA will partner with an external expert to facilitate the development and evaluation of Student Learning Objectives, and will also put into place a Student Learning Objectives Review and Rating Committee at the district level. The specific way in which Student Learning Objectives will be evaluated is based on an evaluation rubric, though the rubric is not included in the application materials. The decision to utilize Student Learning Objectives to measure student growth and thus differentiate performance levels of educators is sound, though the lack of detail about how Student Learning Objectives are crafted and evaluated is a weakness in the application (e32).</p> <p>(ii) The applicant shares research related to the impact of Student Learning Objectives (e31, e32), though the research has been done by the organization (Community Training and Assistance Center) that is the author of this grant application. Including external research or best practices on calculating student growth would provide more objective support for this choice of student growth model, though the Community Training and Assistance Center is an</p>		

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established expert in the field.		
(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	10
<p>Comments</p> <p>The applicant has outlined that teachers will be observed twice per year, by principals, and principals will be observed three times per year, by a range of district-level staff (e33). The rationale for why these are the chosen observers is not specified, however, and additional detail about how to ensure all teachers and principals are observed by the most qualified evaluators throughout the year is necessary. There is a framework in place for both teacher and principal evaluations, drawing upon existing frameworks tied to California specific standards, and a four phase process by which external experts (Community Training and Assistance Center and Teaching and Learning Solutions) will implement the observation system and eventually turn all responsibility for ongoing evaluation training and implementation over to the LEA. Phase 1, consultation, will establish much of the detail of the observation system (e.g., specifics about what will be observed and when) though it is not clear whether or how this consultation will happen in partnership with the LEA. The plan to train observers and ensure inter-rater reliability is strong and clear (e34-36), and the follow up coaching for observers in the following years (particularly those whose scores indicate additional support needed) of the initiative is compelling.</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);	4	3
<p>Comments</p> <p>The applicant outlines methods by which the LEA has incorporated student growth measurements into its practice in recent years (such as utilizing English Language growth at student and classroom levels and implementing annual benchmark assessments) (e37). The applicant does not describe how they have already implemented components of the proposed evaluation system for teachers or principals, only that their current evaluation system has two</p>		

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levels—meets standards and needs to improve (e30) and that they are preparing to extend the use of student growth measures and in doing so have run simulations that have influenced their proposed design system (e37).

<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>	<p>6</p>	<p>5</p>
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Comments

(i) The proposed evaluation system is based 50% on student growth (as measured by Student Learning Objectives), with an additional 10% being based on the quality of the Student Learning Objectives itself (e37). This is a significant part of the evaluation rating, with the remaining 40% based on the twice-yearly teacher observations. The applicant outlines the specific assessments that could comprise growth models (e39-41) and details how all aspects of the evaluation rating (student growth + teacher observation + Student Learning Objectives quality) are combined with a 10% factor of the school’s California Academic Performance Index (API) rating to determine the teacher’s PBC rating (e41) and what that translates into in terms of possible compensation and/or stipends (e42).

(ii) The applicant cites that the majority of students in the LEA qualify as special student populations, and as such the system essentially already reflects the ways in which teachers will be evaluated on their ability to increase student growth for special student populations. The implementation of the second Student Learning Objectives in year 2 of the initiative will provide more concrete data to inform evaluations for each teacher in the LEA. There is not adequate information about ways in which the applicant will ensure special student populations (such as students with disabilities) will not be overlooked in year 1 of implementation.

<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>(A) Focusing every teacher, and the school community generally, on</p>	<p>6</p>	<p>3</p>
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<p>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</p> <p>(i) The proposed evaluation system is based 40% on student growth (as measured by Student Learning Objectives). This is a significant part of the evaluation rating, with the remaining 60% based on the three-times-yearly principal observations (e42-43).</p> <p>(ii) The applicant describes ways in which the 60% of the principal evaluation based on observations will be calculated, but not in a level of depth that provides clarity about the ways in which the evaluator will determine how successfully/the degree to which the principal is focusing on (A) (B) and (C) listed above (e43). State standards for principals and Student Learning Objectives leadership are cited as the assessments that will be utilized but there isn't information provided by the applicant for how those standards will be applied to determine principal performance for this 60% of their evaluation.</p>		
TOTAL	35	26

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	8

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<p>Comments</p> <p>The applicant describes the way in which observations and individualized data from the Student Learning Objectives creation and evaluation process will inform individual teacher and principal professional development. A personalized Professional Development Action Plan will be created for each teacher, with “customized professional development offered in direct response to determined area(s) of need” for principals (e47). The applicant notes that this data can also be used to identify needs at grade and school levels (e47).</p>		
<p>(2) Provide professional development in a timely way (2 points);</p>	<p>2</p>	<p>1</p>
<p>Comments</p> <p>The applicant notes that the new evaluation system provides immediate feedback that will shape professional development, particularly drawing upon Student Learning Objectives development and observations. The schedule for these regular and ongoing progress monitoring meetings with teachers to develop individualized professional development is not described, nor is detailed information provided about how principal professional development will be scheduled beyond it being on the same cycle as teachers (e48). The role of the specialists and coaches will be vital in providing professional development the ways in which they will do so in a timely way but isn’t detailed in the application beyond it being described as “in the context of teachers’ daily roles” (e49).</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>4</p>
<p>Comments</p> <p>The creation of three specialist roles to support professional development for teachers will provide “tiered” support to educators and builds upon the success of the three academic coaches already employed by the LEA (e48-49). The applicant describes the holistic services that will be provided by the specialists that within the daily practice of teachers (e49) and the ways in which specialists will be experts at a high level of practice. These specialists will provide opportunities for small group and individualized support. Principals will receive school-based support from the district director of curriculum to analyze patterns and identity professional development needs (e48). There is not sufficient detail provided on the</p>		

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anticipated impact and coherence of interaction and integration between support provided by the specialists, coaches, and principals.		
(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	18
<p>Comments</p> <p>The professional development outlined in the application is coherent and thorough, and aligned with the overall proposed instructional vision and HCMS. The tiered approach for supporting teachers at the four different evaluation levels is targeted and strategic, and highly customized to individual needs (e50). Creating opportunities for teachers to collaborate weekly and on five dedicated days in the first year of the initiative will also provide valuable opportunity for growth, although it's not clear how this time was created or what trade offs had to be made (e50-51), or whether this professional development will be sustained beyond year one of the grant (e51). The applicant's specific focus on developing more effective instruction for English learners (e51) is clear and well supported within this professional development plan. Finally, the inclusion of a regular professional development audit to ensure consistent, high quality development opportunities for teachers and a way to adjust in real time to feedback is strategic and thoughtful. The aspect of this criteria not sufficiently described in the application is detail on the ways in which professional development for principals will be conducted at a high quality level, or whether it would vary based on unique needs of school leaders and their development (e53). The applicant cites that the superintendent will utilize data from observations to determine a principal's growth areas, and then deliver professional development (e50).</p>		
TOTAL	35	31

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	Assigned Score
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	Possible	
(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 clearly describes the ways in which principals and teachers have been thoroughly involved in the design of this PBCS and evaluation system. Many meetings over the course of nine months are outlined (e93-98). The inclusion of teachers and administrators on the planning committee is notable. The creation of the leadership structure and variety of roles/perspectives included to support implementation during the grant period also indicates that support will continue to be broad based and strong into the future (e39), especially with the inclusion of surveys and interviews with major constituent groups to gather feedback on the effectiveness of the initiative (e59).</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</p> <p>The agreement between the applicant and the teachers association to embed the PBCS and evaluation system into the long-term salary structure and collective bargaining agreement, starting in August 2012, is significant and represents an unprecedented level of partnership in pursuit of a comprehensive HCMS/PCBS (e59). The data collected from teachers on a survey across the district illustrates large (though not universal) support (e56). The additional pieces of evidence that illustrate broad based support from educators include a letter from all five principals (e90), district leadership, the board of trustees, and the teachers association (e85-89).</p>		
TOTAL	35	35

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--

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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 application outlines the creation of a leadership team and three unique committees to oversee the initiative and its effective implementation (e60). A dedicated project director will be a consistent leader across implementation and also provide central supervision to the three coaches and three specialists critical to the professional development aspects of the HCMS (e60). Partnering with an experienced and reputable external organization (Community Training and Assistance Center) will also enable the LEA to ensure strong execution.</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
<p>Comments</p> <p>The team of individuals is sizable in quantity and possesses experience and expertise that indicates strong capability to lead a HCMS/PBCS implementation of this magnitude. As noted by the applicant, the strong partnership between the LEA and the teachers association is critical to ensuring that human resources across the entire system are dedicated to implementing these changes to the HCMS (e62).</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	4
<p>Comments</p> <p>The applicant includes a detailed plan of the project objectives, performance measures, and timeline for implementation (e62-65). The performance objectives and indicators are clear and measurable. An area of improvement in the application would be providing specific rationale for dates provided in the timeline section in order to sufficiently determine feasibility and any potential strain on human resource capacity.</p>		
(4) Includes an effective project evaluation plan (5 points);	5	5
<p>Comments</p> <p>The proposed project evaluation plan is robust and utilizes quantitative and qualitative analyses and assessments that will provide valuable insight into the effectiveness of the</p>		

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<p>implementation. The focus on having regular opportunities to “respond to and shape the plan” through feedback and continuous improvement is thoughtful and will provide regular and meaningful opportunity for implementation adjustments to be made (e69) due to the wide range of opinions being solicited.</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>7</p>
<p>Comments</p> <p>The proposed implementation timeframe is ambitious, with significant aspects of the evaluation initiative being implemented in year 1/fall of 2012 (e69-70). The application would be improved by providing additional detail provided about why particular timelines were chosen (e.g., what was deprioritized and why) and/or what contingency plans may be in place should timelines be pushed back given the short time period between distribution of the grant and developing the components of the evaluation system. (Though that much partnership has already gone into creating the HCMS/PBCS/evaluation components is likely a significant factor in fast implementation.)</p>		
<p>(ii) 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 proposed implementation timeframe is ambitious, with significant aspects of the evaluation initiative being implemented in year 1/fall of 2012 (e70-71). The timeline is clear, realistic, and achievable.</p>		
<p>TOTAL</p>	<p>30</p>	<p>28</p>

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	8
<p>Comments</p> <p>The applicant details significant resources (financial and non-financial) that will be put in place to support implementation of this HCMS, PBCS, and evaluation system into the long term (“we agree that this change must be systemic in nature and long-lasting”) (e74). The LEA has identified funding resources to sustain the \$379,410 annual needed to sustain the initiative after the grant period has ended (e75). The main question is whether the federal and state resources cited (everything aside from the \$41,466 designated from local district funds) are stable and will be a lasting source of revenue, and if not, that the current allocation from local funding is insufficient. The applicant has also noted additional human capital strategies aligned to the instructional vision that will support the progress being made (e75).</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 addresses this criterion throughout the application, committing to a long term solution that will be supported by the LEA and educators in the community. “The district and the teachers association are only interested in change that is impactful and permanent,” and the range of support illustrates a lasting commitment to the HCMS, PBCS, and evaluation system (e74).</p>		
TOTAL	20	18

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	Total Possible	Assigned Score
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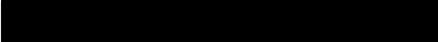


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<p>of this proposal, an applicant must describe—</p> <p>(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;</p> <p>(b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and</p> <p>© The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.</p>	<p>20</p>	<p>19</p>
<p>Comments</p> <p>The applicant outlines a plan for providing additional compensation to teachers and principals who meet the “highly effective” or “effective” performance ratings, starting in the first year of implementation. TIF funds will be utilized to provide performance awards ranging from \$1,500 to \$3,500 based almost entirely on evaluation scores (100% for principals; 90% for teachers with the remaining 10% being tied to a school-wide API indicator). Support for this compensation strategy is strong and could be implemented in August 2012 based on partnership with the teachers association and broad stakeholder support; the main feasibility constraint will be the rapid implementation period.</p>		
<p>TOTAL</p>	<p>20</p>	<p>19</p>
<p>GRAND TOTAL</p>	<p>220</p>	<p>200</p>

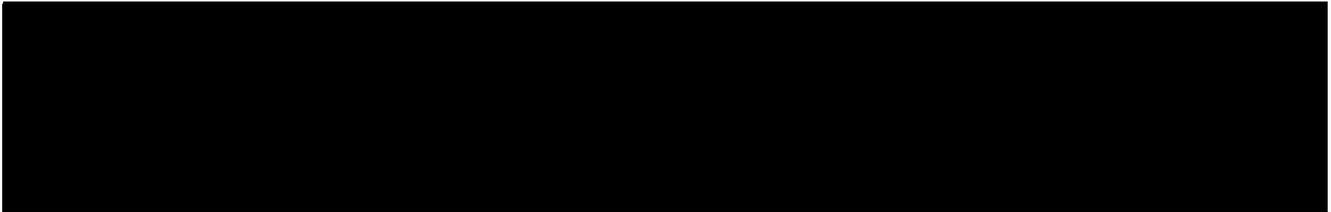
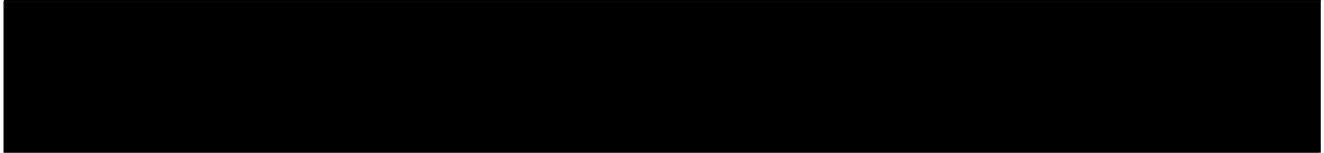
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Applicant Name: Community Training and Assistance Center

Reviewer Code: 12-A



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Application Number S374A120046



Applicant Name: Community Training and Assistance Center, Inc.

Reviewer Code: 12-B

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’s HCMS indicates that their “vision of instructional improvement is to create and maintain a faculty of highly effective teachers and leaders” (p. e19), which aligns with their vision of instructional improvement.</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,</p>	35	34

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Reviewer Code: 12-B

including the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools.

Comments

(i) The applicant intends to base its educator evaluation systems on the “California Standards for the Teaching Profession” and the “California Professional Standards for Leadership” (p. e21), both of which have standards that are grounded in research.

(ii) The applicant notes research suggests “the vision must drive strategic alignments, not only of curriculum and assessment, but of all district human capital supports, from recruitment to hiring, placement, and professional development” (p. e21) and supports this in the application on pages e23-28.

(iii) Since this is a complete change in past practice, the applicant is “partnering with the Community Training and Assistance Center” which is a purported “national leader in evaluation, compensation and human capital management reform” (p. e19) and has experience in these areas.

(iv) The applicant indicates the “teachers association also agrees to re-opening the teacher bargaining agreement” and the principals have endorsed the new HCMS” (p. e28).

The applicant indicates the “teachers association leadership strongly supports aligning HCMS decisions around educator effectiveness” (p. e28) and provides a letter of support (pp. e86-87).

The Association further agrees “to place the new evaluation system and the Performance-Based Compensation System in the collective bargaining agreement” (p.e86).

The applicant states “all of Delhi’s principals have endorsed the new HCMS” (p. e28) and they have provided a letter of support to “strongly endorse a performance-based compensation system and a human capital management system” (p. e90).

The applicant explains that, “Our Board of Education, our teachers association, our district leadership team, and all of our principals fully support implementing the HCMS” (p. e29) and this degree of agreement is commendable and further supports this on page e29.

The applicant notes that there is, “collaboration with our local teacher preparation institutions” (p. e23). A weakness is there is no information presented as to the percentage of teachers hired by the district who come from these institutions.

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<p>Further the “instructional vision is combined with ongoing support for effective instructional leadership and teaching excellence” (p. e29).</p> <p>(v) The applicant states the “new evaluation system is the linchpin of our HCMS” (p. e22) and develops this goal throughout their application by using “Student Learning Objectives.” This is likely to attract effective educators and retain them in their schools.</p>		
<i>TOTAL</i>	45	44

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
<p>(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);</p> <p>Comments</p> <p>The applicant states “the district has developed a teacher and principal evaluation system” (p. e30) which includes “four performance levels: Highly Effective, Effective, Improvement Necessary and Ineffective” (p. e30). Table B.1 on page e38 describes the Teacher Evaluation Scoring and Ratings and Table B.5 describes the Principal Evaluation Scoring Ratings. Both of these are high-quality evaluation rubrics.</p>	2	2
<p>(2) Each participating LEA has presented (4 points)--</p> <p>(i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and</p> <p>(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;</p> <p>Comments</p> <p>The applicant indicates “Student Learning Objectives form the heart of their evaluation</p>	4	3

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approach” (p. e31).

The applicant cites national research which “shows high quality Student Learning Objectives correlate with increases in student academic growth” (p. e31) and discusses the process of developing Student Learning Objectives. However, the Student Learning Objectives evaluation rubric developed by Community Training and Assistance Center is not presented here (p. e32) for perusal.

Further, there is no evidence there will be any teacher involvement in the process of developing the principals’ Student Learning Objectives (p. e32).

(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	11
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Comments

The applicant indicates “There will be *two observations per teacher per year*; these will be conducted by the principals” (p. e33); however there is no delineation as to whether it will be the same principal for each observation. The applicant then states “There will be *three observations per principal per year*” (p. e33) and implies they will not be conducted by the same person.

The applicant had adopted the “*Danielson Framework for Teaching as modified*” (p. e33), which is one of two popular models.

The applicant states they “will review all evaluation criteria, establish specific protocols to ensure fidelity on the use of the evaluation tools and processes, and present the rigorous measures against which inter-rater reliability and inter-rater agreement will be assessed” (p. e34). Then they state how this will be accomplished (pp. e 34-37).

Who would conclude the phase of “an assessment of the observer’s work to determine whether the observer has met agreed upon criteria for assessing teacher performance” (p. e35) should be clarified.

(4) The participating LEA has experience measuring student growth at	4	3
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<p>the classroom level, and has already implemented components of the proposed educator evaluation systems (4 points);</p>		
<p>Comments</p> <p>Delhi Unified School District notes they have “implemented a series of grade 2-12 annual benchmark assessments to provide a growth measure for students” (p. e37) over the past four years.</p> <p>The past nine months have been spent preparing to “extend the use of student growth measures at the classroom level to our new evaluation and” PBCS (p. e37).</p> <p>The applicant states they “have extensive experience using the California English Language Development Tests to measure English Learner’s growth” (p. e37), but there is no evidence they have implemented components of the proposed educator evaluation system.</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>	<p>6</p>	<p>5</p>
<p>Comments</p> <p>(i) The applicant indicates the teacher evaluation system has a component that bases 50% of a composite score on “student growth based on the Student Learning Objectives” (p. e37) wherein “Each Student Learning Objective’s growth target must meet or exceed one year of growth” (p. e39). The evaluations are based, in significant part, on student growth.</p> <p>The applicant notes “any teacher who receives an educator rating below 60 is not eligible for performance-based compensation” (p. e38), but does not indicate why the 60 point level is the cutoff.</p> <p>(ii) The applicant accounts for teachers in California Standardized Test (CST) subjects and teachers in Non- California Standardized Test in their teacher evaluation (pp. e40-41) and notes the “teacher’s evaluation rating accounts for 90% of the PBCS score” (p. e41).</p>		
<p>(6) In the case of principal evaluations, the proposed evaluation system</p>	<p>6</p>	<p>4</p>

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<p>(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> <p style="padding-left: 40px;">(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 states that "scoring for the principals' evaluation is based on 40% on student academic growth" (p. e43), which is a significant part of their evaluation.</p> <p>The applicant states that "Observations and structured reviews of practice comprise the other 60% of a principal's evaluation" (p. e43) which includes California Professional Standard for Education Leadership, leadership of the Student Learning Objective process, and teacher growth (p. e44). However, it is unclear as to how teacher growth will be measured or how the academic needs of special student populations will be supported.</p>		
<p>TOTAL</p>	<p>35</p>	<p>28</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--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Use the disaggregated information generated by the proposed educator evaluation systems to identify the professional development	8	8

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needs of individual educators and schools (8 points);		
<p>The applicant indicates “The professional development plan through GAINS promises improved learning and more effective teaching” (p. e46).</p> <p>Teachers will be observed using the Measures of Effective Teaching study (p. e46) and the “Framework for Leadership provides the foundation for identifying and meeting principal/administrator professional development needs” (p. e47). Student Learning Objectives remain the cornerstone of assessment and professional development.</p>		
(2) Provide professional development in a timely way (2 points);	2	2
<p>Comments</p> <p>The “new teacher evaluation system provides immediate feedback to shape professional development” (p. e47) and “The same approach is implemented to provide principals with professional development through their Student Learning Objective process and observations” (p. e48).</p>		
(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and	5	4
<p>Comments</p> <p>The applicant states that each principal and the director or curriculum will work to “analyze patterns of professional development needs” (p. e48) to develop a “district-wide professional development plan of support” (p. ed48). Response to Intervention is the “key approach to providing Professional Development” (p. e48).</p> <p>Additionally, “The GAINS professional development plan includes the hiring of three new specialists” (p. e49) with expertise in Student Learning Objectives, English Learners, and data/assessment use (p. e49). It is unclear what national experts will train each specialist (p. e49).</p>		
(4) Provide professional development that is likely to improve instructional and leadership practices, and is guided by the professional	20	19

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development needs of individual educators as identified in paragraph (c)(1) of this criterion (20 points).		
<p>Comments</p> <p>The applicant states the analyses of “observational and Student Learning Objective-produced data” will “form the basis for professional development” (p. e49) by the principal. As an example, for principals “The superintendent may use data drawn from observation and determine that the principal needs to grow in using distributive leadership” (p. e50). Tiered support will be used to meet the individual educator needs (p. e50).</p> <p>The applicant proposes “collaborative data inquiry and shared learning” (p. e50) through collaboration time. They do not indicate how many professional development days will be used after year one, which calls for five days.</p> <p>The applicant then discusses the need for effective instruction for English Learners (p. e51) and the use of GAINS to model how to coach teachers (p. e52). They then discuss a “Professional Development Audit” (p. e52) to “provide and in-depth evaluation of impact” (p. e52) and enable “evidence-based decisions about which approaches to support and sustain” (p. e53).</p>		
TOTAL	35	33

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	9
<p>Comments</p> <p>The applicant notes the “Delhi Unified School District performance-based compensation</p>		

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<p>system and educator evaluation system are the direct result of an intensive nine-month planning process involving every educator in the district” (pp. e53-54) and states that the district is working with the teachers and principals and not doing this “to them” (p. e54).</p> <p>The applicant used a “Community Training and Assistance Center -developed survey instrument” to ascertain perceptions of the PBCS and educator evaluation system (p. e55); however, Chart D.1 does not present the same totals of respondents for each item – it ranges from 54-57 responses and for item 5, only 34 of 57 are in agreement.</p> <p>The applicant “has established a leadership structure to guide, oversee and strengthen the implementation of the GAINS initiative” (p. e57), but does not indicate how the teachers will be selected for the team or committees.</p>		
<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).</p>	25	25
<p>Comments</p> <p>The applicant provides documentation that “Support exists from the classroom to the board room” (p. e59 and pp. 85-90). It is unclear why the Delhi Unified School District and Delhi Teachers Association have agreed to “re-open the collective bargaining agreement for the purpose of embedding the initiative’s performance-based compensation system and educator evaluation system into the district’s salary structure AFTER (emphasis added) the grant has ended” (p. e59) yet, later states that this will happen “at the August 12, 2012 Board meeting” (p. e60). It is also noted that “This level of support” is “unprecedented in California” (p. e60).</p>		
TOTAL	35	34

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

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(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);	3	3
<p>Comments</p> <p>The applicant has clearly detailed the roles and responsibilities in the chart on page e57 and provides further supporting information on pages e60-61 wherein they describe the roles and responsibilities of key personnel.</p> <p>They indicate “we also need expertise in: using Student Learning Objectives to measure student growth; developing an educator observation system that is fair and ensures inter-rater reliability; and creating a (PBCS)” (p. e61).</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
<p>Comments</p> <p>The applicant states “GAIN’s human resources are directly matched with project task requirements” (p. e61) and that a “rapid response team” has been formed to “address the instructional and leadership needs of individual teachers and principals, as well as schools” (pp. e61-61).</p> <p>The applicant emphasizes “Community Training and Assistance Center is nationally recognized for its proven expertise” (p. e62).</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	4
<p>Comments</p> <p>The applicant presents Table E.1 (p. e62), but does not discuss it in the body of the application. This is a weakness because a narrative would have been helpful in supporting the contents of the table.</p>		
(4) Includes an effective project evaluation plan (5 points);	5	5
<p>Comments</p> <p>The applicant specifies that “teacher effectiveness will be measured by improvements in teacher value-added and evaluation ratings; principal effectiveness will be measured by the</p>		

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improvements in teacher value-added for all teachers in the building, the principals' evaluation ratings, school academic growth, and the retention of effective teachers" (p. e66) which is an effective plan. This is important because it addresses the evaluation of both teachers and principals.

The applicant provides a "comparative interrupted time series analysis" (p. e66) as a quantitative assessment instrument. This provides a value-added methodology (p. e66).

Qualitative analyses will include "survey and interviews with district administrators, principals and teachers" to "probe the details of the implementation of GAINS and perceptions regarding strengths and weaknesses" (p. e68). They indicate these will be "conducted annually" (p. e68).

<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>	8	7
<p>Comments</p> <p>The applicant provides a well-defined timeline for implementation in Table E.2 on pages e69-74, but does not discuss this in a narrative.</p>		
<p>(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).</p>	4	4
<p>Comments</p> <p>The applicant provides a well-defined timeline in Table E.3 on pages e69-74.</p>		
<p>TOTAL</p>	30	28

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--

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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	7
<p>Comments</p> <p>The applicant notes that “Along with general fund dollars, the district is prepared to commit the following amounts” (p. e74) and then goes on to discuss various Federal and state funds “to support the (HCMS) during the grant period and to sustain it afterwards” (p. e74).</p> <p>A weakness is the commitment of only “\$41,466 in local district funds to permanently support the PBCS as part of a new Delhi Unified School District salary structure for all educators.” This may not be adequate funding if all teachers improve to the degree desired by the end of 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 use of Student Learning Objectives, English Learners, and data/assessment specialists is a critical resource in GAINS, and the district commits to continuing these three specialist positions after the grant period” (p. e75), which is adequate evidence of sustainability.</p>		
TOTAL	20	17

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	Total Possible	Assigned Score

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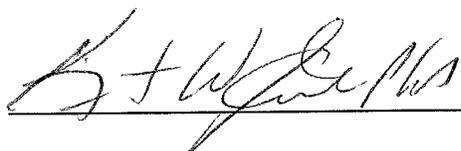
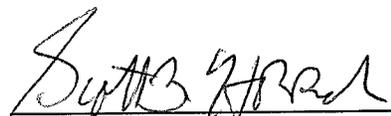
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<p>project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--</p> <p>(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator 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	18
<p>Comments</p> <p>Substantial evidence has been presented that the applicant will use overall evaluation ratings to determine educator salaries (pp. 24 - 26) through induction/mentoring, placement, tenure and dismissal teacher leaders, and promotion.</p> <p>The applicant had provided a budget narrative about the use of funds and subsequent presentation of phased in line items (pp. 193-204).</p> <p>The applicant notes "its commitment and ability to achieve a salary structure based on effectiveness" (p. e76). It is unclear why the Collective Bargaining Agreement will not be opened until after the grant funding has ended (p. e76).</p>		
TOTAL	20	18
GRAND TOTAL	220	202

	Kurt W. Eisele, PhD	7 August 2012
Reviewer Signature	Reviewer Name (Print)	Date
	Scott G. Horsch	7 August 2012

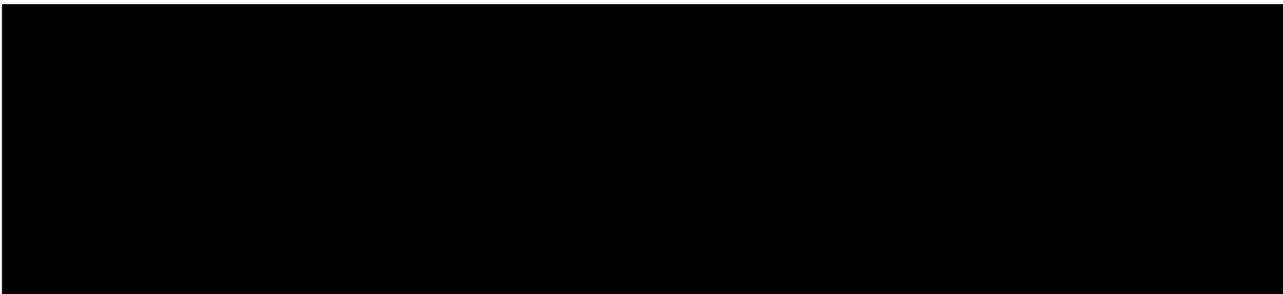
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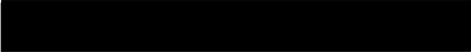
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SELECTION CRITERION (a) Coherent and Comprehensive Human Capital Management System

(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	8
<p>Comments</p> <p>The applicant states that its goal is to improve student academic growth by increasing teacher effectiveness (pg. e15). Evidence of this includes the implementation of a performance-based teacher and principal evaluation system that drives and aligns all human capital management decisions. The evaluation of both the teachers and the principals are clearly stated as an action to align the vision with instructional improvement with specific percentages given to account for teacher and principal effectiveness. Decisions from these evaluations extend to eight major decision making areas, ranging from hiring and mentoring to promotion and dismissal (pg. e15). Financial commitments have been made by the district, along with collective bargaining opportunities by the Delhi Teachers’ Association (pg. 16). The ranges of the human capital decisions were vague. Only ranges of those decisions were referenced in the application.</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>	35	30

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<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>A2i: The applicant states that specific human capital decisions solely based on evaluation findings are those relating to: hiring, induction/mentoring, teacher leaders, promotion and professional development, tenure and dismissal (pg. e23-e27). Details regarding how the results from the teacher and principal evaluation, based on student growth and observations of practices will provide the basis for determining levels of performance compensation. The applicant will only award performance-based compensation to teachers rated highly effective or effective (pg. e28)</p> <p>A2ii: The applicant specifies percentages that will be used in the weighting of educator effectiveness. Decisions related to performance-based compensation will be: for teachers 90% based on the evaluation rating; for principals 100% based on the evaluation rating (pg.e23). The data from these percentages will be used to make HCMS decisions.</p> <p>A2iii: The applicant will use data to ensure equitable distribution of highly effective teachers (pg. e25) and district and site administrators will use data generated each spring for making site and grade level assignment changes (pg.e25). The feasibility of this process is questionable because of the exhaustive projected movement of personnel each spring. Information from the teacher and principal evaluation system will be used to plan professional development that is customized to individual teacher and principal needs based on their effectiveness (pg.e27).</p> <p>A2iv: The applicant has ample support stated from the district’s principals, whom are fully committed to the use of the new evaluation system in making all human capital decisions (pg.e28). The teacher’s association strongly supports the alignment of HCMS decisions by agreeing to re-open the teacher bargaining agreement to embed the new evaluation and performance-based compensation systems (pg. e28). Additionally, the superintendent and board of education has submitted letters of support to fully support implementing the HCMS driven by education effectiveness (pg.e85-e90).</p> <p>A2v: The applicant has documented the support that includes better aligned and higher quality pre-service education, strategic hiring, mentoring by effective teachers, accountable professional development, evidence-driven promotion, earned teacher leadership and meaningful performance-based compensation (pg.e29). The applicant has stated that the principal and teachers have pledged to work as a team, smartly and dynamically (pg.e30).</p>		
	<p>TOTAL</p>	<p>45</p> <p>38</p>

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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 outlined four teacher evaluation ratings. The ratings are highly effective, effective, improvement necessary and ineffective. The levels are distinguished by a range of points outlined on table B.1 (pg. 38).</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>B2i: The applicant has stated that student growth comprises 50% of teacher evaluations. Each teacher's student learning objective must meet or exceed one year of growth (pg. e40). The teachers' evaluation ratings account for 90% of the performance-based compensation score for the teacher. The remaining 10% is an additional student growth measure (pg. e41). The student growth comprises 40% of the principal evaluation system (pg. e42). Observations and structured reviews of practice comprise the other 60% of a principal's evaluation (pg. e43).</p> <p>B2ii: The applicant has research evidence based on the California Standards for the Teaching Profession and California Professional Standards for Education Leadership (pg.e21). The applicant has stated that the research shows high quality Student Learning Objectives (SLOs) correlate with increases in student growth and with strengthening teacher effectiveness (pg. e31).</p>		
(3) Each participating LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations, including	13	10

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<p>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);</p>		
<p>Comments</p> <p>B3: The applicant has developed a teacher and principal evaluation system that focuses on two key factors: student academic growth and effectiveness of instructional practices (pg. e30). Observations will be conducted by trained and certified evaluators (pg. e30), along with district level personnel for the principals (pg. e33). Teachers will be observed twice in practice, and principals will be observed three times a year (pg. e33). The applicant has ensured fidelity to the model with practices of assessing inter-rater reliability of the trained and certified observers. Observers' training will include in-depth training on the observational domains, components and elements. An observer becomes certified when his/her practices achieve proficiency (pg. e35). There was not sufficient rationales as to who the evaluator will be and how they qualified to be efficient evaluators.</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</p> <p>The applicant has detailed the use of annual benchmark assessments utilized at the classroom level to provide a measure of student growth. Results have been analyzed at the student and classroom levels (pg. 37). The applicant has documented the use of student growth measures at the classroom level to the performance-based compensation and evaluation system (pg. 37). The applicant does not describe in detail how they have already implemented components of the proposed evaluations system for teachers and principals.</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>5</p>

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<p>Comments</p> <p>B5i: The applicant has stated that results from the student growth account for 50% of the teacher's evaluation, which is a significant portion of the evaluation. (pg. e38). Table b.1 indicates the evaluation items including the teacher evaluation ratings.</p> <p>B5ii: The applicant provides three evaluation items for teachers. One of the items includes a targeted student sub-group due to the large population of special needs students with a focus on EL students. The classroom student learning objectives, the targeted student learning objectives and observations of teacher practice contributing to the overall teacher evaluation rating will be focused on meeting the needs of special populations (pg. e38). The applicant should specify ways in which specific information about ways in which they will ensure special student populations will not be overlooked in year 1.</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> <p style="padding-left: 40px;">(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>6</p>	<p>5</p>
<p>Comments</p> <p>B6i: The student growth comprises 40% of the principal evaluation system (pg. e42). Observations and structured reviews of practice comprise the other 60% of a principal's evaluation (pg. e43). There is not a level of depth that provides clarity about the ways in which the evaluator will determine how successful/unsuccessful the principal will be. There needs to be benchmark which differentiates being proficient vs. non-proficient.</p> <p>B6iiA: The principal has a heavy focus on the teachers' growth because of various weighted components that teachers are accounted for, along with the principal's weighted accountability factors. The applicant has stated that student growth comprises 50% of teacher evaluations. Each teacher's student learning objective must meet or exceed one year of growth (pg. e40). The teachers' evaluation ratings account for 90% of the performance-based compensation score for the teacher. The remaining 10% is an additional student growth measure (pg. e41).</p>		

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<p>B6iiB: The applicant has documented the scoring for principal's evaluations that include collaborative focus on continuous improvement (pg. e44).</p> <p>B6iiC: One of the items includes a targeted student sub-group due to the large population of special needs students with a focus on EL students. The classroom SLO, the targeted SLO and observations of teacher practice contributing to the overall teacher evaluation rating will be focused on meeting the needs of special populations (pg. e38).</p>		
TOTAL	35	29

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	8
<p>Comments</p> <p>The applicant has specified that observational data obtained is reliable and valid for targeting needs and strengthening teacher's pedagogy (pg. e46). Coupled with the observational data, the student learning objective data are analyzed to reveal precise areas of strengths and needs for individual educators (pg. e46). The superintendent and district administrators will be gathering data points from which to formally assess principal practice and grow that practice to a fuller measure. The data will also be used to identify recurring professional development needs at the grade and school levels (pg. e47).</p>		
(2) Provide professional development in a timely way (2 points);	2	2
<p>Comments</p> <p>The applicant states that the new evaluation system will provide immediate feedback to shape</p>		

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<p>professional development (pg. e47). The principal uses regular and on-going progress monitoring meetings with teachers to discuss and develop the teacher's individualized professional development plan. The academic coaches and specialists ensure timely implementation of professional development for all teachers (pg. e48).</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>4</p>
<p>Comments</p> <p>The applicant states that district level personnel will work with principals to analyze patterns of PD needs and develop plans of support. The Response to Intervention professional development model will be used to identify student needs and provide strategic teacher support for student success. The model offers customized, tiered support to educators. Academic coaches will also provide support to teachers and students (pg. e48). The interaction and the integration between support provided by the specialists, coaches, and principals needs to have further description by the applicant. A weakness is that the applicant did not give a systematic process of the specific support that each of these resources will provide to educators.</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>19</p>
<p>Comments</p> <p>The applicant is likely to improve instructional and leadership practices because they provide an analysis of the observational and student learning objective-produced data that probe deeply into specific aspects of teacher and principal practices. These analyses form the basis for customizing professional development (pg. e49). A principal's data is extracted from observational data and then the delivery of professional development takes place. Specific benchmarks are established to show evidence of progress (pg. e50).</p>		
<p>TOTAL</p>	<p>35</p>	<p>33</p>

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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	9
<p>Comments</p> <p>The applicant states that an intensive nine-month planning process that involved every educator in the district took place to develop the performance-based compensation and evaluation system (pg. e53). Numerous amounts of meetings took place along with reviewing surveys from every school level educator. Meetings and presentations have taken place with the teachers' association and the superintendent (pg. e54). The applicant needs to give further information on how the feedback from the educator involvement played a role in the process.</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</p> <p>The applicant provides evidence that educators on all levels support the elements of the proposed PBCS and evaluator systems. The support is documented through survey results and support letters (pg. e85-90). Survey results are charted with educators' perceptions of the PBCS and evaluation systems (pg. e56)</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 outlines the roles and responsibilities of the leadership team, including the executive leaders of both the district and teachers' association, who will guide and oversees the entire initiative. A description has been given for the project manager's role and responsibilities to endure the fidelity to the timeline and all the targets for the HCMS, evaluation system and PBCS (pg. e60). The Community Training and Assistance Center will be responsible for providing all technical counsel related to the student learning objectives processes (pg. e61).</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
<p>Comments</p> <p>The applicant describes the roles of the project manager, academic coaches, the student learning objectives, English learners and data/assessment specialists that form a rapid response team to address the instructional and leadership needs (pg. e61). These human resources will be sustained throughout the grant period and at the conclusion of the initiative. The applicant has the blend of skilled internal and external human resources necessary to ensure effective implementation and the successful completion of all project tasks (pg. e62).</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	5
<p>Comments</p> <p>The applicant details specific and project gains and performance measures in the grant. The objectives are stated in measureable terms and are outlined with performance indicators (pg. e62-e65).</p>		
(4) Includes an effective project evaluation plan (5 points);	5	5
<p>Comments</p> <p>The applicant outlines a narrative project evaluation plan, in addition to table E.1 that describes the measurement tool to be used to evaluate each objective (pg. e62-e65; e66-e69). The evaluation plan provides evidence of quantitative analysis and assessment, qualitative analysis, school, teacher and</p>		

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student factors (pg. e68).		
(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
<p>Comments</p> <p>The applicant provides a comprehensive outline that includes a realistic timeline for implementing the components of the HCMS, PBCS and evaluation systems (pg. e69-e70). The outline includes detailed information on the components, timelines anticipated and management responsibilities.</p>		
(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).	4	4
<p>Comments</p> <p>The applicant provides a comprehensive outline that includes a realistic timeline for implementing project tasks and objectives (pg. e70-e74). The outline includes detailed information on the tasks, timelines anticipated, and management responsibilities.</p>		
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 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
<p>Comments</p> <p>The applicant has created human capital strategies that will assist in building the capacity of all educators involved to better serve students with the greatest instructional needs both during the grant and after the grant. The applicant has referenced the reallocation of both state and federal financial resources to annually sustain and support the personnel, evaluation and PBCS structures (pg. e75). It is questionable whether the federal and state resources cited are stable and will be a lasting source of revenue. The applicant may want to consider having a contingency plan for financial resources.</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 has created human capital strategies that will assist in building the capacity of all educators involved to better serve students with the greatest instructional needs both during the grant and after the grant. The applicant has referenced the reallocation of both state and federal financial resources to annually sustain and support the personnel, evaluation and PBCS structures after the grant period ends (pg. e75). The applicant may want to consider having a contingency plan for financial resources.</p>		
TOTAL	20	18

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

<p>To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--</p> <p>(a) 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>	<p>Total Possible</p>	<p>Assigned Score</p>
	<p>20</p>	<p>17</p>
<p>Comments</p> <p>A. The applicant has stated that effective educators’ performance-based compensation can range from \$1500-\$3500 per year based on their score. The performance-based compensation for teachers will be: for teachers 90% based on the evaluation rating, for principals 100% of the evaluation rating (pg. e77).</p> <p>B. The applicant has stated the dollar amount of \$379,410 to be allocated annually to include performance awards within the salary structure (pg. e77). It was unclear as to how those funds are calculated in the budget.</p> <p>C. The applicant has convincing evidence that the proposed implementation is feasible and fully supported by the stakeholders. Collaboration of the district and the teachers’ association has produced extensive support for implementing an educator salary structure based on effectiveness (pg. e77). The main feasibility concern is the rapid implementation period of the grant.</p>		
<p>TOTAL</p>	<p>20</p>	<p>17</p>
<p>GRAND TOTAL</p>	<p>220</p>	<p>199</p>

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