

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

Application Number S374A120035



Applicant Name: School Board of Miami- Dade County, FL

Reviewer Code: 13-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	6
<p>Comments</p> <p>The application indicates the belief of the LEA and explains how the district is committed to ensuring that every student is taught by a highly-qualified teacher. There is evidence in the narrative that fully explains the LEA vision and goals for raising student achievement (pp 19-25). However, there is no evidence of the vision for instructional improvement. A table or chart outlining the major components of the vision and the alignment of the LEA instructional improvements would have been helpful (p. 29).</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	30

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Comments

The application indicates that the LEA has prior experience in implementing an evaluation system. The Florida Student Success Act of 2011 requires the evaluation of all instructional professionals, differentiated by contract status. The applicant explains the procedures and processes for addressing support, re-employment, retention and dismissal of instructional personnel.

The feasibility of the HCMS described in the application is evident. The applicant has identified an evaluation system that can be used to inform human capital decisions. The applicant further describes that there is a continuous and ongoing evaluation made by comparing observation data to establish standards. This comparison reflects the requirements that the employees meet performance expectations and use such data to make employment decisions (p. 38). The applicant indicates that it is designed to improve teacher and administrator effectiveness at nine high need schools.

In addition, the applicant indicates that the current evaluation system differentiates between effective and highly effective performance, with highly effective reserved to describe performance that is consistently at the highest level (p. 22).

Further, the application explains that the commitment of the LEA's leadership is to implement the described system which will be developed and refined upon grant awarded as stated in the document (p. 39). It would have been helpful if the applicant had surveyed school leaders and educators to determine their level of commitment.

Lastly, the application indicates financial and nonfinancial strategies and incentives in the proposed PBCS which attracts effective educators to work in high-need schools and retaining them in those schools. For example, the LEA's iHEAT plan will provide performance incentives up to \$2500 for teachers who are rated at the highest performance level—"highly effective". The iHeat plan will also provide incentives to teachers who have evidence of using data to improve instructional practice and can be targeted to professional sessions attended can be award \$200 per session (p.24).

The application also provides PBCS incentives for highly effective principals and assistant principals participating in iHeat plan. For example, the application indicates principals and assistant principals at the iHEAT schools will be eligible to earn performance incentives up to \$2500 for attaining the highest performance level of "Highly Effective" (p.24). In regards to retaining teachers, the LEA provides 2 formal tools: Support Dialogue (SD) and Improvement Plans (IP). These strategies and incentives for attracting effective educators to work in high-need schools and retaining them in those schools will be

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highly effective.		
TOTAL	45	36

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>In the past, the applicant explains that teachers were previously evaluated on a 4 point scale and no summative rating was provided. The applicants now indicate that in 2011-2012 the district implemented a 5 summative rating levels: Highly Effective, Effective, Developing, Needs Improvement and Unsatisfactory (pp. 20-21). The applicant further explain that educators who earn a rating of below "Effective" has termination consequences.</p>		
(2) Each participating LEA has presented (4 points)--	4	2
<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 application states that the evaluation system is based on contemporary research, aligned with the Florida Principal Leadership Standards, and approved by the Department of Education. On page 40, the applicant indicates that MEP Evaluation systems incorporates 3 major component, for example Student Growth Measures which comprises 50% of the system, secondly, the Leadership Practice Measure and Deliberate Practice which is the remaining 50% of the system. However, it is not evident whether the LEA's choice or explanation of the student growth model and the assessments that demonstrate rigor and</p>		

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<p>comparability among grade levels will be implemented. A chart showing the alignment of the student growth model and assessments by grade level or teacher would have been helpful.</p>		
<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);</p>	<p>13</p>	<p>13</p>
<p>Comments</p> <p>The application explains a plan for multiple teacher and principal observation. It further includes who the observers and peer observers are and how they are selected and trained. For example on page 51, the applicants indicate that site principals, assistant principals, iHEAT master teachers, and subject-area specialist will be recruited, selected and trained as observers. The application also provides information regarding the resources to more effectively recognize different performance levels of teachers and the events observed. On pages 45 through 46, the applicant provides 8 frameworks for which classroom teachers are observed and weighted.</p> <p>The LEA's Inter-rater reliability is strengthened through trainings and video examples to help observers identify central themes in observing effective instruction and behaviors (pp.51-53).</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>4</p>
<p>Comments</p> <p>The applicant shows evidence of implementation of a comprehensive evaluation system for measuring student growth for both teachers and principals. The LEA indicates a system of incorporating student growth and accountability through the plan (pp. 41-47).</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;</p>	<p>6</p>	<p>4</p>

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<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>Comments</p> <p>The applicant’s evidence that indicates the proposed evaluation system’s overall ratings for teachers will impact student development and student growth is not explicitly evident. On page 32, the applicant explains that by July 2012, student growth and outcomes will have a significant effect on future compensation. As previously mentioned in comments b1 in the above section, the applicant indicates that MEP Evaluation systems incorporates 3 major component; for example Student Growth Measures which comprises 50% of the system, secondly, the Leadership Practice Measure and Deliberate Practice which is the remaining 50% of the system (p.40). The rubric used for categorizing teacher performance rated on 4 levels: Highly Effective, Effective, Developing, Needs Improvement and Unsatisfactory (pp. 20-21). Although this information is provided, the alignment of its impact on student growth is not apparent.</p> <p>On page 76, the applicant clearly details a plan that provides strong evidence of an evaluation system that supports the academic needs of special student populations.</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>(A) Focusing every teacher, and the school community generally, on student growth;</p> <p>(B) Establishing a collaborative school culture focused on continuous improvement; and</p> <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>6</p>	<p>4</p>
<p>Comments</p> <p>The applicant’s evidence that indicates the proposed evaluation system’s overall ratings for principals will impact student development and student growth is not explicitly evident. The applicant has developed a collaborative and cohesive plan for the school culture with the</p>		

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intent of continuous improvement. The applicant has identified Professional Development that will be refined and expanded to meet the needs of the teachers and principals (p. 52). Though the applicant has developed a principal evaluation plan, the application lacks strong evidence of an evaluation system that supports the academic needs of special student populations.

TOTAL	35	29
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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</p> <p>The application indicates that the LEA during the 2011-2012 academic year used annual teacher surveys and student achievement data, and reviewed district initiatives and school improvement priorities to inform district-wide professional development planning. Further, the applicant explains that in 2013-2014 it plans to implement an Information Technology Service that would allow observers and principals to readily collect, input and analyze data. The new system would allow the LEA to provide support and real-time decision making and site-based planning for professional development. The applicant inadequately indicates how the use of disaggregated data will identify the professional development needs of individual educators and schools. Although the data collected informed planning for schools, the information provided does not make clear whether individual and schools teachers would be supported through the professional development provided (p.55).</p>		
(2) Provide professional development in a timely way (2 points);	2	2
<p>Comments</p> <p>As referenced in the above comments, a newly developed technology system will allow the LEA to provide professional development in a timely way (p. 56).</p>		
(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and	5	4

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<p>Comments</p> <p>The application indicates that the LEA will provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional practices through the IHEAT initiative in which the master teacher will provide modeling of best practices, monitoring implementation of recommended strategies, and lesson studies among others (p.57). The application lacks information regarding leadership practices. The focus is merely on instructional practices of the teacher.</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>12</p>
<p>Comments</p> <p>The applicant explains how IHEAT initiative master teachers will provide real time support to the teachers. On page 56, the applicant also cites the development of the ITS (Information Technology System) to collect data on teacher evaluation and staff development. This online system will allow the LEA to readily address the professional development needs and opportunities more quickly. Although this information provided, it implies as to how the ITS data would directly improve instructional and leadership practices of individual educators. This section is unclear and lacks development as to how the professional development is likely to improve instructional and leadership practices (p. 56-57).</p>		
<p>TOTAL</p>	<p>35</p>	<p>24</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	10
<p>Comments</p> <p>The application provides an extensive overview of how the FEA, AFT, and UTD collaboratively provide input and design of the planning and implementation of performance-based compensation and evaluation initiatives (p.58).</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	15
<p>Comments</p> <p>As referenced in the above comment; based on previous and ongoing collaboration the readers assumes that educators support the elements of the proposed PBCS and the educator evaluation system. However, there is insufficient evidence provided in the narrative (p.61-63).</p>		
TOTAL	35	25

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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>A chart in the appendices clearly defines roles and responsibilities of key personnel (p. e64).</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	4
<p>Comments</p> <p>The application indicates a list of educators who will play a role in the iHEAT Program implementation. The applicant's dedication to this many personnel's involvement clearly indicates the desire for a successful project (p. 65). A chart in the appendices references human resources to complete project tasks; however, the narrative lacks explicit details linked to the chart.</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	5
<p>Comments</p> <p>The applicant provides a detailed plan of objectives and performance measures (68-69).</p>		
(4) Includes an effective project evaluation plan (5 points);	5	3
<p>Comments</p> <p>The applicant will contract outside consultants to finalize an evaluation plan (p.68). Elements of the project evaluation plan are evident in management section of the proposal.</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).	8	8
<p>Comments</p>		

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<p>The application indicates both an iHEAT Management Timeline along with a Communication Timeline which is reasonable and achievable. The Management Timeline indicates the Task/Activities and personnel responsible for implementation. The Communication Timeline documents the applicant’s understanding of how important it is to create and maintain relationships to develop and implement the plan to its full potential. The applicant will phase in the iHEAT Project over a five-year period. In addition, a chart in the appendices clearly specifies realist and achievable timelines for implementing the components of the HCM, PBC and the educator evaluation system (pp. e 146-e156).</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 provides a realistic and achievable timeline located on pages E146-156. The applicant’s timeline indentifies tasks and contracts over a one year period.</p>		
<p>TOTAL</p>	<p>30</p>	<p>27</p>

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Reviewer Code: 13-A

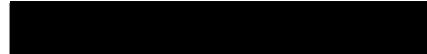
SELECTION CRITERION (f) Sustainability. (20 points)

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	10
<p>Comments</p> <p>The application indicates several resources that will continue to support the PBCS and educator evaluation system during and after the grant period. These resources as outlined in the narrative have allowed the LEA to develop and implement a web-based data management system and hire 2 administrators to oversee the implementation of the online IPEGS and Professional Development system (pp.75-76).</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	8
<p>Comments</p> <p>The applicant indicates that the LEA is currently revisiting the existing educator compensation model due to changes in the state statute. It further explains that it is currently exploring a range of PBCS in order to identify the viable and sustainable model of PBCS that would be appropriate for a large district (p.76). However, the sustainability for this project is not firmly established (64-66).</p>		
TOTAL	20	18

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Applicant Name: School Board of Miami- Dade County, FL

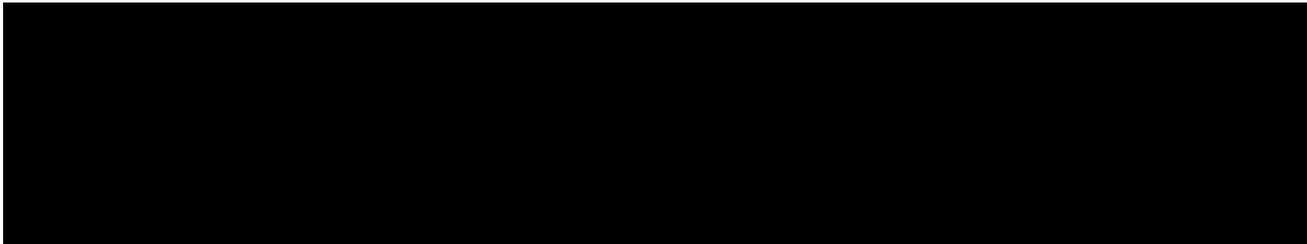
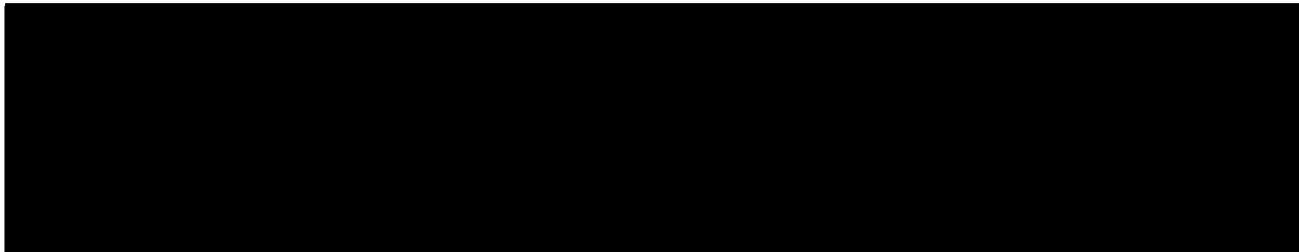
Reviewer Code: 13-A

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

	Total Possible	Assigned Score
<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>	20	15
<p>Comments</p> <p>The application indicates changes mandated by the Florida Student Success Act of 2011 to the pay salary schedule. Districts are required to incorporate differentiated compensation based on performance evaluation outcomes based at least 50% on student growth measures. In 2012 the LEA will be the beginning implementation of this change. The applicant further explains that this change will increase the number of applicants who apply for principal positions in high-need schools.</p> <p>Although the applicant provides this information, it is unclear as to how the LEA will use overall evaluation ratings to determine educator salaries, use TIF funds to support the salary structure based on effectiveness in the high-need schools, and the extent to which the proposed implementation is feasible.</p>		
TOTAL	20	15
GRAND TOTAL	220	174

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

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Applicant Name: School Board of Miami-Dade County, FI

Reviewer Code: 13B

All is well, though I do miss seeing you and the NCEA gang.

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
<p>(1) Aligned with each participating LEA's clearly described vision of instructional improvement (10 points); and</p> <p>Comments: The applicant has a clearly defined vision and has identified examples of instructional growth and instructional improvement throughout the plan. The vision is global and does not specifically address instructional improvement. Page e17 identifies specific goals of instructional improvement. The applicant lists key objectives and activities in the vision that will provide support for teacher and administrators effectiveness. The applicant's vision of instructional improvement is based on teachers reaching their maximum potential. The applicant's plan suggests educational plan is based on three tenets: excellence, equity and efficiency.(pgs.e28-29)</p>	10	7
<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</p>	35	35

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<p>the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools.</p>		<p>42</p>
<p>Comments 2-I The applicant provides a plan that focuses on improving the quality of instructional performance, evaluation and growth system (IPEGS), as well as observation and feedback for instructional personnel in order to improve instructional performance and student outcomes. The plan seems to also recognize and reward highly effective teachers and school leaders. (pg.e20) The plan suggests training and support for IPEGS observers in analyzing the formative data obtained through performance observations, student data, and summative performance evaluations.</p> <p>2-ii The applicant proposes a well developed plan for teacher and principal evaluation. The evaluation system in place now has a rubric that has a four part summative rating scale for teachers and principals without a final overall rating. The applicant is proposing a five part summative rating scale that will include a final overall rating. This tool will also include for the first time a rating that has termination consequences and timelines specified. The applicant is imposing performance incentives to be negotiated for the upcoming contract. (pgs. e 20-21) (pg.e34 &37) Part of the HCMS direction is based on the new teacher initiative (IHEAT Initiative). The weight given to educator effectiveness is based on teacher and administrator performance. Resources would provide training and incentives. With this initiative in place the new evaluation system will impact on teacher and administrator performance developing effective staff to be placed in high-need schools.</p> <p>2-iii The applicant has identified an evaluation system that can be used to help inform human capital decisions. The applicant’s plan indicates that there is a continuous and ongoing evaluation made by comparing observation data to establish standards. This comparison suggests that employee meet performance expectations and use them to make employment decisions. (pg.e38) The plan indicates that it is designed to improve teacher and administrator effectiveness at nine high need schools. This plan indicates that the LEA will use financial incentives to attract highly-effective teachers. The LEA states that the current evaluation system differentiates between effective and highly effective performance, with highly effective reserved to describe performance that is consistently at the highest level. (pg. e22)</p> <p>2-iv The application explains that the commitment of the LEA’s leadership is to implement the described system which will be developed and refined upon grant awards as stated in the document(pg.39-40).The applicant lists names of leadership for the LEA ‘s commitment to the HCMS. There was no evidence of</p>		

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actual leadership support.

2-v The applicant has identified effective strategies and financial incentives in recruitment of teachers, assistant principals and principals who have a commitment to working in highly effective high- need schools. The LEA’s plan has identified 26 staff who was rated highly effective. The plan indicates that these staff will be the master teachers assigned to the nine high-need schools. (pg. e22) The LEA plan lists adequate incentives to attract highly effective teachers to high need schools. (pg. e24)

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: The applicant proposes a well developed evaluation tool that includes a summative five part rating scale for teachers (pgs. e21&43). The plan indicates that the LEA has a rubric in place for principals as well. The plan indicates that both growth evaluation plans include a student component.</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	3
<p>Comments: 2-i The applicant provides a clear rationale (page e41) that supports how student growth is measured by the teacher evaluation. The LEA developed a system with a rubric that allows the teacher to differentiate and disaggregate data during the course of the year.</p>		

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<p>(pgs.e44-45). It is unclear whether the LEA’s choice or explanation of the student growth model and the assessment demonstrates rigor and comparability among grade levels.</p> <p>2-ii The applicant’s methodology is designed to support best practices for both teachers and principals. The LEA has incorporated in the evaluation plan research based frameworks that provide school wide support. The applicant’s evaluation system for personnel is the IPEGS.</p> <p>The Instructional Performance Evaluation and Growth System is founded on a Goals and Roles Model, which was developed by researcher James H. Strong. (e42) The MEP evaluation incorporates student growth measurement. (pg.e41)</p>		
<p>(3) The 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);</p>	<p>13</p>	<p>10</p>
<p>Comments: The applicant developed a comprehensive evaluation plan for teachers and principal observations. The applicant’s plan identifies the amount of observations that would be done for an individual teacher or administrator. (pg e41-47) The plan includes detailed procedures as well as observation tools. The applicant details procedures on inter-rater reliability through the plan. (pge.52)The LEA does not present evidence that teacher observations will occur and who will complete the observation.</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>4</p>
<p>Comments: The applicant has shown evidence of implementation of a comprehensive evaluation system for student growth for both teachers and principals. The LEA has shown evidence of incorporating student growth and accountability through the plan. (pgs. e41&47)</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;</p>	<p>6</p>	<p>6</p>

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<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>Comments: 5i- The applicant demonstrates in the plan that the student learning growth rate is impacted on the teacher and principal evaluations. The plan details the weight value of student growth on both evaluations. (pgs.e41,44 &47) The applicant’s proposed evaluation system’s overall rating for teachers will impact student development, though student growth is not explicitly evident. On page 32, the applicant explains that beginning July1,2014, student growth and outcomes will have a significant effect on future compensation. The plan mentions that student growth measures which, comprise 50%, would be weighted in their teacher evaluation.</p> <p>5ii- The applicant has developed a teacher and principal evaluation plan. However, there is no clear mention of addressing the needs of teachers of special student populations, including students with disabilities and English Language Learners.(pgs.e40&48)</p> <p>The applicant’s plan addresses every teacher focusing on student growth. The applicant has developed a collaborative plan for continuous growth. The teacher evaluation plans have a performance standard for student learning weighted at 50%. (pg. e45)</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>4</p>
<p>Comments: The applicant states that the principal evaluation plan is comprised of 4 domains and 10 proficiency areas. Domain 1 addresses student achievement. The plan also cites that</p>		

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principals are evaluated multiple times during the year. (pgs. e40&41)		
The applicant has developed a collaborative and cohesive plan to foster a school culture with the intent of continuous improvement. The LEA has identified that Professional Development will be refined and expanded to meet the needs of the teachers and principals. The expansion was empowered through use of data, which strengthening inter-rater reliability. (pg. e52).		
The applicant has also developed a principal evaluation plan. It appears to address the academic needs of special student populations including students with disabilities and English Language learners. (pgs. e40&48)		
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
Comments: The LEA's professional development plan was developed and based on survey data collected from teachers and other stakeholders analysis and disaggregation of student achievement data, and review of district initiatives. The LEA has a computer based system that allows the linkage of staff performance and evaluation data, student growth data, and professional development to all staff. The LEA's professional development system delivers research based and field tested learning experiences to build and support proven instructional practices that can improve student learning. (pgs. e55,56,&57)		
(2) Provide professional development in a timely way (2 points);	2	1

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<p>Comments: The applicant proposes a well developed professional development web based data system that is assessable to all staff. This system will link teacher and administrator evaluations to student data and to specific, targeted, professional development aligned to student needs. However, there was no mention of how often district professional development or building professional development occurred. (pgs. 54-57).</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 applicant provides professional development and has several programs in place to support staff. These structures include a professional development office, a comprehensive master in service plan, observers, professional development data center and an on line electronic system. (pgs.e55&56)</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).	20	15
<p>Comments: The applicant states that they will support IHeat with Master Teachers. The IHeat Initiative is site based and job embedded, focused on skill building and practice. (Pg. e57) However, details about how this will work are not completely clear.</p>		
TOTAL	35	29

CRITERION (d) Involvement of Educators. (35 points) 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: The applicant provides evidence of teacher involvement in the design of PBCS and the educator evaluation system. There is evidence that United Teachers of Dade, FEA Florida Education Association) United , AFT American Federation of Teachers, Local 1974, AFL-</p>		

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CIO(American Federation of Labor and Congress of Industrial Organizations is in collaboration with the Miami-Dade County Public Schools. (pgs. e58, 59 &60)		
(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	15
Comments: The applicant provides evidence that educators and other stakeholders support the PBCS and education system. Evidence was provided throughout the plan of teacher support and that of other stakeholders through collaboration and committee involvement. (pgs. e61-63)		
TOTAL	35	25

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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 LEA has clearly identified and defined roles and responsibilities of key personnel within the district’s central office. The LEA identified that the office will be responsible for professional educator programs, evaluation and development, professional learning. Directors were identified in the plan for current and new programs. (pgs.e64-65)		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
Comments: The applicant’s plan provides documentation of support to further build office capacity for management and teacher support (Project Coordinator for Master Teachers). The LEA has described the hiring of new staff through the IHEAT program. These will all schools to have sufficient human resources by hiring two or three Master Teachers for each school. (pg. e65).		
(3) Includes measurable project objectives and performance measures (5 points); and	5	2
Comments: The applicant proposed a plan that projected objectives and performance measures. The applicant will have WestEd collect data and report on student assessment. (pgs. 68-69)However, the plan lacked clarity on how the outcome would be measured.		
(4) Includes an effective project evaluation plan (5 points);	5	4
Comments: The applicant proposed a detailed evaluation plan for the professional educator’s program. The plan included a five year plan with evaluating questions to support and direct the plan by WestED. The plan included an independent team of experts who would examine the implementation of the program. Even though the plan was detailed it lacked measurability.(pgs. e67-72)		
(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 indicated that the proposed professional educator’s program has components that would be implemented immediately. The applicant also states that other parts of the plan would not be implemented until after year one (pg. e73). The plan included a comprehensive implementation schedule. The timeline was very concrete and attainable. (pgs. e146-156).		
(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).	4	4
Comments: The applicant submitted a reasonable timeline for the project. (Figure 9, pg. 53). The timeline identifies specific tasks and contacts within the context of a one year plan.		
TOTAL	30	26

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	10
Comments: The applicant identifies that M-DCPS is fully committed to the ongoing district implementation of the IPEGS evaluation system. The applicant identifies that the United Teachers of Dade County Association of School Administrators, as well as several other Non-TIF resources are committed to the plan. This commitment has been demonstrated through human capital and financial capital needed to develop a vision for and implement school change. The LEA states a key component of their grant is to hire support for the 9 high-needs schools which serves 12,000 predominantly poor and minority students. (pgs.e76-77).		
(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	7
Comments: The applicant has developed a proposal that includes a five year plan based on		

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performance based compensation. The plan identifies hiring a consultant that will work with the district during the five year grant. WestED, the consultant will, also assist with the implementation of the plan. (pg. 72).The applicant indicates that the LEA is revisiting the current educator compensation plan. It further states that they are exploring a range of PBCS in order to identify the viable and sustainable model of PBCS that would be appropriate for a large district. (pg. 76). The sustainability for this project is not firmly established. (64-66)

TOTAL	20	17
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Competitive Preference Priority – An Educator Salary Structure Based on Effectiveness (Up to 20 points)

	Total Possible	Assigned Score
<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>© The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.</p>	20	14

Comments:

- (a) The applicant justifies using overall evaluative ratings (pgs.e44 &77).
- (b) The applicant justifies compensation for teachers and principals in high-need schools (pgs.e22-24 &44).
- (c) The applicant references stakeholder support in the plan (pgs. e76-77).

Though the applicant includes information in the proposal it is not clear how they would use the evaluation ratings to determine educator’s salaries TIF funds support to enhance the salary structure, and the feasibility for implementation.

TOTAL	20	14
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GRAND TOTAL	220	182
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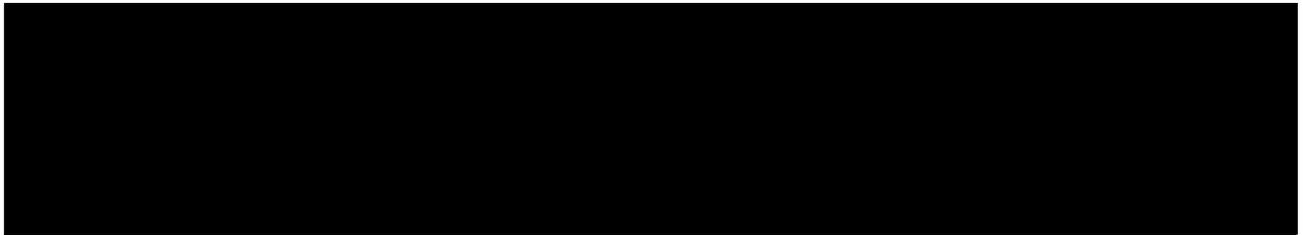
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Applicant Name: Miami-Dade County Public Schools

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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	5
<p>Comments</p> <p>p. e 19 The applicant’s vision of instructional improvement is not readily defined in the application. The applicant’s vision statement delineates the ultimate goal for all students, but there is no evidence of the vision for 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, including the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools.</p>	35	28

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Comments

(2)

(i)

p. e92 The applicant presents the iHEAT Initiative to address the need to attract and retain teachers and principals in high need schools.

p e.92 The applicant presents student enrollment data, along with staffing statistics to support the iHEAT initiative which impacts the range of human capital decisions necessary to carry out the program.

p. e92 The applicant justifies the range of iHEAT by planning to implement the plan district-wide which will impact the staffing decisions for over 300,000 students across the state.

(ii)

p. e17 The applicant gives evidence that the iHEAT initiative will be in place for administrators immediately (the upcoming 2012-2013 school year) and for teachers over the next two years. The LEA is giving priority to implementing this initiative beginning with a very short timeline. The LEA's fast track timeline implies, but doesn't directly state, that implementing iHEAT against other current initiatives is important.

p. e25 In addition, the LEA states that evaluation is essential to human capital decisions. Educator effectiveness determines compensation and incentives for educator salaries giving weight to educator effectiveness in human capital decisions.

p. e17 The applicant presents a timeline for implementation that will permeate the iHEAT process for all teachers due to legislated regulations.

p.e 92 The applicant justifies the range of iHEAT by planning to implement the plan district-wide which will impact the staffing decisions for over 300,000 students state-wide.

(iii)

p.e 22 The applicant states that iHEAT is an extension of an earlier PBCS model, IPEG, which gives credence to the LEA's dedication to a performance-based compensation model.

p.e 61 The applicant participated in a Race to the Top Grant which also included parameters for student

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growth and educator performance.

p. e37 The applicant documents that the district must base evaluation results and their relation to performance pay according to the Student Success Act which must be implemented by 2014.

(iv)

p.e 4 The applicant’s contact person who wrote and submitted the grant is the Assistant Superintendent who reports directly to the Superintendent. The LEA did not specifically cite additional commitments from entities in key leadership positions in support of the initiative.

p.e 64 The applicant substantiates other key administrative personnel who will participate in iHEAT including the Director of Curriculum and Instruction along with other Central Office Administrators.

TOTAL	45	33
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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>p. e 43 The applicant presents information to support a 4-level rubric which is already in place from the IPEG.</p> <p>p.e 43 The applicant gives supporting information of continued development of more rigorous</p>		

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<p>evaluation rubrics through RTTT initiatives.</p> <p>p. e44 The applicant presents information stipulating that a four-part rubric is currently the basis for the educator evaluation process as it has evolved over time.</p>		
<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>4</p>	<p>4</p>
<p>Comments</p> <p>(2)</p> <p>(i)</p> <p>p. e28 The applicant's mission indicates that student achievement is first and foremost, which drives instruction, student growth and an educator PBCS.</p> <p>p. e44 The applicant specifies that 50% of its evaluation criteria is based on student growth.</p> <p>p. e40 The applicant provides documentation to support that differentiated principal evaluations are reflective of student growth.</p> <p>(ii)</p> <p>p. e55 The applicant touches on the Value Added Model of student growth and its incorporation into the PBCS under RTTT. However, the applicant's evidence supports the district's choice of student growth models and how they impact educator evaluations. In addition, the applicant cites and utilizes research-based evaluation systems, including a program by Dr. James Stronge.</p>		
<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</p>	<p>13</p>	<p>9</p>

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ensuring a high degree of inter-rater reliability (13 points);		
<p>Comments</p> <p>p. e51 The applicant presents evidence to support that multiple teacher and principal observations will occur. Peer observers will be selected and trained. Principals, assistant principals, iHEAT master teachers, and subject-area specialists will be recruited, selected and trained as observers. The applicant also provides information regarding the resources to more effectively recognize different performance levels of teachers. There are eight frameworks for which classroom teachers will be observed and measured.</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>p. e 38 The applicant mentions numerous times throughout the request that student growth impacts educator evaluation. The applicant does not provide evidence of specifically measuring student growth at the classroom level, although the narration implies that it has.</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

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<p>Comments</p> <p>(5)</p> <p>(i)</p> <p>p. e44 The applicant specifies that 50% of its evaluation criteria is based on student growth.</p> <p>(II)</p> <p>P. e77 The applicant presents data and information stipulating that educators who serve special student populations will be included in the grant. The nine targeted high-need schools , predominantly poor and minority, qualify based on the number of students who receive free and reduced lunch which also serve students in high need populations. Teachers who teach in general education and special student population classes at these schools will be evaluated under iHEAT criteria.</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>(A) Focusing every teacher, and the school community generally, on student growth;</p> <p>(B) Establishing a collaborative school culture focused on continuous improvement; and</p> <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>6</p>	<p>3</p>
<p>Comments</p> <p>(6)</p> <p>(i)</p> <p>p. e34 The applicant states that the proposed evaluation rating for principals is significantly based on student growth. However, the applicant did not stipulate how the principal’s job performance will be evaluated on criteria including putting the focus on every teacher, establishing a collaborate school culture focused on continuous improvement, and supporting the academic needs of special student populations. The applicant’s evidence indicating a proposed overall rating for principals is not specifically noted. (p. e52)</p>		

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TOTAL	35	27
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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	5
<p>Comments</p> <p>p. e19 The applicant understands that observation and evaluation data are necessary to determine the professional development needs of educators.</p> <p>p.e20 The applicant presents information clearly defining what types of data should be observed to evaluate educators.</p> <p>p. e26-e27 The applicant demonstrates that disaggregating all types of educator evaluation components is essential in providing reliable and accurate evaluations. Each teacher must establish an individual professional plan (PDP) at the beginning of each school year. The applicant is unclear as to how disaggregated observation information acquired in the iHEAT initiative will impact professional development.</p>		
(2) Provide professional development in a timely way (2 points);	2	2
<p>Comments</p>		

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<p>p. e31 The applicant cites the use of the M-DCPS Site-MEP Evaluation System. It provides continuous and timely feedback to educators during the evaluation process.</p> <p>p. e39 The applicant states that the iHEAT initiative will give more feedback to teachers more often through more frequent observation possibly by peer observers, hence allowing for more timely professional development.</p> <p>p. e56 The applicant cites the development of the ITS (Information Technology System) to collect data on teacher evaluation and staff development. With housing individual educator information electronically, each educator (and his/her supervisor) will be able to address professionally development needs and opportunities more quickly based on need.</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>p. e36 The applicant presents evidence that by participating in the School Improvement Grant (SIG), teachers are provided job-embedded staff development.</p> <p>p. e57 The applicant cites that the iHEAT Project will enhance and support job-embedded staff development. iHEAT master teachers will be deployed to the targeted school sites to support instructional effectiveness.</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>15</p>
<p>Comments</p> <p>p. e56 The applicant cites the development of the ITS (Information Technology System) to collect data on teacher evaluation and staff development. With housing individual educator information electronically, each educator (and his/her supervisor) will be able to address professional development needs and opportunities more quickly based on need. There is an implied idea that, by the LEA's transition to a computer-based professional development system, educators will receive timely responses to plan for professional development needs. A more detailed plan including a timeline or cyclical responses to educators could verify how the ITS data would improve instructional and leadership practices.</p>		

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TOTAL	35	27
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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>p. e58 The applicant cites numerous instances where the teachers' association, the United Teachers of Dade (UTD), support the School Improvement Grant, Project Lead Strong, and many other initiatives which enhance teacher performance through a PBCS. The applicant provides extensive evidence that educator involvement was pervasive throughout each project and will be extensive during the grant period. These initiatives were completed in a collaborative and supportive manner, signed with MOU's, or included as part of the UTD's collective bargaining.</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 provided letters of support from both the UTD and DASA (Dade Association of School Administrators) stipulating that their associations were in agreement with the iHEAT Project. (p.e 94 and 95)</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
<p>Comments</p> <p>p. e64 The applicant clearly identifies the key personnel who will be key players in the iHEAT Project. Availability of key personnel is the backbone of the iHEAT Project.</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
<p>Comments</p> <p>p. e65 The applicant lists numerous educators who will play a role in the iHEAT Program implementation. The applicant's dedication enlisting extensive personnel clearly indicates the desire for a successful project. Personnel who will participate in iHEAT include the Associate Superintendent, the Administrative Director of Professional Development, the Executive Director of Professional Development, and others.</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	3
<p>Comments</p> <p>p. e68 The applicant will contract with an outside source to measure the effectiveness of the iHEAT Program based on project objectives and performance measures. However, current baseline data was not defined.</p>		
(4) Includes an effective project evaluation plan (5 points);	5	3
<p>Comments</p> <p>p. e 68 The applicant will contract with an outside source to develop a project evaluation plan. The framework is suggested within the plan; however, specific details are not evident.</p>		
(5) Specifies realistic and achievable timelines for: (i) Implementing the components of the HCMS, PBCS, and educator evaluation	8	8

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systems, including any proposal to phase in schools or educators (8 points).		
<p>Comments</p> <p>pp. e 146-e156 The applicant provided both an iHEAT Management Timeline along with a Communication Timeline which are reasonable and achievable. The Management Timeline indicates the Task/Activities and personnel responsible for implementation. The Communication Timeline documents the applicant's understanding of how important it is to create and maintain relationships to develop and implement the plan to its full potential. The applicant will phase in the iHEAT Project over a five-year period.</p>		
(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).	4	4
<p>Comments</p> <p>pp. e146-e156 The applicant's timelines are comprehensive and indicate the district's intention and level of effort to implement the iHEAT Project.</p>		
TOTAL	30	26

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	10
<p>Comments</p>		

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p. e64 The applicant documents and shows evidence in both fiscal and non-fiscal resources from other funding sources and the general fund, including human capital, which will aid in the implementation of the iHEAT Project.		
(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	8
<p>Comments</p> <p>p. e64, e65, and e66 The applicant has enlisted extensive financial and human capital in implementing the iHEAT Program, giving evidence that this program will be sustained after the grant period. iHEAT is also a continuation of IPEG which is already established. The applicant is mindful that much of the iHEAT requirements are legislated to a degree and must be implemented. iHEAT has the support of educator groups and the PBCS is legislated.</p>		
TOTAL	20	18

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

	Total Possible	Assigned Score
<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>	20	10
<p>Comments</p> <p>Although the applicant has current programs in place, it is unclear as to how the LEA will use the overall evaluation ratings to determine teacher salaries. The applicant indicates that changes are mandated by statute, the Florida Student Success Act of 2011, to finance the PBCS salary schedule. LEA’s are required to incorporate performance based and differentiated salary schedules based on student growth measures of at least 50%. The LEA is beginning to implement this change, and it has plans to implement new salary schedules for some educators at the beginning of the 2012-2013 school year for principals. The LEA will use TIF funds to support the salary structure for educators who work in high-need schools. The LEA, however, may have to rely on other funding sources after the life of the TIF grant to sustain the iHEAT initiative.</p>		
TOTAL	20	10
GRAND TOTAL	220	176

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