

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

Application Number S374A120013



Applicant Name: National Institute for Excellence in Teaching

Reviewer Code: 7-A

SELECTION CRITERION (a) Coherent and Comprehensive Human Capital Management System (HCMS). (45 points)

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Aligned with each participating LEA's clearly described vision of instructional improvement (10 points); and	10	10
Comments: The applicant provides a clearly described vision of instructional improvement. "Both LEAs have an ambitious vision of instructional improvement: all teachers must be effective enough such that all students (will) achieve at least one year's growth each school year." Envisioned outcomes include improved teaching and learning at all schools and for all students, effective teachers in every classroom, effective leaders in every school and district, increased achievement for every student and continuous professional growth for teachers and principals. (e26-27)		

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<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 non-financial 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>35</p>	<p>35</p>
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Comments:

(i) The applicant includes a substantial range of human capital decisions including hiring a project director, manager, fiscal coordinator, and many other positions at both the National Institute for Excellence in Teaching (NIET) and LEA levels. They detail the human capital policy including a description, and the use of educator effectiveness data in implementing this policy for a range of decisions from recruitment to hiring to career advancement and more. (e23-26)

(ii) The application contains evidence that weight is given to educator effectiveness when human capital decisions are made. The human capital policy table contains a column entitled, "Use of Educator Effectiveness Data," which includes how data is collected, what licenses educators must hold, how evaluations are based on the observation rubric, student test scores, etc. Because this data comes from the educator evaluation system the project puts into place, this demonstrates the weight the applicant gives to educator effectiveness. (e23-26, e33-34, e36-37)

(iii) The applicant provides a substantial amount of evidence to prove the feasibility of this project. The applicant includes information about prior experience using educator evaluation to inform human capital decisions, how "the TAP: The System for Teacher and Student Achievement system has been successfully implemented in new schools across the country" and how that experience will be applied in this grant. The applicant also provides a table showing information of how the two LEA's policies will facilitate modifications needed to use educator effectiveness as a factor in human capital decisions. (e27, e38-39)

(iv) The applicant demonstrates how the LEAs' leadership is fully committed to the implementation of the HCMS. The applicant describes the work both LEAs have done to prepare for implementing this project (e37-40) and the applicant includes memorandums of support from each LEA and letters from the principals of the schools in the districts. (e115-147)

(v) The applicant uses TAP's previous successes in other districts and the existing policies of the LEAs as evidence that there are "financial and non-financial incentives in place to attract and retain effective educators in all of Athens City Schools (ACS) and Morgan County Schools (MCS), all of which are high-need schools." (e43) These incentives are further detailed in Table 1 including performance based compensation, career advancement opportunities, professional development, career opportunities for master and mentor teachers, etc. The human capital policy, description of the policy and how educator effectiveness data will be used are outlined in detail in this table. (e33-35)

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TOTAL	45	45
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SELECTION CRITERION (b) - Rigorous, Valid, and Reliable Educator Evaluation

Systems. (35 points) We will consider, for each participating LEA, the quality of the educator evaluation systems described in the application. In determining the quality of each evaluation system, we will consider the extent to which--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Each participating LEA has finalized a high-quality evaluation rubric, with at least three performance levels (e.g., highly effective, effective, developing, unsatisfactory), under which educators will be evaluated (2 points);	2	2
<p>Comments: The applicant is using a finalized high quality evaluation rubric "TAP Skills, Knowledge and Responsibilities Performance Standards." This rubric has these performance levels: unsatisfactory, proficient, and exemplary. The rubric is high quality because it is very detailed including ratings for standards and objectives, motivating students, presenting instructional content, lesson structure and pacing, activities and materials, questioning, academic feedback, grouping students, teacher content knowledge and many more. (e44-45,e169-174)</p>		
(2) Each participating LEA has presented (4 points)--	4	4
(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;		

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Comments: The applicant’s rationale is to “focus all teachers and principals on the goal of considering the level of student growth achieved in differentiating performance levels” by requiring that at least 50% of teacher and principal evaluations depend on student growth measures. The applicant included a chart detailing the rationale for how student growth would impact the performance level of a teacher, including the percentages of SKR scores, and value-added scores. (e47) The applicant quoted TAP best practices information and current research on how effective TAP is in other districts, which provides evidence for their choice of this student growth model, including “high quality objectives (that) specify the targeted population, the interval of instructional time, expected growth, justification for assessment, etc.” (e51-52)

(3) Each participating LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations, including identification of the persons, by position and qualifications, who will be conducting the observations, the observation tool, the events to be observed, the accuracy of raters in using observation tools and the procedures for ensuring a high degree of inter-rater reliability (13 points);	13	13
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Comments: The applicant provides a high quality plan for multiple observations. (e53) The applicant identifies the members of the TAP Leadership Team, principals, assistant principals, master and mentor teachers, and tells how they were selected through a competitive, performance-based hiring process. The application describes how they ensure the accuracy of the raters, including ensuring a high degree of inter-rater reliability. (e53-57) They include a high quality observation tool mentioned before and how the observation events are both announced and unannounced.

(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	4
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Comments: The LEAs already use the “Tennessee Value Added Assessment System.” The applicant describes how value-added results for teachers help them identify areas for instructional improvement and professional development and how this is being implemented in the LEAs. This provides evidence of the LEAs experience measuring student growth at the classroom level. (e59)

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<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>6</p>
<p>Comments:</p> <p>(i) The applicant provides detailed evidence that teacher effectiveness and differentiated compensation are dependent, in large part, on student growth measures at the classroom level. This includes a table detailing the percentages of Skills, Knowledge, and Responsibilities (SKR) scores and value-added scores and how these will affect the teacher’s rating, and a table comparing the weighted score with the rating. (e46-49)</p> <p>(ii) The applicant demonstrates the extensive nature of the TAP system’s applicability to special populations. The TAP system evaluates both general education and special education teachers and then provides professional development to help them meet the needs of special student populations. Special education teachers are integrated into the TAP professional development system and they have the opportunity to be involved with grade-level and other content teachers. All of the teachers have an opportunity to share individual learning strategies to improve their effectiveness. The TAP system has a great deal of special education professional development built into it. (e61-62)</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>6</p>

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Comments:		
(i)	The applicant includes evidence that the overall principal evaluation rating depends in significant part on student growth by stating “the school wide value-added score is the single largest contributor to their overall evaluation rating.” (e62-63)	
(ii)	“Within the leadership team, the principal is charge with collaboratively creating a school plan that is focused on improving an identified academic area of need.” The process of creating the school plan requires the principal to focus every teacher and the school community on student growth. The TAP system “examines impact on all sub-populations including but not limited to students with disabilities and English language learners.” “The principal monitors and observes the cluster group meeting and ensures that the cluster group leaders are managing systems for teachers to receive support with the implementation of strategies that will support the academic needs of special student populations.” (e62-63) The TAP Leadership Team Observation Tool measures these factors. (e59)	
TOTAL	35	35

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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
Comments: The applicant details the TAP system which includes extensive individualization for each teacher to meet their professional development needs. For example, “based on evaluation results from CODE, a related data system in TAP, specific areas for professional development will be recommended that the teacher may immediately access on the portal.” No evidence was found about how professional development is individualized for principals. (e29)		
(2) Provide professional development in a timely way (2 points);	2	2
Comments: The CODE of the TAP system identifies an area of weakness and then allows teachers to immediately access professional development to address that weakness on the portal. The professional development is timely because it can be accessed immediately on the computer. (e29&e34).		
(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and	5	4
Comments: All of the professional development in the TAP plan is job-embedded. However the professional development is evident for the teachers but not for the principals. (e21) Master and mentor teachers follow up immediately with individual professional development to support teachers. (e42)		

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(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: “Cognitive coaching sessions offers teachers the opportunity to develop a plan for building on strengths and improving weaknesses.” This comprehensive evidence along with evidence that “the experts leading the professional development in TAP schools are working in the same facility and with the same students as the teachers they are supporting” to improve instructional practices indicates effort to guide the professional development needs of each individual educator. (e71) The professional development plan for teachers is evident but not for principals.</p>		
TOTAL	35	30

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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: Although the TAP system to be implemented was not generated by the LEAs, it was generated “with significant input and guidance from teachers and administrators across the country” indicating extensive design by educators. (e73) The applicant demonstrates how educators will be involved extensively in these ways: implementation workshops, initial design decisions at CODE training, driving professional development content, defining educator responsibilities, calculating educator effectiveness, ownership of selection of key positions, etc. (e74-76)</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	20
<p>Comments: Educators in ACS provided strong evidence for support of the PBCS and the educator evaluation system because they voted almost unanimously (96%) for it. However, a vote was not scheduled until this fall for the MCS, so their support is not evident. (e40,e55) The application increases the likelihood of educator buy-in by “creating a salary committee as a part of the advisory council for teachers to provide insight and help shape the final product.” (e79)</p>		

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TOTAL	35	30
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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: NIET, with ACS and MCS, has assembled a team of managers and other personnel which includes a project director and a district executive master teacher, along with the two senior vice presidents from NIET. The applicant provides extensive narratives about the team including how they will provide leadership and oversight assistance, implement strategies to build support for the education initiatives, develop and execute strategies for communicating the project results, etc. (e79-80) The applicant strengthens this requirement with resumes (e153-162) and detailed job descriptions. (e196-199)</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	4
<p>Comments: The applicant provides evidence in a personnel table that shows all of the human resources that will be employed through this grant for NIET but not for the LEAs. The information for the human resources at the LEAs needs to be included as well so it is evident what project tasks they will do. The applicant includes positions from the TIF Project Director to the Executive Master Teacher indicating the personnel that will complete project tasks. (e200-202) The applicant provides evidence that they have sufficient human resources by indicating the positions of the human resources and the percentage of their time to be dedicated to project work. (e62)</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	5

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<p>Comments: The applicant provides three measurable project objectives including sub-objectives. For example, objective 1 is to increase the percent of effective teachers through incentives, career advancement, evaluation, and professional development. Objective 3 is to improve student achievement. Objective 1 is measurable using statistics from teachers classified as proficient or exemplary and objective 3 is measurable using student testing data. The system uses four GPRA measures to measure progress with these objectives. A third-party professional evaluator will provide analysis of the evidence that the project is achieving its objectives. The evaluator will provide feedback for continuous improvement and analysis of whether the project is achieving its goals. (e14-16, e82)</p>		
(4) Includes an effective project evaluation plan (5 points);	5	5
<p>Comments: The applicant details how the project will be evaluated by a third party professional evaluator with the capacity for working with both qualitative and quantitative data. The evaluator will provide feedback for continuous improvement and analysis of whether the project is achieving its goals. The applicant lists all of the “quantitative and qualitative” sources of data to be used in the evaluation which bolsters the value of the evaluation because it has a more substantial data base. (e14-15)</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: The applicant provides an extensive table containing a timeline from years one through five outlining the implementation of the project. This timeline strongly details every component, when they will be implemented and specifies who is responsible. For example, for the plan for the revised salary schedule, the responsible parties are the NIET, the district administrator, and the schools; the milestone years are years three through five. (e85-89) There is evidence of comprehensive planning that point to achievable results including information about career advancement, professional development, evaluation, and calculating student growth. (e85-89)</p>		
(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).	4	4

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<p>Comments: The timeline included is strengthened by the details of each project task. For example, project tasks include selecting a method for student growth, training on student learning objectives, implementing the salary structure, evaluating growth, etc. The timeline tells when the objectives will be implemented and who is responsible for implementing each task. The project tasks to accomplish each year are realistic given the amount of human resources that will be employed to do them. The timeline is achievable because the applicant developed it in a thoughtful step by step manner, taking into consideration all of the items that would impact its success. (e85-89)</p>		
TOTAL	30	29

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: The applicant states that “to demonstrate their commitment to TAP both districts will use non-TIF funds to take over an increasing share of performance-based compensation each year.” Supporting documents to demonstrate this include the LEAs annual performance award fund, salary augmentations for mentor and master teachers and principals, awards for teachers and principals as their scores increase etc. (e70-71&e95)</p>		

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(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
Comments: This project is likely to be implemented because there is evidence of a large amount of stakeholder support including letters of support from many directors, principals, and the president of the education association, among others. There is significant educator buy-in and there are LEA-level policies in place to support the PBCS and educator evaluation systems after the grant period ends. (e22, e40,e74,&e115-e147)		
TOTAL	20	20

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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>20</p>	<p>Assigned Score</p> <p>20</p>
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Comments:

(a) The applicant includes tables to show how the LEAs will use overall evaluation ratings to determine educator salaries including the Differentiated Pay under Proposed Salary Schedule and Performance-Based Pay and Salary Augmentation. (e96-e97) The salary structure is outlined in the personnel section and details the salary amounts for each year of the grant. (e200-e202) The applicant also details how each LEA will use overall evaluation ratings to determine educator salaries in the timeline. (e86-e89)

(b) Each LEA will use TIF funds to support the salary structure based on effectiveness by using educator effectiveness data to reward teachers and principals monetarily for student growth. This is outlined in the human capital policy table. Since all of the schools in the LEAs are high need schools, this sub-criterion is met. (e23-e26, e33-e37)

(c) There is a large amount of stakeholder support as evidenced by the high percentage of educator buy-in and many letters of support. Included are letters of support from the LEA administrators, principals, directors, and educational associations. This substantial stakeholder support and the detailed evidence that LEA-level polices support the implementation of this project make it feasible project to be funded. (e22,e40,e55,e74,&e115-e147)

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TOTAL	20	20
GRAND TOTAL	220	209

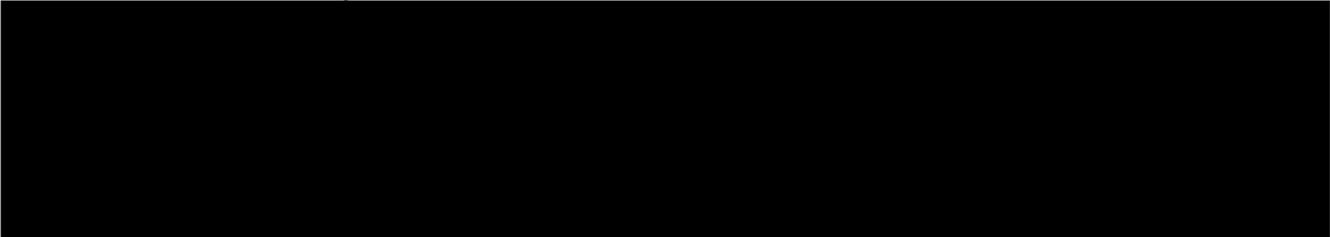
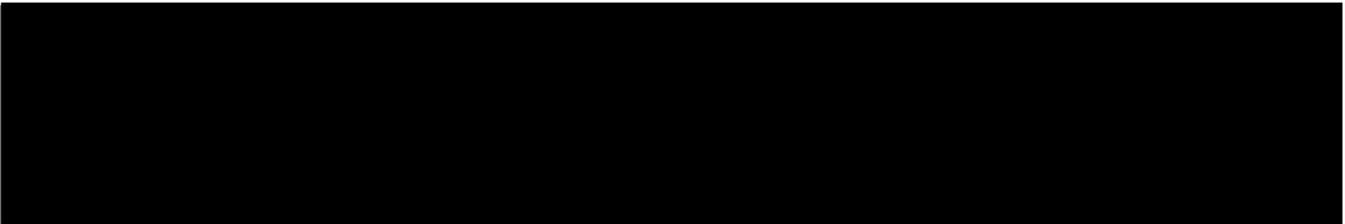
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Applicant Name: National Institutes for Excellence in Teaching, CA/TN Reviewer Code: 7-B

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 <i>The application clearly identifies the instructional improvement vision. As evidenced on page e21, “increase teacher effectiveness and ensure all students achieve a year or more of academic growth in each school district.” Districts through use of the TAP Model, will work to “systematically increase their skills and, thus student achievement.” (e21)</i></p>		
<p>(2) Likely to increase the number of effective educators in the LEA’s schools, especially in high-need schools, as demonstrated by (35 points)--</p> <p>(i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application.</p> <p>(ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made;</p> <p>(iii) The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience using information from the educator evaluation systems described in the application to inform human capital decisions, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions;</p> <p>(iv) The commitment of the LEA’s leadership to implementing the described HCMS, including all of its component parts; and</p> <p>(v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools.</p>	35	35
<p>Comments <i>(2) The application indicates the evaluations for educators are research based and nationally proven to get student achievement results (e37). The application stresses data driven decisions for evaluation as well as</i></p>		

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professional development planning.

(i) *The application contains explicit information on current human capital decisions (e24-26) as well as changes to these decisions based on implementation of the TAP Model (e31). The application clearly defines the impact of the TAP Model on recruitment, hiring, professional development, evaluation, career advancement, retention/dismissal and performance-based compensation (e31).*

(ii) *On page e35 of the application weights for educator effectiveness are discussed as "strong" and "moderate". The exact weight of the different components of the TAP is not evident in regards to teachers. Table 2 (e36) breaks down weights for assistant principals and principals for determining performance based pay. Teachers have the components for this category included as an SKR score and while it is unclear how this score is calculated, there is information on a "50%" model on page e47 as well as information that the weights given to the measures will be "reexamined" in year 3 (e36, 58). The overall teacher evaluation weights can be found on page e50, 50% "value added" classroom scores and 20% schoolwide scores (e50).*

(iii) *The application indicates (e38) that the LEAs have already been trained on TAP Model because of the close alignment with the state instrument TEAM. LEAs have some experience using data and evaluation to drive human capital decisions based on TEAM (e38). The LEAs have experience using data to drive decisions as evidenced in the application.*

(iv) *The support of each LEAs leadership is evidenced by the signed MOU agreement (e115-132). Commitment is also evidenced in the projected HCMS alignment and policy change projection in figure 3 (e31). There has been a considerable amount of information collected to highlight where the LEAs are and where they are headed using the new evaluation system (e23-32).*

(v) *The application includes financial strategies to reward educators for performance (e35). There is partnership proposed with Middle Tennessee State University (e40) to aid in the expansion of recruitment and retention. Financial support is evidenced (e89-90) in the application, NIET developed project budgets with LEAs to build sustainability beyond the grant period.*

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Each participating LEA has finalized a high-quality evaluation rubric, with at least three performance levels (e.g., highly effective, effective, developing, unsatisfactory), under which educators will be evaluated (2 points);	2	2
<p>Comments</p> <p><i>The application indicates there will be a three level rubric (e44). Detailed evaluation rubrics for teachers are on pages e169-174. There is less information and detail on the principal tool. A leadership team observation rubric is located on pages e182-183.</i></p>		

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<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>	4	4
<p>Comments</p> <p>(i) <i>The application outlines that the LEAs have set the educator evaluation systems to include the TVAAS "value added" model (e50) to determine student growth. Teachers in both tested and non-tested grades have been considered in how growth is to be measured. The TVAAS has been used in Tennessee since 1992 (e51).</i></p> <p>(ii) <i>The application cites the U.S. Department of Education's promotion of the value added model (e51). Research is cited that supports the TVAAS model for not only tracking the scores of students but it also measures the impact of achievement isolating it from other contributing factors such as low SES (e51). The application includes measurement criteria for non-tested grades, Student Learning Outcomes (SLOs), which have been in use across the U.S. (e52).</i></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>	13	13
<p>Comments</p> <p><i>The application contains detailed descriptions of how and when educators will be evaluated (e53). Job descriptions have been included in the application outlining master and mentor teacher roles (e163-166). Detail throughout the application is given on the number of evaluations for educators and specifics on inter-rater reliability through training (e53-59).</i></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>	4	4
<p>Comments</p> <p><i>The LEAs have been using student growth as a measure of effectiveness since 1992 through the TVAAS (e59). One LEA, Athens City Schools, have done additional training in Battelle (e59). It is evident that these LEAs have extensive experience with student growth measurement as well as NIET.</i></p>		
<p>(5) In the case of teacher evaluations, the proposed evaluation system (6 points) --</p> <p>(i) Bases the overall evaluation rating for teachers, in significant part, on student growth;</p> <p>(ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners;</p>	6	6
<p>Comments</p>		

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<p>(i) 50% of the evaluation is based on student growth using TVAAS (e59). Growth for students in state tested grades will be considered at both the grade level (30%) and the school level (20%) (e60). Teachers in non-tested grades will also use their student growth (20-30%) and school level growth (20-30%) but through SLOs (e60).</p> <p>(ii) "The TAP Rubric directly evaluates the practice of teachers working with special student populations (e60)." An example of the expectation is taken from the evaluation rubric on pages e60-61). Research support is cited in the application for the advancement of SPED students (e62).</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: 20px;">(A) Focusing every teacher, and the school community generally, on student growth;</p> <p style="padding-left: 20px;">(B) Establishing a collaborative school culture focused on continuous improvement; and</p> <p style="padding-left: 20px;">(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>	6	6
<p>Comments</p> <p>(i) The application indicates that the "schoolwide value-added score is the single largest contributor to their overall evaluation rating (e62)." The application supports this decision by stating that the principals are the instructional leaders of the campus therefore the success or failure of the school falls to them (e62). Student growth is the primary factor in determining effectiveness (e62).</p> <p>(ii)(A) The application indicates that the principal is "charged with collaboratively creating a school plan that is focused on improving an identified academic area of need (e62)." The principal must focus on every teacher and the school community to create the plan (e62). Professional development is derived from the school plan and executed through cluster group meetings, teacher support and evaluation of teachers (e62-63). Every teacher receives an area of reinforcement and an area of refinement including mentor and master teachers (e63).</p> <p>(B) Evidence is present that the leadership team is continually monitoring and adjusting the school plan to meet objectives (e62-63). The TLT observation rubric and the 360-degree survey evaluate the principal's collaboration skills (e63). Survey data is included to show the effects of TAP on collegiality (e63-64).</p> <p>(C) The evaluation tool for principals includes indicators that measure how principals are making connections to various student populations (e64). During TAP Leadership meetings data is disaggregated and sub-populations are considered (e64). The team determines specific instructional strategies to help the sub-groups and those strategies are then conveyed to teachers in cluster meetings. (e64).</p>		
TOTAL	35	35

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

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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><i>The application states that through intensive feedback and assistance every teacher has the opportunity to improve on the job regardless of their ability level (e66). Professional development is derived from the school plan and executed through cluster group meetings, teacher support and evaluation of teachers (e62-63). The TAP Training Portal, extensively described on pages e186-187, provides quick access to professional development for educators to improve their practice. There is limited evidence of professional development for principals. PLCs were established to receive training in the collaborative process and to analyze summative and formative data for improving instruction (e73). When comparing the "educators" the opportunities are far from equitable.</i></p>		
(2) Provide professional development in a timely way (2 points);	2	2
<p>Comments</p> <p><i>Weekly cluster meetings lead by mentor and master teachers, are designed to focus on instructional improvement and enhancing teacher capacity (e68). The TAP Training Portal, extensively described on pages e186-187, provides quick access to professional development for educators to improve their practice in a timely manner. There is limited time allocated for professional development for principals.</i></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><i>The application states that "100% of the professional development illustrated occurs on-site" (e69). This is evident for teachers but there are limited job-embedded opportunities for principals. The continuous improvement cycle represented in figure 13 (e70) illustrates the on-going and timely professional development cycle.</i></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	18
<p>Comments</p> <p><i>The application describes the continuous professional development cycle that includes planning through leadership teams and execution through cluster groups and individualized coaching (e71). There is limited evidence for principal opportunities to improve their practice through professional development. Emphasis on the development of teachers and improving their practice and in turn improving student achievement is clear throughout the application.</i></p>		
TOTAL	35	30

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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
Comments <i>The application indicated that an initial phone conference and an implementation workshop with key stakeholders were held to provide an overview of the TAP Model (e74). The TAP Model was initially created with educators and is now used throughout the country (e73). The model is not adapted or changed as new LEAs implement it so there is no local design (e73).</i>		
(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
Comments <i>Surveys were conducted to determine the level of support from teachers (e74). A mandatory vote of at least 70% approval from staff has occurred at one LEA officially and unofficially at the other. The plan to make the official vote will come in the fall (e74). There are letters from each of the principals from the schools as well as supporting letters from union representatives endorsing the application (e133-149).</i>		
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--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);	3	3
Comments <i>The roles and responsibilities for the third party NIET as well as the LEAs are clearly defined on pages e78-81. The application has demonstrated that there will be a project director to oversee the grant execution, manage activities and assist in implementing the HCMS system in the LEAs (e79).</i>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	2
Comments <i>The application breaks down the amount of time that NIET staff will devote to help with implementation (e81-82).</i>		

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<i>There is no evidence of what resources that LEAs have at their disposal to assist in changing, adopting and executing the new HCMS. The application also indicates that NIET is involved in four other TIF grants and they will use the same strategies that have been successful in the past (e81).</i>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	5
Comments <i>The application includes three projective objectives (e82). There are sub-objectives in addition (e82). The objectives can be measured using a mixed methods approach as indicated on pages e14/15.</i>		
(4) Includes an effective project evaluation plan (5 points);	5	5
Comments <i>The evaluation of the project is very thorough. A third party evaluator will be used to provide data both quantitative and qualitative (mixed methods) throughout the project. There are eight indicators (e14/15) to guide the evaluation. The evaluation includes a continuous improvement component.</i>		
(5) Specifies realistic and achievable timelines for: (i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators (8 points).	8	8
Comments <i>The application includes measureable project objectives written in the form of SMART goals. An extensive chart depicts the tasks, responsible parties and the timeframe for each task to be complete (e85-89). The overarching goals pertain to the HCMS and the PBCS.</i>		
(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).	4	4
Comments <i>The application includes extensive timeline tables and milestones as evidenced on pages e85-89. The application indicates it will take one year to implement the evaluation system throughout the LEA (e85). The project will be fully operational by the end of year 1. The application indicates that NIET has used the same process with other LEAs and provided evidence of success and sustainability (e52) with the same timelines as submitted.</i>		
TOTAL	30	27

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 <i>Financial support from the LEAs as evidenced (e89-90) in the application, NIET developed project budgets with LEAs to build sustainability beyond the grant period. Both LEAs will adopt a progressively higher percentage of the cost starting in year 1 and building to year 5 (e89). The LEAs indicate that this is true reform and will be</i>		

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<i>repurposing funds used for existing compensation working on structural changes throughout the course of the grant (e90).</i>		
(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><i>NIET provides evidence that the previous TIF grants they have partnered with have developed sustainable systems (e92). After the initial build up and training, eventually LEAs will be able to cut back on the number of mentor/master teachers contributing to the sustainability factor (e91). The LEAs will use an advisory board, school site Councils and develop a communication plan to ensure lasting support is developed among key stakeholders (e91-92).</i></p>		
TOTAL	20	20

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

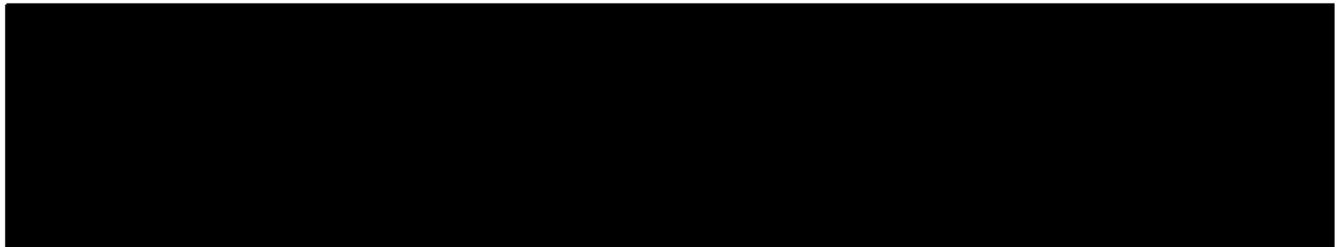
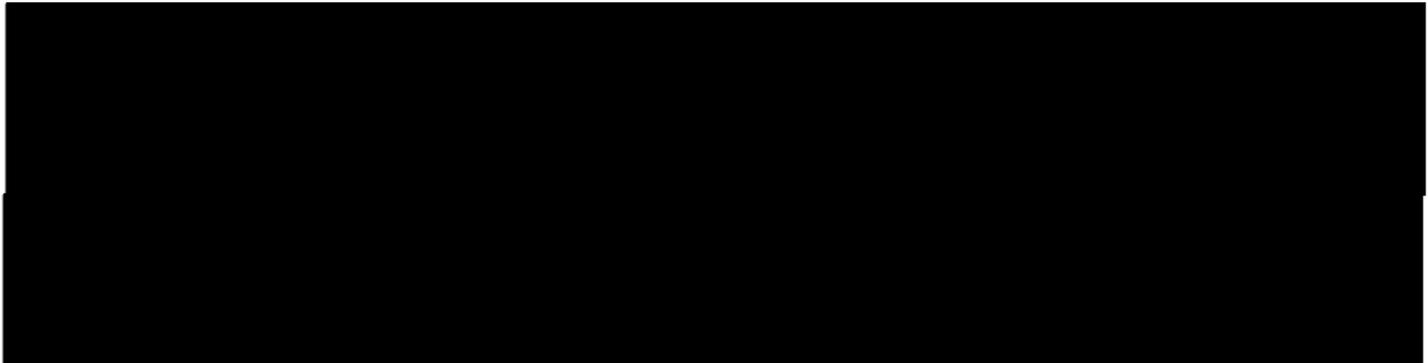
<p>To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--</p> <p>(a) 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>	Total Possible	Assigned Score
	20	18
<p>Comments</p> <p><i>(a) The LEAs will move from a traditional lock/step salary schedule to one that includes up to 20% of their salary based on effectiveness (e95-96). There will be a differentiated pay system based on annual performance and is illustrated on page e96. The exact details according to the application are to be established by each LEA and the TAP Committee (e97).</i></p> <p><i>(b) The application states that the TIF funds will be used to support the PBCS (e98). The LEAs will match 40% of the performance component in year 5 (e97). The LEAs will commit to keeping the PBCS base salary structure in place after the grant expires (e97).</i></p> <p><i>(c) The application indicates that there will be a three year phase in to adjust to the new compensation method. An advisory council will include a salary committee as part of shaping the final product. The committee will convene during year two and complete its work and recommendations by year 4. (e98) There were extensive examples for how the PBCS would affect teachers. There is sufficient evidence that principals will be receiving performance based pay, there are no examples of how this will occur.</i></p>		
TOTAL	20	18
GRAND TOTAL	220	210

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Aligned with each participating LEA's clearly described vision of instructional improvement (10 points); and	10	10
<p>Comments</p> <p>The applicant provides an appropriate description of the participating LEAs core beliefs which are the basis for their combined vision of instructional improvement. The vision focuses on student growth and effective educators (Pages e27-e28, e31). The proposed HCMS aligns with the vision of instructional improvement in the areas of student growth and effective educators (specifically, career advancement, professional development, evaluation systems, and performance-based compensation). The proposed HCMS will be based on The System for Teacher and Student Advancement (TAP).</p>		
<p>(2) Likely to increase the number of effective educators in the LEA's schools, especially in high-need schools, as demonstrated by (35 points)--</p> <p>(i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application.</p> <p>(ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made;</p> <p>(iii) The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience using information from the educator evaluation systems described in the application to inform human capital decisions, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions;</p> <p>(iv) The commitment of the LEA's leadership to implementing the described HCMS, including all of its component parts; and</p> <p>(v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools</p>	35	30

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and retaining them in those schools.

Comments

- (i) The applicant provides a clear explanation of how the proposed HCMS will use educator effectiveness in its human capital decisions. A comprehensive HCMS table is provided that covers human capital policy, description of the policy and the use of educator effectiveness data. The proposed HCMS also focuses on the size and structure of incentives that will correspondingly influence effective educators' recruitment, hiring, placement, retention, compensation, professional development, tenure and promotion. Discussion is also provided for the termination of ineffective educators (Pages e32-e35).
- (ii) The applicant's proposed HCMS provides significant weighted scores for student growth in determining compensation: 50% for teachers and principals, and 60% for assistant principals (Pages e36-e37). A detailed table is provided that covers human capital policy (sorted by "strong weight" and "moderate weight"), weight of educator effectiveness data, and other factors used in making the human capital decision. All the quantitative data for student growth fall under the "strong weight" section of the human capital policy category.
- (iii) The applicant provides convincing evidence of the proposed HCMS' feasibility, based on extensive research currently available on the proposed HCMS use and successes in other LEAs (Page e37). The applicant's LEAs currently lack comprehensive and coordinated approaches to aligning human capital decisions to each other and to the district's instructional goals (Page e23). The LEAs have limited experience in using educator evaluation from the proposed HCMS in forming human capital decisions, specifically in the areas of professional development (Page e38). There is no evidence of any LEA-level policies that would inhibit using educator effectiveness as a factor in human capital decisions.
- (iv) The applicant provides convincing evidence that one of the LEAs educators fully support the proposed HCMS, with a 96% favorable vote (Pages e40, e78). The second LEA will have an educator vote in the fall 2012, with the expected result to be strong support. Memoranda of Understanding and letters of support show widespread support (Pages e115-132).
- (v) The applicant successfully provides evidence of the adequacy of financial, non-financial strategies (including the proposed PBCS) and incentives for attracting effective educators to work in high-need schools and retaining them (Pages e40-43).
 - 1) Partnering with a university's teacher preparation program to recruit and retain potential effective educators.
 - 2) Compensation for additional leadership roles and responsibilities to recruit effective educators.
 - 3) Developing instructional skills to increase the number of effective educators.
 - 4) Compensation for leadership roles and responsibilities, career

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advancement, evaluation and professional development to retain effective educators.		
<i>TOTAL</i>	45	40

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>Each participating LEA has a finalized high-quality evaluation rubric, with three performance levels (Unsatisfactory, Proficient, and Exemplary) under which educators will be evaluated under 19 indicators (Pages e44-e50, e168-e183). Rubrics cover assessing teaching skills, knowledge and responsibilities and performance standards for teachers, teacher responsibilities survey for career teachers, master teachers and mentor teachers. It also includes a Leader Team Observation Rubric for leadership team meetings.</p>		
(2) Each participating LEA has presented (4 points)--	4	4
<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>(i) The applicant provides a clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels. The applicant uses the SKR score which has been shown to be valid and reliable (Page e58). The applicant plans to use the state's "value-added" model to measure the contributions of teachers and schools to student achievement during a school year at both class and school levels (Pages e31-e32).</p> <p>(ii) The applicant successfully provides evidence for the choice of the state's "value-added" system</p>		

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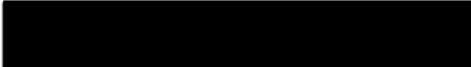
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<p>for the proposed student growth model, such as: 1) US Department of Education recognizes the model. 2) The state has used it since 1992. 3) Measures effects on student academic performance over a period of time. 4) Differentiates ineffective and effective levels of educator performances. (Pages e51-e53).</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 applicant has developed a comprehensive plan for multiple educator observations. 1) Persons conducting the teacher observations are TAP trained and certified principals, assistant principals, and master and mentor teachers. Persons conducting principal observations will be District Executive Master Teachers, to be hired during the grant period and TAP trained and certified. 2) Educators will be observed through a 19-indicator rubric during multiple announced and unannounced class visits, post conferences, and cluster group meetings. All observers will be TAP trained, certified and annually re-certified. Inter-rater reliability will be ensured through procedures that include scoring data evaluation and analysis, team evaluations, video library of lessons (Pages e53-e59).</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 participating LEAs have experience in measuring student growth at the classroom level as evidence by their state's adoption of the "value-added" system in 1992. However, only one of the two LEAs has additional training in analyzing and interpreting value-added data. This LEA has started to implement the components of the proposed educator evaluation system. (Page e73).</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</p>	<p>6</p>	<p>6</p>

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and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners;		
<p>Comments</p> <p>(i) The applicant clearly demonstrates that the overall evaluation rating for teachers is significantly based on student growth, at 50%. To further stress the importance of student growth, despite high scores on other measures, low student growth scores automatically places educators in the lowest evaluation rating and ineligible for performance-based compensation. (Page e59-e60).</p> <p>(ii) The applicant clearly documents that the proposed educator evaluation system, with its 19-indicator rubric, evaluates the practice of teachers, general education teachers and teachers of special student populations in meeting the needs of special student populations, including students with disabilities and English learners. Evidence from publications and current users of the evaluation system are also provided. (Pages e60-e62).</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>	6	6
<p>Comments</p> <p>(i) The applicant states that in the proposed evaluation system, the school wide value-added score that measures student growth is the largest component of the principal's evaluation rating, at 50%. For assistant principals, the rating is at 60% (Page e62).</p> <p>(ii) The applicant details how the proposed evaluation system evaluates the principal's practices. While focusing on every teacher and the school community on student growth, an observation rubric will determine the degree in which the principal accomplishes a comprehensive school plan that identifies school wide areas of need that affect student growth. While establishing a collaborative school culture focused on continuous improvement, the principal will be evaluated through an observation rubric and 360-degree survey. The principals will use cluster group meetings to determine the academic needs of special student populations. During these meetings, the principals will be</p>		

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evaluated through a Leadership Team rubric on the successful implementation of support programs for special student populations. (Pages e63-e65).		
TOTAL	35	34

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 applicant provides evidence of a comprehensive high-quality plan that uses the disaggregated data generated by the proposed evaluation system to identify the professional development needs of individual teachers and schools. Through weekly meetings, leadership teams examine evaluation data that identify a teacher’s strengths and weaknesses. In addition to coaching and conference meetings that focus on reflection, the teacher’s professional development needs are addressed (Pages e68-e69). There is limited evidence for the principal’s evaluation system.</p>		
(2) Provide professional development in a timely way (2 points);	2	2
<p>Comments</p> <p>The applicant clearly demonstrates that professional development is conducted in a timely manner. Professional development activities take place at the school site. Master and mentor teachers meet with educators on a weekly basis and conduct regular class observations. Evidence-supported feedback is immediately provided (Pages e68-e69)</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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Comments		
<p>The applicant details how school-based, job-embedded opportunities exist for teachers to transfer new knowledge into instructional and leadership practices. Master and mentor teachers will provide all the teachers with one-on-one coaching; educator-leaders will conduct weekly cluster group meetings and follow-up coaching; and all master and mentor teachers will serve on school-wide leadership teams. Leadership teams set goals for cluster groups and monitor their progress and success (Pages e69-70). There are limited job embedded opportunities for the principals.</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	18
Comments		
<p>The applicant effectively demonstrates how professional development is provided to improve instructional and leadership practices, and is guided by the professional needs of individual teachers. Through the use of expert instructors (master and mentor teachers), collaborative teams, classroom coaching, the teacher's structured, focused and personalized professional development is ongoing. (Pages e70-e73). There is limited evidence of professional development to improve leadership practices for principals.</p>		
TOTAL	35	30

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
Comments		
<p>The applicant's LEAs and educators have started the process of designing the proposed PBCS and educator evaluation systems through early implementation workshops. Continuing extensive work on</p>		

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the design, development and implementation of the systems is needed and will involve faculty vote, additional educator training, educator-specific professional development, school-specific surveys, leadership team selection, evaluation measurements and ratings, and scheduling. (Pages e73-e77)		
(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	20
Comments		
The applicant provides limited evidence of educator support for the proposed PBCS and educator evaluation systems. The educators and staff of one LEA voted for the systems, with in-favor votes ranging from 78% to 100%. The educators at the second LEA are scheduled to vote during the 2012-2013 school year. Based on voting records of other schools in the state, the applicant expressed confidence that the proposed systems would be approved by the second LEA. (Page e78, e133-e148).		
TOTAL	35	30

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 applicant clearly defines the roles and responsibilities of key personnel. Resumes, assignments and job descriptions are provided for the Fiscal Agent (President, two Senior Vice Presidents, three Directors, Senior Research Associate, two Program Managers, and Administrative Assistant), Project Director, District Executive Master Teacher, Master Teachers, Mentor Teachers, and Grant Manager. (Pages e78-e81, e115-e132, e153-e165, and e196-e199). The two main forces of the grant are: 1) the TIF Project Director who has the ultimate responsibility of overseeing and administering the grant (HCMS execution, management and implementation operation) and 2) the District Executive Master Teacher who is responsible for training school-based leadership teams and conducting regular site visits.		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	3

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Comments		
<p>The applicant adequately allocates sufficient human resources to complete the project tasks. The human resources include the District Executive Master Teacher, Project Director, two Senior Vice Presidents. An Advisory Board will be created to review the status and improvement of the proposed project and make the necessary adjustments in human resources. (Page e81-e82). The Advisory Board is made up of the fiscal agent’s representative, TIF Projector Director, District Executive Master Teacher, local representative from the Tennessee Education Association, the superintendents from each district, a principal and teacher representative. It is not clear whether educators from each LEA will be in the Advisory Board. It is significant that human resources are provided by the LEAs as their addition to the Board represents buy-in, support and commitment from the LEAs educators and staff. This is crucial to the project’s success and sustainability.</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	5
Comments		
<p>The applicant provides project and performance objectives that have measurable components. There are three main objectives, with corresponding sub-objectives (Pages e82-83). They will be measured using “value-added” quantitative and qualitative data that are discussed on Pages e14-e16.</p>		
(4) Includes an effective project evaluation plan (5 points);	5	5
Comments		
<p>The applicant will hire a third-party professional evaluator to assess the proposed project. The evaluation is expected to provide quantitative and qualitative data for pre-determined categories. The evaluation is expected to provide feedback for the continued success and sustainability of the proposed project. The third-party evaluator is expected to provide annual updated reports. (Pages e14-e16).</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	5
Comments		
<p>The applicant provides a timeline to implement the components of the HCMS, PBCS and educator evaluation systems (Pages e85-e89). There isn’t a timeline date for “Selecting a method to calculate student growth” for one of the LEAs (Page e87). The timeline doesn’t provide enough flexibility to take</p>		

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into account this LEA's limited experience. This is significant because if not enough time is provided for this LEAs' project objectives and goals to be accomplished, the corresponding delay may negatively affect the success and sustainability of the entire TIF project.		
(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).	4	3
Comments		
The applicant provides a timeline to implement the components of the HCMS, PBCS and educator evaluation systems (Pages e85-e89). The timeline doesn't provide enough flexibility to take into account this LEA's limited experience. This is significant because if not enough time is provided for this LEAs' project objectives and goals to be accomplished, the corresponding delay may negatively affect the success and sustainability of the entire TIF project.		
TOTAL	30	24

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 provides evidence that adequate non-TIF resources (financial and nonfinancial) are identified and committed. 1) The LEAs will use non-TIF funds to increase their share of the PBCS each year, up to 40% by the fifth year. 2) The LEAs will match the personnel who are funded by the TIF grant. 3) The LEAs will allocate federal and state funds to sustain the project. (Pages e89-e90, e98).		
(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

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Comments		
<p>The applicant provides evidence that the sustainability plan will be implemented and result in sustained PBCS and educator evaluation systems. Based on other LEA implementation costs, the proposed systems will have increased educators' instructional capacity which correspondingly reduces personnel costs. Costs for the fiscal agent and professional evaluator will also be reduced. The project's sustainability is supported by the presence of an Advisory Board, School Site Councils, and a comprehensive Communications Plan. (Pages e90-e92).</p>		
TOTAL	20	20

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>	Total Possible	Assigned Score
	20	18

Comments
<p>The applicant proposes to use overall evaluation ratings of at least "effective" to determine up to 20% of the educators' compensation. The "effective" rating will also determine the eligibility of educators to receive the increased compensation. Educators who take on additional roles and responsibilities will be correspondingly compensated. (Page e95).</p> <p>The applicant will use TIF funds to support the performance component of the salary structure. (Page e98).</p> <p>To ensure sustainability, the LEAs will match 40% of the performance component of the salary structure by Year 5, and commit to keeping the salary structure beyond the 5-year grant period. Sustained support from educators will be obtained through shared communication and time to get accustomed to</p>

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the new salary structure. (Page e98).

There are extensive salary structure examples provided for teachers but limited examples for principals (Pages e96-e97).

	TOTAL	20	18
	GRAND TOTAL	220	196

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