

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

Application Number S374A120034



Applicant Name: National Institute for Excellence in Teaching

Santa Monica, Ca. / Partners with Minnesota Charter Schools (Consortium)

Reviewer Code: 18-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--

<i>Factor/Sub-criterion</i>	Total Possible	Assigned Score
(1) Aligned with each participating LEA’s clearly described vision of instructional improvement (10 points); and	10	10
<p>Comments: The LEA’s each have their own vision and mission statements; however according to the application they share common goals in reference to improved student achievement, data driven decision making and preparing students to matriculate to the next level. Further, the LEAs envision improved instructional decisions, differentiated instructional practices, and professional development to support teacher and student growth. The National Institute of Excellence in Teaching supports the applicants’ philosophy for teaching and learning. The stated goals and the attached Memorandum of Agreement (MOA) support the alignment criteria for TIF funding (pgs.4-7).</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</p>	35	35

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<p>human capital decisions;</p> <p>(iv) The commitment of the LEA's leadership to implementing the described HCMS, including all of its component parts; and</p> <p>(v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools.</p>		
<p>Comments:</p> <p>The Information presented suggests that there is a likelihood of increased numbers of effective educators in the LEA's schools, especially in high-need schools. According to the applicant, weight is given to educator effectiveness--based on the educator evaluation systems described in the application; the LEAs want to be more responsible and make valid decisions based on principals as well as teachers.</p> <p>The applicants have begun the process of assessing the current and proposed HCMS systems in high-need schools. According to the applicant, the current HCMS's lack several key elements such as principal evaluation, performance indicators and a cohesive data management system. The LEAs have already applied for and received some funding and have resources in place to support the proposed HCMS. It can be determined from the range of actions taken by the LEAs, at this point; they are concerned about a quality HCMS and PBCS.</p> <p>The applicant cites adequate financial and nonfinancial strategies and incentives. This could attract more principals and teachers to high-need schools. Further, they explain the receipt of contributions to financially support the proposed HCMS's. Based on the information presented, the LEAs demonstrate commitment to ensuring educator effectiveness and evaluation. The applicant suggests that leadership of the LEAs has shown their support to the proposed HCMS.</p> <p>This project appears feasible per the description given in the application, including the extent to which the LEAs have prior experience using information from the educator evaluation systems. Limited information is given regarding the existence of rules or policies that prevent modifications in the LEAs HCMSs. Based on information provided by the applicant, this proposal appears sustainable. (pgs.4-17)</p>		

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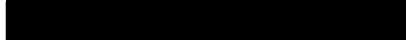
TOTAL	45	45

SELECTION CRITERION (b) - Rigorous, Valid, and Reliable Educator Evaluation Systems 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—**35 points**

Factor/Sub-criterion	Total Possible	Assigned Score
<p>(1) Each participating LEA has finalized a high-quality evaluation rubric, with at least three performance levels (e.g., highly effective, effective, developing, unsatisfactory), under which educators will be evaluated (2 points);</p> <p>Comments: The TAP rubric (The System for Teacher and Student Advancement) is currently used. According to the applicant, there is a proposed rubric forthcoming that will address principals and teachers. It is unclear as to whether or not the rubric attached is currently being used for educator evaluation. Each applicant should create a rubric relevant to their LEA that delineates educator performance levels and established criteria for recognition of effective and ineffective performance. (pg. 20); (e239-e245).</p>	2	1
<p>(2) Each participating LEA has presented (4 points)--</p> <p>(i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and</p> <p>(ii) Evidence, such as current research and best practices, supporting the LEA's choice of student growth models and demonstrating the rigor and comparability of assessments;</p> <p>Comments: Applicants have presented clear rationale to support its consideration of the level of student growth achieved in differentiated performance levels. It is clear the applicants are making progress with regards to more planning and anticipates results (pgs. 24-25). Applicants have attached a plethora of evidence. For example, they discuss current research and best practices supporting the LEA's choice of student growth models and demonstrating the rigor and comparability of assessments (see other attachments and pgs. 22-26).</p>	4	4

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(3) Each participating LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations, including identification of the persons, by position and qualifications, who will be conducting the observations, the observation tool, the events to be observed, the accuracy of raters in using observation tools and the procedures for ensuring a high degree of inter-rater reliability (13 points);	13	10
<p>Comments: The applicant provides a detailed description of the observation process; however, no persons listed by name are assigned to observe. Collegial observers (master teachers) and other possible roles/skill sets are mentioned, the consortium’s project director is highlighted as the lead in the process. Inter-rater reliability procedures are outlined in the document. The applicant discussed the intent to train principals. Evidence of the beginnings of high quality plans for multiple educator observations are noted (pgs. 24-25); (pgs. 27-32).</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	4
<p>Comments: The applicant shares experiences in measuring student growth at the classroom level and also explains that a research based model and/or standards-based instrument will be created via TAP components to assist with the assessment of student academic growth. An assessment measure (i.e., NWE/MAP) is mentioned as a measure of student growth that will be considered (pgs. 25-28; pg. 35).</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	6	6

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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: The applicant explains that in the case of teachers, ratings in significant part, will be determined based on a combination of integers such as effectiveness, value added and student learning objective growth. TAP is highlighted by the applicant as a system that is recognized for its success with special students. The applicant contends that there are teachers in the Consortium using TAP techniques with special students. LEA teachers are acquainted with TAP and are being trained to take on these challenges (pg. 13) (pgs. 25-35) ;(pg. 37).</p>		
<p>(6) In the case of principal evaluations, the proposed evaluation system (6 points) (i) Bases the overall evaluation rating on, in significant part, student growth; and (ii) Evaluates, among other factors, a principal's practice in-- (A) Focusing every teacher, and the school community generally, on student growth; (B) Establishing a collaborative school culture focused on continuous improvement; and (C) Supporting the academic needs of special student populations, including students with disabilities and English learners, for example, by creating systems to support successful co-teaching practices, providing resources for research-based intervention services, or similar activities.</p>	6	6
<p>Comments: According to the applicant, the principals are charged with creating a school plan that focuses on improving academic areas of need. The process of creating the plan encourages principals to focus every teacher, support teaching practices and to place emphasis on student growth. The applicant places emphasis on the principals' role in collaboration with the community and creating a coherent school culture. The TAP program that the LEAs are currently using addresses special students and diverse populations. TAP will be utilized in developing the principals' evaluation (pg.38-40).</p>		
TOTAL	35	31

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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	4
<p>Comments: The applicant presented a table that depicts the TAP schools' Professional Development Model. The data is not disaggregated or reflective of survey and/or other research assessment results for both teachers and principals; thus, providing evidence of need and level of importance of using disaggregated data. According to the narrative, the TAP leadership team in each school meets weekly in order to monitor the implementation fidelity of the TAP system. The applicant explains that at least monthly, The TAP Leadership Team may engage in an examination of the evaluation process. Training for principals is sparsely mentioned and could be further supported with data specific to teachers and principals with reference to disaggregated data results (pgs.45-46).</p>		
(2) Provide professional development in a timely way (2 points);	2	2
<p>Comments: The applicant explains that professional development will take place in a timely manner. According to the applicant, professional development will include real time access, weekly cluster groups, amongst a myriad of other ongoing activities. The applicant contends</p>		

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that professional development is ongoing in TAP schools (pgs.45-46).		
(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points)	5	5
Comments: The applicant cites job embedded activities/trainings for professional development purpose. TAP is identified as the core for professional development in the Consortium schools. Use of existing tools, sites and an academy format are mentioned. The applicant describes in detail professional development that will be led by master teachers, mentor teachers and principals throughout the school year (pg. 38).		
(4) Provide professional development that is likely to improve instructional and leadership practices, and is guided by the professional development needs of individual educators as identified in paragraph (c) (1) of this criterion (20 points).	20	20
Comments: The applicant provides documentation of a number of professional development opportunities planned for teachers and principals. The examples of activities such as cluster leaders working with teachers, principals sharing student growth information, and monitoring should yield improved instructional and leadership practices (pg.38) ;(pg.44).		
TOTAL	35	31

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

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

Factor/Sub-criterion	Total 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)	10	10

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<p>Comments: The applicant cites extensive involvement from teachers in the design of the PBCS and educator evaluation system. The applicant explains that early teacher involvement took place in a workshop format. According to the applicant CORE training and tailored workshops also involved teachers. A timeline is attached that cites educator involvement (pg. 49).</p>		
<p>(2) The application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application (25 points).</p>	<p>25</p>	<p>25</p>
<p>Comments: The applicant provides evidence of educator support via regarding buy-in. Documents attached identify supporters of this process which includes educators and other education partners; it is recognized that the Consortium has garnered the support of NIET. Teacher surveys and voting have taken place in Consortium schools. Based on the information presented educators will continue their support (pgs.52-54).</p>		
<p>TOTAL</p>	<p>35</p>	<p>35</p>

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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: Roles and responsibilities are identified clearly in a table format (e79).		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
Comments: The applicant has provided evidence of allocating sufficient human resources to complete project tasks. Further the LEA proposes the hiring of a project director. Additionally, NIET in consult with Consortium will hire recommend staff for varied tasks. The principals will hire an executive master teacher (pgs. 54-55).		
(3) Includes measurable project objectives and performance measures (5 points)	5	5
Comments: Measurable objectives and performance measures are outlined pgs. 56-57		
(4) Includes an effective project evaluation plan (5 points);	5	5
The applicant proposes a third party evaluator to assist with the creation of an effective project evaluation plan. The evaluation should provide longitudinal, qualitative and quantitative data. A descriptive plan is attached (pg 57).		
(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: Applicant presents a realistic and achievable timeline for: implementing the components of the HCMSs, PBCSs, and educator evaluation systems, including any proposal to phase in schools or educators. The applicant states that the phase-in		

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process for schools begins after year 1 and other schools within a 3 year period. (page 59).		
(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).	4	4
Comments: Applicant presents a realistic and achievable timeline for successfully completing project tasks and achieving objectives. Pgs. 60-65		
TOTAL	30	30

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: Financial and nonfinancial support do not appear to present a problem for the applicant. Tables are attached that support the Consortium's plans. Extensive charts, graphs and tables that are included represent the work planned before and after the grant period. These charts give incite to the availability of non-TIF funding, financial and nonfinancial resources. (pgs. 63-64).		
(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: The applicant provides sufficient information to suggest that the proposed plan will be implemented during the life of the grant and		

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afterwards. It is determined from the caliber of evidence and work presented in the application that the applicant will sustain the PBCS and educator evaluation system.		
TOTAL	20	20

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	18
<p>Comments The applicant has presented sufficient evidence to support stakeholder commitment which supports the feasibility of the proposal. Financial and nonfinancial support does not appear to present a problem for the applicant. This reviewer concludes that the project is sustainable for the LEA’s. It is apparent that schools in the LEA need strong and knowledgeable principals. TAP is a system that has a scientific research based background; it has been and is tried and proven. The applicant presents information as attachments that support the implementation of the timelines no later than the 5th year of TIF funding. The salary structure as presented meets the standards of the grant (pgs. 60-64).</p>		

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TOTAL	20	18
GRAND TOTAL	220	210

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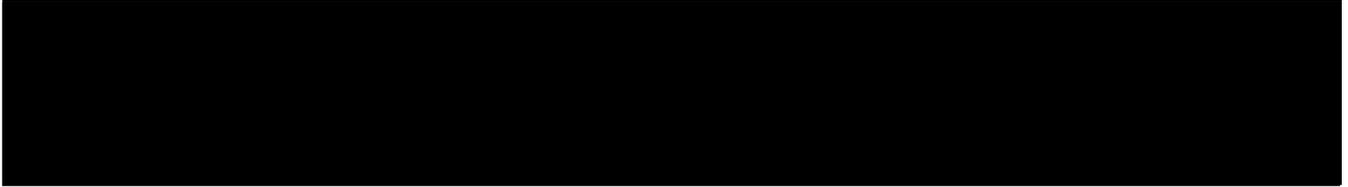
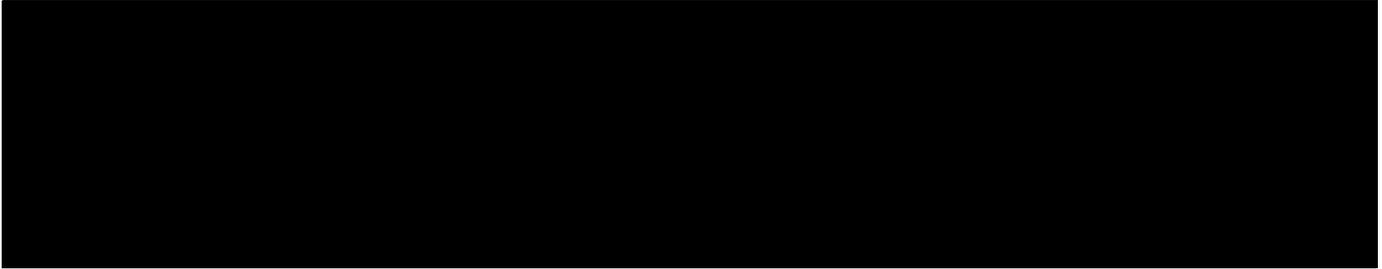
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Applicant Name: National Institute for Excellence in Teaching

Reviewer Code: 18-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--

<i>Factor/Sub-criterion</i>	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>Each LEA in the Consortium has its own mission and instructional vision, but they are aligned in the common goals of having all students meet or exceed state proficiency standards in all subjects and preparing students for higher education. (pg 4)</p> <p>Each LEA has the philosophy that teacher effectiveness is the primary driver of student achievement, so the data provided by TAP: The System for Student and Teacher Advancement is used by each LEA to align human capital decisions with this philosophy. (pg. 5)</p> <p>As it currently exists the HCMS lacks a principal evaluation system, classroom-level teacher performance indicators and a cohesive data management system, but a clear description of how these components will be developed is part of the plan. (pg. 6)</p> <p>The LEAs have a clear vision for instructional improvement and the TAP systems and the web-based CODE provide access to real-time data and provide leaders with analytical tools for examining student growth.</p>		
<p>(2) Likely to increase the number of effective educators in the LEA's schools, especially in high-need schools, as demonstrated by (35 points)--</p> <p>(i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application.</p> <p>(ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made;</p> <p>(iii) The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience using information from the educator evaluation</p>	35	35

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<p>systems described in the application to inform human capital decisions, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions;</p> <p>(iv) The commitment of the LEA’s leadership to implementing the described HCMS, including all of its component parts; and</p> <p>(v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools.</p>		
<p>Comments</p> <p>A wide range of human capital decisions is presented in Table 2 pg. 12-13. The TIF application details the understandings and actions of the National Institute of Excellence in Teaching, the organization which manages the individual charter school LEAs. In the contracts attached to the application the charter schools agree to follow the HCMS of the NIET.</p> <p>Educator effectiveness has great weight in shaping decisions across the HCMS. (pg 11)</p> <p>The educator evaluation systems presented are the work of the NIET and the related decisions derive from the data the organization supplies to its contractors. Based on the proven success of the TAP model the implementation of all the components seems highly likely to attract and retain effective educators to high needs schools in the LEAs.</p> <p>The leadership of each LEA in the Consortium is fully committed to the implementation of TAP as its HCMS. (Pg.17)</p>		
	TOTAL	45

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);		

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	2	2
<p>Comments</p> <p>Each LEA uses the teacher evaluation framework of the TAP system, pg e239, around four domains: Instruction, the Learning Environment, Design and Planning Instruction, and Responsibilities.</p> <p>Each domain is further described and ranked in 3 levels from unsatisfactory to exemplary with a 5 point range on the rubric.(pg e240-45)</p> <p>The teacher evaluation rubric is a high quality measure of effectiveness differentiated for teachers in classroom where a state test is administered and a value added score is computed and for teachers in classrooms where students are assessed with Student Learning Objectives. (pg. 23)</p> <p>The Leadership Team Evaluation Rubric has five levels and measures Leadership Team Planning, Leader as Facilitator, and Member participation and preparation.</p> <p>The principal's effectiveness is evaluated annually and based on student achievement growth at the school level, observation scores from the rubric and scores on 360 degree assessment of principal effectiveness. (pg.24)</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>	4	4
<p>Comments</p> <p>Using value added calculations provided by an outside contractor, the LEA determines the impact teachers and schools have on student learning isolated from other factors. The value added scores are part of the effectiveness rating of each educator combined with other researched based ratings. (Pg 27)</p>		

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<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>Members of the TAP Leadership Team Teachers evaluate teachers at least 4 times a year. Evaluators are recertified annually before conducting observations using the observation rubric. (pg. 21)</p> <p>The TAP system has a highly developed process for training evaluators and collecting data from the evaluations. Each evaluator is extensively trained and reliability measures are regularly monitored. (Pg 29)</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>2</p>
<p>Comments</p> <p>In the state where the charter schools are located, educators have used the procedures of Q Comp to measure student growth at the school and grade level, but have not used student growth measures at the classroom level. (Pg. 35)</p> <p>The new membership in the TAP system will include the student growth measures and add classroom data as the project evolves. (Pg. 29)</p>		
<p>(5) In the case of teacher evaluations, the proposed evaluation system (6 points) —</p> <p>(i) Bases the overall evaluation rating for teachers, in significant part, on student growth;</p> <p>(ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners;</p>	<p>6</p>	<p>6</p>

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<p>Comments</p> <p>Fifty percent, a significant part, of teacher and principal evaluations depend on measures of student growth. (Pg 35)</p> <p>Teachers working with special populations are evaluated on the same rubric as other educators and participate in professional development including analysis of student work. They are members of cluster groups and give and receive feedback about successful instructional strategies. (pg. 36)</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>6</p>
<p>Comments</p> <p>For principals the largest factor in their evaluation rating is the school-wide value added score of student growth. (pg. 37)</p> <p>The principal creates and leads a team focusing every teacher, and the school community generally, on student growth and improving an identified area of academic need. The leadership team monitors school data to determine if gains are being met in the identified area. (pg 38)</p> <p>During data team meetings the team disaggregates student data and examines impact on all sub-populations including students with disabilities and English language learners. (pg. 39)</p>		
<p>TOTAL</p>	<p>35</p>	<p>33</p>

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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	8
<p>Comments</p> <p>Reports from the web-based CODE data system allow learning teams to view teacher performance averages by rubric indicators by subject and by grade level.</p> <p>Teachers use this disaggregated data when determining their professional development needs.</p> <p>Master teachers use this data in coaching individuals or for determining a focus for a teacher cluster group. (pg. 42)</p>		
(2) Provide professional development in a timely way (2 points);	2	2
<p>Comments</p> <p>The timeliness of evaluation information to educators is a strength of the TAP system. The TAP system Training Portal is an interactive Web tool that puts individualized staff development at each teacher's fingertips. (Pg.41)</p>		
(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and	5	5

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<p>Comments</p> <p>Regular cluster group meetings support educators in acquiring new knowledge and receiving feedback and assistance on applying the skills to their classroom instructional practice. (Pg 41)</p> <p>This practice provides teacher with wide ranges of leadership roles they may assume.</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>20</p>
<p>Comments</p> <p>The TAP training portal stores and analyzes educator evaluation data and links that information to resources for individuals and groups to improve education practice. Teacher learning teams monitor the student learning data and have evidence that their instruction is improving student learning or they may plan new strategies if the notice that practices are not effective. (Pg.42)</p>		
<p>TOTAL</p>	<p>35</p>	<p>35</p>

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period (10 points); and	10	9
<p>Comments</p> <p>The TAP system was designed ten years ago with input from educators, but not the educators in these LEAs. It is the belief of the director that in the early implementation training to apply the components of TAP and CORE in day to day decisions, educators will feel involvement in its implementation. Pg 48</p> <p>Once adopted, TAP ensures educator involvement in the design and implementation of the PBCS. (pg. 48)</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	18
<p>Comments</p> <p>The form letters of support in the appendix are sparse evidence of the support for the proposed evaluation and PBSC, but the application describes TAP as not so different from what teachers currently use, so it is likely that their support will increase as they become familiar with the program.</p> <p>The table on pg 52 is a stronger indicator of their support for TAP, from 91 to 100% in support of its adoption in the LEA schools.</p>		
TOTAL	35	27

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);	3	3
<p>Comments</p> <p>The project management plan clearly identifies the roles and responsibilities of the TIF Project Director, a consortium Master Teacher and the leadership of the NIET. (pg. 54)</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
<p>Comments</p> <p>The application organizes a comprehensive list of project tasks and the responsible parties for each task as well as a timeline for accomplishment. (Pg 60) This information is further elaborated in the budget detail in the appendix.</p> <p>Some of the project tasks are significantly developed from experience in other LEAs. Many project tasks involve meshing the data from the Consortium LEAs to the technology of NIET. The comprehensive, organized plan is sufficient for designated the human resources personnel to accomplish.</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	5
<p>Comments</p> <p>The project has three measurable objectives pg 56-7. A strength of the NIET is the use of data in decision making so measurement is what they do best. Performance measures are part of the system.</p>		
(4) Includes an effective project evaluation plan (5 points);	5	5
<p>Comments</p>		

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The application explains that the project will be evaluated by a third party professional evaluator using an effective project evaluation plan and details specific evidence the evaluator will consider. (Pg 57)		
(5) Specifies realistic and achievable timelines for: (i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators (8 points).	8	8
<p>Comments</p> <p>The LEA schools, by voting to hire NIET expressed their willingness to use the components of the TAP and CORE programs. These systems are already developed, so the work of coordinating the LEA HCMS decisions is realistic and should be achievable in the time allotted.</p>		
(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).	4	4
<p>Comments</p> <p>The experience of the NIET in administering previous TIF grants should be an asset in the success of the TIF4 project over the 5 years of the plan.</p>		
TOTAL	30	30

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

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<p>Comments</p> <p>The LEAs have agreed to implement the components of TAP and CORE and NIET has designed a budget to structure the LEAs to take over an increasing share of performance based compensation for each year of the plan from 10% in year 2 to 40% in year 5 with other state funds used for the rest of the budget for incentives from Minnesota Q Comp.</p>		
<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).</p>	<p>10</p>	<p>10</p>
<p>Comments</p> <p>Based on experience in two other districts, NIET has learned that the 5 years of the program is enough time to convince stakeholders of the power of the outcomes of the project and to convince LEA governing boards to sustain the HCMS and the PBCS. Pg. 65</p>		
<p>TOTAL</p>	<p>20</p>	<p>20</p>

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

To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--	Total Possible	Assigned Score
(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries; (b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and (c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	20	20
<p>Comments</p> <p>Because the LEAs have been operating under the Q Comp salary structure already, they will easily shift to a revised salary based on effectiveness structured PBCS for educators in year one of this project. The proposed PBCS is based on educator effectiveness ranking scores derived from observations and student learning data for teachers. It’s evident that the project is feasible due to the identification of educator support in each LEA.</p>		
TOTAL	20	20
GRAND TOTAL	220	210

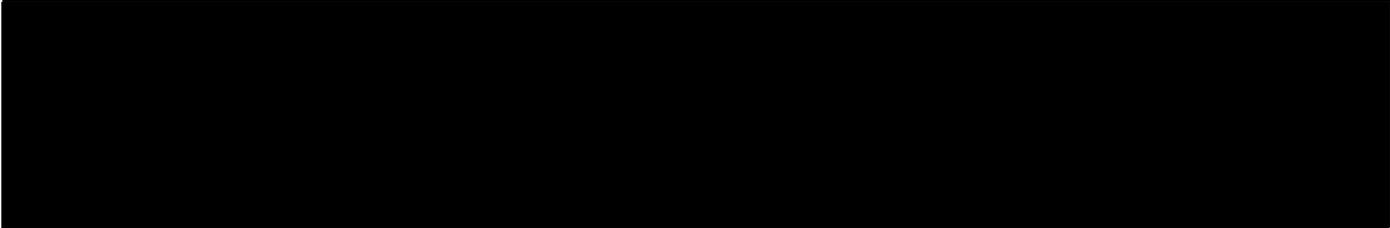
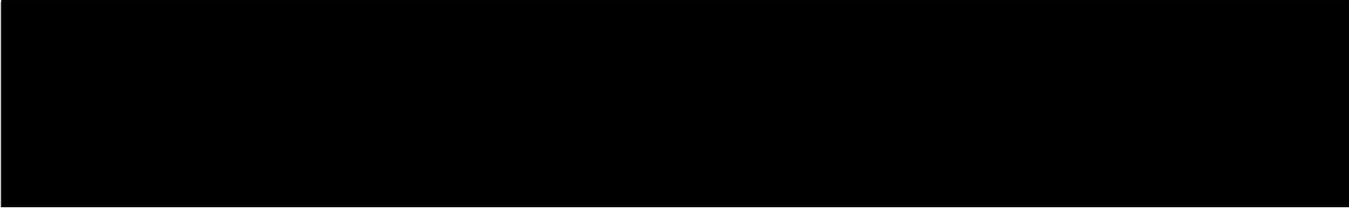
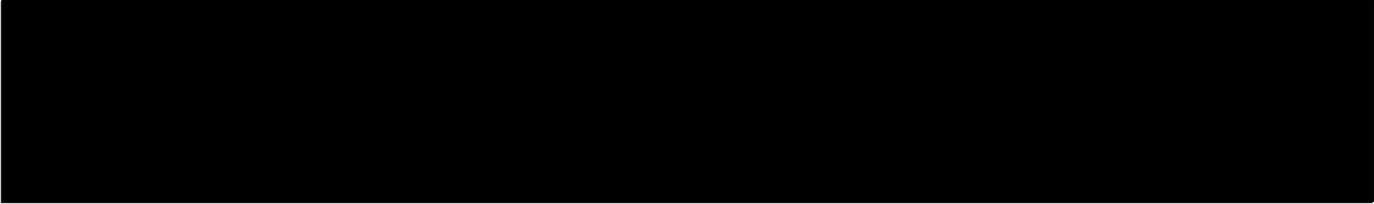
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SELECTION CRITERION (a) Coherent and Comprehensive Human Capital Management System

(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--

<i>Factor/Sub-criterion</i>	Total Possible	Assigned Score
(1) Aligned with each participating LEA’s clearly described vision of instructional improvement (10 points); and	10	10
<p>Comments All four LEA’s assert the same belief that teacher effectiveness is the driver of student achievement and have a goal for all students to achieve at least one year’s growth each school year. In order to achieve that goal, each LEA would like to adopt the TAP program as a vehicle to strengthen their current HCMS. The fact that all four LEA’s secured a grant for the same purpose in the past and are seeking stronger linkages between principal evaluation and student performance justifies an aligned vision of instructional improvement to the proposed HCMS. The TAP program includes a PBCS, multiple career paths, instructionally focused accountability, and ongoing applied professional growth. (pp.21-26)</p>		
<p>(2) Likely to increase the number of effective educators in the LEA’s schools, especially in high-need schools, as demonstrated by (35 points)--</p> <p>(i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application.</p> <p>(ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made;</p> <p>(iii) The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience using information from the educator evaluation systems described in the application to inform human capital decisions, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions;</p> <p>(iv) The commitment of the LEA’s leadership to implementing the described HCMS, including all of its component parts; and</p> <p>(v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools</p>	35	35

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and retaining them in those schools.		
<p>Comments The likelihood of the Consortium schools to increase the number of effective educators in the LEA's schools, especially in high-need schools is high. The proposed HCMS substantially addresses the full range of human capital decisions, with specific attention paid to linking teacher effectiveness to compensation, promotion, and professional development opportunities. There are plans to place a strong emphasis and weight on educator effectiveness (50% allocated to the evaluation rubric; 20-30% allocated to the school-wide value-added growth; 20-30% allocated to classroom value-added growth or student learning objective growth) as the central data point for driving career advancement. The feasibility of the HCMS is strong given that all four LEA's have experience with using evaluative components of TAP and use those components to inform compensation. There is a strong desire from all stakeholders, including educators, to incorporate all of the components of the TAP and extend them to principals. (pp.34-36). Each LEA's Board provided documented strong commitment to implementing the described HCMS by including an MOU. Additionally, all schools approved the existing implementation of a TAP-like system as part of their state approved QComp applications. The financial and nonfinancial strategies and incentives are strong and nationally supported. Specifically, while compensation for existing roles already exists within these four schools, full implementation of the TAP program will allow an increase in the salary augmentation to better attract and retain effective teachers. (Pp.32-39)</p>		
TOTAL	45	45

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 Each participating LEA has a high-quality evaluation rubric under which educators will be evaluated. Teachers and principals will be evaluated using four performance levels. (p. e42-45) There are clear indicators and weights for each level. (pp. e239-245) and (p. e253)</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>	<p>4</p>	<p>4</p>
<p>Comments</p> <p>The LEA's have a clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels. Because all LEAs expect all students to make at least one year's growth every school year and have the shared belief that teachers have the most significant impact on student learning, all schools will require that 50% of teacher and principal evaluations depend on student growth measures. Specifically, all schools chose the value-added method because of the fact that it is a well-established and widely recognized methodology as evidenced by the U.S. Department of Education. The schools will also use the existing student learning objectives as a measure for student growth in non-tested grades and subjects to determine teacher and principal effectiveness. Student Learning Objectives were also chosen because of its wide use in several districts and states and is further supported by research from the Community Training and Assistance Center. The comparability and rigor of student learning objectives can be informed by the common requirements and shared assessments. (pp. e45-47)</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>12</p>
<p>Comments: Each participating ELA has made substantial progress in developing a high-quality plan for multiple teacher observations. Various members of the TAP Leadership Team will observe teachers four or more times a year. The tool's format and content are very clear and the process includes an annual certification and training for the raters in order to ensure the accuracy of the raters. Similarly, the principal observation process is clear, comprehensive, and includes training and certification of the raters to ensure rater accuracy; however listing the qualifications of the Executive Master Teacher would strengthen the observation process for</p>		

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principals (pp.47-54).		
(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	2
Comments Each LEA has experience measuring student growth at the school and grade level, but they do not have experience measuring student growth at the classroom level. Each LEA has implemented some of the components of the proposed educator evaluation systems. Current implementation includes using the TAP observation rubric for teacher observations and the fact that principals of each LEA have experience using teacher evaluation data to inform teacher retention decisions (p. e54).		
(5) In the case of teacher evaluations, the proposed evaluation system (6 points) — (i) Bases the overall evaluation rating for teachers, in significant part, on student growth; (ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners;	6	6
Comments: In the case of teacher evaluations, the overall rating for teachers is significantly based on student growth—50%. The growth measures within all four LEA’s will be individually and collectively measured. Each LEA will use the TAP rubric for teacher evaluations. This rubric provides substantial indicators for evaluating how well teachers meet the needs of students with special needs. The indicators include the teacher’s ability to work with special student populations spanning lesson planning, delivery, and expectations (p e55).		
(6) In the case of principal evaluations, the proposed evaluation system (6 points) (i) Bases the overall evaluation rating on, in significant part, student growth; and (ii) Evaluates, among other factors, a principal’s practice in-- (A) Focusing every teacher, and the school community generally, on student growth; (B) Establishing a collaborative school culture focused on continuous improvement; and (C) Supporting the academic needs of special student populations, including students with disabilities and English learners, for example, by creating	6	6

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systems to support successful co-teaching practices, providing resources for research-based intervention services, or similar activities.		
<p>Comments: In the case of principal evaluations, the school-wide value-added score is the single largest contributor to their overall evaluation rating. The principal’s practice for focusing every teacher on student growth is strong. Every year, principals and their leadership teams create school plans, which have student growth goals. Teachers are expected to monitor the school growth goals every week during the cluster group meetings. The principal and leadership team foster a collaborative school culture focused on continuous improvement by monitoring the teacher cluster operations and ensuring that the strategies generated from those cluster meetings are being implemented. Through that evaluation process, every teacher receives and area reinforcement, strength, and refinement. Portions of the TAP Leadership Team meetings are devoted to disaggregating student data based upon sub-populations and selecting specific strategies to meet the needs of all sub-groups. The cluster leaders further support teachers by co-teaching, model teaching, and providing targeted classroom observation feedback. (p.57)</p>		
TOTAL	35	32

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Use the disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual educators and schools (8 points);	8	8

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<p>Comments: Each LEA’s use of disaggregated information is strong. Each participating LEA uses TAP’s comprehensive technological tool called CODE to disaggregate information generated by the proposed educator evaluation systems. CODE is aligned to the TAP instructional rubric indicators which allows the educator strengths and areas for refinement to be easily identified and clustered. Each participating LEA uses the information generated by CODE to determine professional development needs for their teachers and identify school-wide focus areas (p. e60-62).</p>		
(2) Provide professional development in a timely way (2 points);	2	2
<p>Comment: Each participating LEA provides professional development in a very timely way. For example, master and mentor teachers lead professional development sessions focused on increasing student achievement every week. There’s also a two day expectation for observation feedback after an observation is conducted (p. e62-63)</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: Each participating LEA provides adequate job-embedded opportunities for their educators in the form of collaborative learning teams and instructional coaching. Teachers have opportunities to lead the learning teams, do demonstration lessons, serve on the Leadership Team, and coach individual teachers. Teachers who serve in those roles also teach in the same school, which supports a high likelihood of new knowledge transferred into practice. Such job-embedded opportunities were far less emphasized for principals (pp. e63-67).</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: The CODE system for disaggregating teacher evaluation data coupled with the job-embedded nature of the TAP professional development structure provides sound opportunities for individualized teacher support. The shared contextual knowledge of the school can easily be incorporated into the support given by teacher leaders. In addition, one-on-one coaching provides the highest level of differentiated support (pp. e64-67). However, specific professional development opportunities for principals are far less emphasized. The</p>		

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plan states that the principals will either be coached by the Executive Master Teacher or the Project Director (p. e32).		
TOTAL	35	32

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	8
Comments: Educator involvement in the design of the educator evaluations systems will be extensive during the grant period. For example, in the early stages of implementation, educators will give input into the selection of master and mentor teachers and craft school-specific responsibility survey items. The leadership team will restructure their school day to accommodate cluster group meeting times and decide which skills and instructional rubrics will be modeled and taught. However, the level of current educator involvement in the design of the educator evaluation in not clear. In addition, educator involvement in the design of the PCBS in not clear (pp 67-71).		
(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: Educator support for the elements of the proposed PBCS and education evaluation systems is high. According to a survey given the educators in each participating LEA, educators from all four schools demonstrate strong support of TAP with no school's favorable vote dipping below 90% (p. e71)		
TOTAL	35	33

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);	3	3
Comments: The Project Director and Consortium Executive Master Teacher roles and responsibilities are clear. The roles and responsibilities for the National Institute for Excellence in Teaching personnel are also clear and include duties such as selecting a Consortium Executive Master Teacher, oversight of the Project Director, program evaluation, and communications management.		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	4
Comments The human resources to complete the project tasks are sufficient and informed by prior grant models. More carefully delineating how each person will divide his or her time among the four schools would strengthen the level of sufficiency for each resource.		
(3) Includes measurable project objectives and performance measures (5 points); and	5	5
Comments Each participating LEA uses three measurable project objectives and performance measures. Two of the three objectives aim to increase educator effectiveness and retention and the third aims to overall student achievement by measuring student growth (p.e75-76).		
(4) Includes an effective project evaluation plan (5 points);	5	5
Comments The project evaluation plan is effective. An outside party will gather various qualitative and quantitative data from multiple stakeholders and project points. The LEA plans to use the feedback for on-ongoing improvement. (pp.14-16)		
(5) Specifies realistic and achievable timelines for: (i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators (8 points).	8	8
Comments The timelines for implementing the components of the HCMS, PBCS, and educator evaluation systems are realistic and achievable and include proposals to phase in schools. For example, all four identified consortium schools will implement the evaluation system in the first year of the TIF grant and all educators will participate in national trainings for the TAP program in the first year. Also,		

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PCBS implementation spans throughout the project period with salary structure being implemented in year five (p. e79-82).		
(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).	4	2
Comments The timeline for successfully completing project tasks and achieving objectives is somewhat realistic and achievable. The project milestones for the existing LEA's are clear. Including a timeline for the additional three schools that will be added in year two would strengthen this section. (pp.79-82)		
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 The LEA's have established a sound plan for using non-TIF funds, financial and non-financial, over the course of five years. For example, the Consortium will use non-TIF funds to supplement an increasing share of the performance-based compensation each year and by the end of the grant period, each school will fund 40% of the compensation funds with funds from other state and federal resources. Also, each school is also responsible for funding 1 master teacher using existing resources (pp82 – 83).		
(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: Each LEA's plan is highly likely to be implemented because the National Institute		

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for Excellence in Teaching (NIET) and its partners have a proven track record with sustaining past project activities, which is the strongest indicator for future sustained success. In addition, the anticipated cost of implementing TAP should decrease and the role of NIET support will lessen as each school builds training capacity (pp. e83-85).		
TOTAL	20	20

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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	20
<p>Comments: Beginning in year 1, all schools will use all elements of the proposed evaluation rating will determine educator salaries, with 20% will depending upon effectiveness. The Consortium schools will use TIF funds to support the performance component of the salary structure in its high-need schools and each school will match 40% of the performance component of the salary structure in year five. The feasibility of the implementation is high given the strong educator support and plans for creating a compensation committee. (pp.87-88)</p>		
TOTAL	20	20
GRAND TOTAL	220	209

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