

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

Application Number S374A120060



Applicant Name: Rutgers, The State University of New Jersey Reviewer Code: 17-A

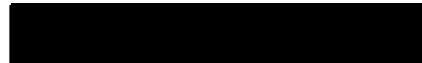
SELECTION CRITERION (a) Coherent and Comprehensive Human Capital Management System (HCMS). (45 points)

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 Comments The applicant has provided an empirically formulated plan to increase school organizational effectiveness in four high poverty LEAs in the state of New Jersey. The School System Improvement Project (SSI) has three convincing and appropriate goals with underlying objectives: increase percent of effective teachers, increase percent of effective principals and increase student growth in achievement (pg. 5). These goals are evidence of a coherent and comprehensive proposed HCMS. Finally, the applicant's SSI project adequately demonstrates how the HCMS is aligned with each of the four LEAs' vision of instructional improvement by stating each of the LEAs goals, competencies, behaviors and/or targets (pg. 14-16).	10	10
(2) Likely to increase the number of effective educators in the LEA's schools, especially in high-need schools, as demonstrated by (35 points)-- (i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application. (ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made; (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; (iv) The commitment of the LEA's leadership to implementing the described HCMS, including all of its component parts; and	35	34

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(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>Comments</p> <p>The applicant has identified a PBCS for educators (3% bonus for effective educators and 5% for highly effective educators) that is likely to increase the number of effective educators in each of the LEAs (pg. 13-14). The applicant has documented evidence of vertical and horizontal emphasis to identify highly effective educators and drive the decision-making process (pg. 8). In addition, the applicant has clearly identified that the proposed Educator Evaluation System (EES) will be used to inform HCMS decisions and LEA policies (pg. 8-12 & 16-37). The applicant has provided a sound and reasonable EES (Teacher Evaluation System (TES) & Principal Evaluation System(PES)) placing significant weight on educator effectiveness (pg. 18 & 33). This evidence comes from the educator rubrics (pg. 18 & 33) which show each category of the evaluation tool and its corresponding weight. In addition, 50% of the educators' evaluation composite score will come from direct results of student growth in achievement. Although the applicant states that proposed HCMS builds on existing LEAs' processes and policies (pg. 14-15), it is unclear that LEAs have prior experience using the proposed HCMS. The applicant has demonstrated convincing evidence that shows the leadership's commitment from each of the LEAs' in implementing the proposed HCMS (part 6-4 commitment letters). The applicant has clearly explained how financial (bonuses) and nonfinancial strategies (public announcements, awards) will aid in identifying and effective educators to work in high needs school.</p>		
TOTAL	45	44

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Each participating LEA has finalized a high-quality evaluation rubric, with at least three performance levels (e.g., highly effective, effective, developing, unsatisfactory), under which educators will be evaluated (2 points);	2	2
<p>Comments</p> <p>The applicant has presented comprehensive evidence of a finalized high quality evaluation</p>		

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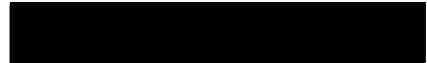


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<p>rubrics for teachers (TES pg. 19) and principals (PES pg. 33) which outline four distinct performance levels of effectiveness. The levels of effectiveness for both teachers and principals are: not effective, developing, effective and highly effective (pg 18 & 33). The applicant has shown clear evidence of support for the SSI's Educator Evaluation Systems (part 6-5) as well as clear timeline for implementation of these systems (Table 2).</p>		
<p>(2) Each participating LEA has presented (4 points)--</p> <p>(i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and</p> <p>(ii) Evidence, such as current research and best practices, supporting the LEA's choice of student growth models and demonstrating the rigor and comparability of assessments;</p>	<p>4</p>	<p>4</p>
<p>Comments</p> <p>The applicant has presented a clear and reasonable formula/rationale to support the level of student growth achieved in differentiating performance levels (pg. 18-32 for TES and pg. 34-35 for PES). The applicant has cited multiple research-based models (Danielson Framework and Colorado Model), processes and methodologies that support the choice of measuring student growth as prescribed by the SSI project (section B).</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>10</p>
<p>Comments</p> <p>The applicant has shown clear evidence of substantial progress in developing a high quality Educator Evaluation System for teachers (TES) and principals (PES) through the creation of the SSI project. However, it is unclear who will be the persons responsible (along with their qualifications) for conducting the observations at each LEA. Although an actual observation tool is lacking, the applicant presents evidence of the events to be observed using the Danielson Framework (pg. 27).</p>		

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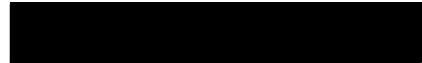
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<p>(4) The participating LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems (4 points);</p>	<p>4</p>	<p>4</p>
<p>Comments</p> <p>The applicant has presented convincing evidence that the participating LEAs have experience in measuring student growth using aligned methods such as the New Jersey Assessment of Skills and Knowledge and the Colorado Model (pg. 24-25). In addition, the applicant specifies that each of the LEAs already uses the Danielson Framework for the evaluation of teachers and the VAL-ED model for the evaluation of principals. It is clear that these two systems are aligned with the goals of the SSI project.</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>4</p>
<p>Comments</p> <p>The applicant clearly presents evidence of how the Teacher Evaluation System (TES) significantly bases teacher performance on student growth. Up to 50% of the teacher's measurement of effectiveness will be derived from student growth (40% standardized testing and 10% additional district measures pg. 18). However, the applicant does not provide specific details on how the TES will be used to evaluate general education, EC and ESL teachers.</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,</p>	<p>6</p>	<p>6</p>

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including students with disabilities and English learners, for example, by creating systems to support successful co-teaching practices, providing resources for research-based intervention services, or similar activities.		
<p>Comments</p> <p>The applicant clearly presents evidence of how the PES significantly bases principal performance on student growth. Up to 50% of the principal’s measurement of effectiveness will be derived from student growth (40% standardized testing and 10% additional district measures pg. 33). The applicant has presented adequate evidence of how the VAL-ED tool reflects principal’s behavior that focuses teachers and community on student growth, establishes collaborative school culture and supports the needs of special student populations (pg. 35-36).</p>		
TOTAL	35	30

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Use the disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual educators and schools (8 points);	8	8
<p>Comments</p> <p>The applicant has provided adequate evidence to identify Professional Development needs of educators and schools using disaggregated information from the Educator Evaluation Systems (TES and PES pg. 37-46). In addition, the applicant justifies how the Professional Development for teachers and principals compliment each other to enhance student achievement (pg. 43).</p>		
(2) Provide professional development in a timely way (2 points);	2	2

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<p>Comments</p> <p>The applicant provides evidence that the Professional Development for educators will be provided in a timely manner (pg. 36-39). Individual professional development needs will be derived from the Educator Evaluation Systems such as the online multimedia content libraries and (pg. 36-37).</p>		
<p>(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and</p>	<p>5</p>	<p>5</p>
<p>Comments</p> <p>The applicant provides clear evidence of opportunities to transfer new knowledge by teachers using online multimedia content libraries (pg. 39). In addition, principals' participation in 18 hours of on-going professional development during the academic year (pg. 42) will allow them to transfer new knowledge into instructional and leadership practices.</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 applicant provides evidence of how the Educator Evaluation Systems (TES and PES) will be used to guide the professional development of educators (pg. 37-41). The applicant provides substantial evidence that indicates throughout this section which indicates that all educators will be able to transfer new knowledge to improve instructional and leadership practices (pg. 37-39). The applicant connects how the professional development offered to educators will impact overall student achievement (pg. 43).</p>		
<p>TOTAL</p>	<p>35</p>	<p>35</p>

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--

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Factor/Sub-criterion	Total Possible	Assigned Score
(1) The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period (10 points); and	10	10
<p>Comments</p> <p>The applicant has demonstrated how each of the LEAs have been involved during the past two years with the development of the PBCS and EES (pg. 46-48). Equally important, the applicant presents evidence that committees have already been formed and they consist of teachers, union representatives and administrators (pg. 46-47). In addition, the collaboration among teachers, administrators and union representatives is further evidenced through the SSI table on part 5.</p>		
(2) The application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application (25 points).	25	25
<p>Comments</p> <p>The applicant provides clear evidence that the educators support elements of the proposed PBCS and EES as evidenced by prior work that they have done to create the foundation for this project (pg. 46-48). In addition, the description of the make up of committees and their high approval rates (ranging from 93% to 100%) for the proposed PBCS and EES is concrete evidence of educators' support for the project.</p>		
TOTAL	35	35

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);	3	3

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<p>Comments</p> <p>The applicant clearly identifies the roles and responsibilities of key personnel (pg. 49-55). Multiple key personnel have been identified by role and responsibilities and future personnel, such as consultants, have been identified by need and responsibilities (pg. 54). These are important indicators that serve as evidence of the applicant's progress in this key area.</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
<p>Comments</p> <p>The applicant has allocated sufficient human resources to complete the project tasks by identifying key personnel involved in the implementation and execution of the proposed HCMS and PBCS. The applicant's university staff will continue to lead the process (pg. 49-50) and staff at each of the LEAs will implement the proposed HCMS and PBCS (pg. 52-53).</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	5
<p>Comments</p> <p>The applicant has included evidence of measurable project objectives though Table 2 (pg. 57). Table 2 identifies five clear objectives along with performance measures (pg. 57). These measurable objectives are in alignment with the project's goals.</p>		
(4) Includes an effective project evaluation plan (5 points);	5	3
<p>Comments</p> <p>The applicant has presented evidence of a project evaluation plan (pg. 55-56). However, clear and concrete evidence of how the proposed HCMS and PBCS will be evaluated internally and externally is ambiguous and insufficient. Further evidence by the applicant in this area is required to ensure that an effective evaluation plan will be established.</p>		
(5) Specifies realistic and achievable timelines for: (i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators (8 points).	8	8
<p>Comments</p> <p>The applicant has provided adequate evidence for implementing the components of the</p>		

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<p>HCMS, PBCS and EES in a realistic and achievable timeline (pg. 56-58). The applicant has provided evidence of the above through elements outlined in Table 2 (pg. 57). In addition, foundational work for this project has already begun, which provides the applicant with an opportunity to ensure that the timelines are realistic and achievable.</p>		
<p>(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).</p>	<p>4</p>	<p>3</p>
<p>Comments</p> <p>The applicant has presented evidence for completing the project’s tasks and objectives in a realistic and achievable timeline (pg. 56-58). However, the applicant does not provide clear and concrete evidence that indicates when the project’s objectives will be deemed successfully completed.</p>		
<p>TOTAL</p>	<p>30</p>	<p>27</p>

SELECTION CRITERION (f) Sustainability. (20 points)

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

Factor/Sub-criterion	Total Possible	Assigned Score
<p>(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);</p>	<p>10</p>	<p>10</p>
<p>Comments</p> <p>The applicant has identified non-TIF resources to support the PBCS and EES (pg. 58-60) such as trainings and support systems already provided at the school and district level (pg. 58). In addition, the applicant has presented evidence that it is committing addition financial resources through the redirection of state and federal funds (pg. 59). In addition, Rutgers University will continue to provide support (logistics and personnel) to the LEAs even after the grant period ends (pg. 60).</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
<p>Comments</p> <p>The applicant has provided evidence that foundational work for this project has already been created (pg. 46-49). The applicant demonstrates evidence throughout the application that involvement and strong commitment for the proposed HCMS, PBCS and EES already exists, which contributes to the future sustainability of the project after the grant period ends. Equally important, the applicant overall provides evidence that implementation of SSI project will be sustainable after the grant period ends due to continued support from the university and the LEAs (pg. 58-60).</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	0
<p>Comments</p> <p>The applicant did not address the competitive preference priority.</p>		
TOTAL	20	0
GRAND TOTAL	220	191

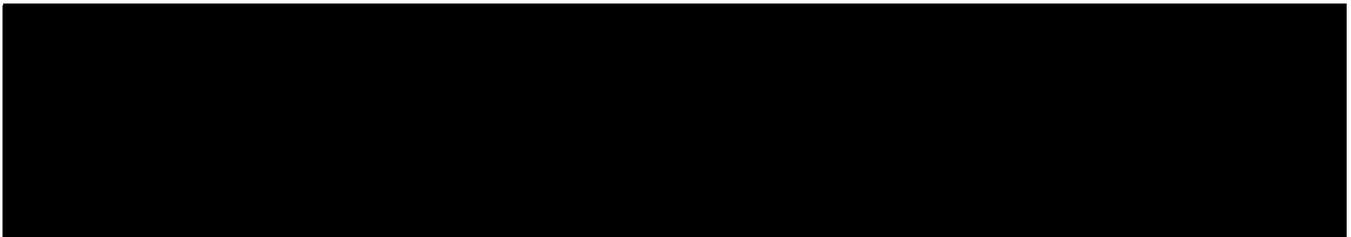
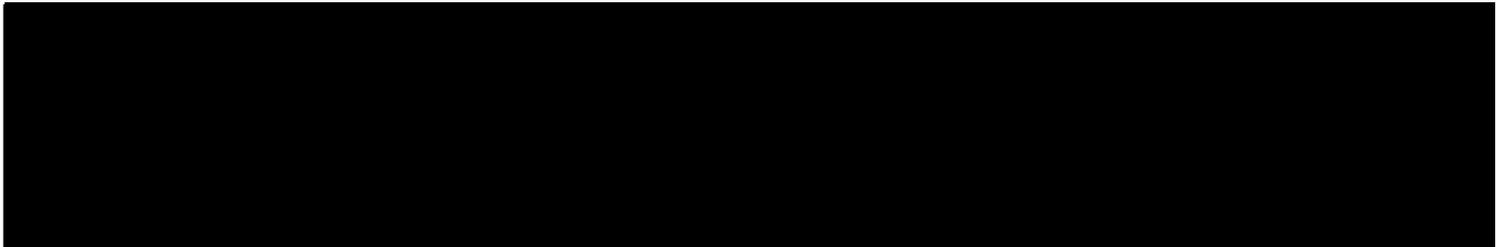
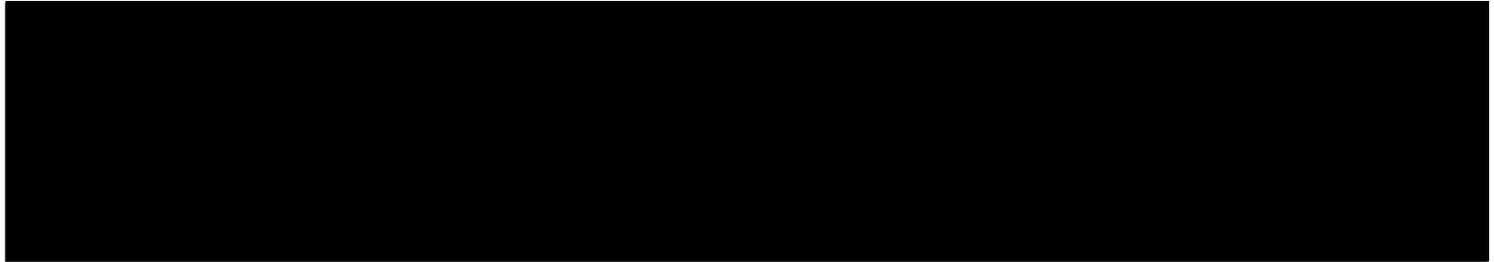
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SELECTION CRITERION (a) Coherent and Comprehensive Human Capital Management System

(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: The applicant provides a clear vision and plan for implementation of instructional improvement, expected student growth, and educator evaluation systems. The applicant indicates there are 4 LEAs that have adopted the same improvement and educator evaluation systems (Page 2-7).</p> <p>In addition, the applicant states the project will implement a comprehensive system that includes evaluation and professional development for both teachers and principals. On page 14 and 15 of the application, the applicant explains how the proposed HCMS is closely aligned with that of the LEAs and their goals and vision of instructional improvement.</p>		
<p>(2) Likely to increase the number of effective educators in the LEA's schools, especially in high-need schools, as demonstrated by (35 points)--</p> <p>(i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application.</p> <p>(ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made;</p> <p>(iii) The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience using information from the educator evaluation systems described in the application to inform human capital decisions, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions;</p> <p>(iv) The commitment of the LEA's leadership to implementing the described HCMS, including all of its component parts; and</p> <p>(v) The adequacy of the financial and nonfinancial strategies and incentives, 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.(Page12)		
<p>The applicant indicates an intention to meet performance goals by implementing a comprehensive HCMS that includes identification of highly effective teachers and principals while focusing on key staff at all levels of the LEAs. The applicant indicates the LEAs use of multiple methods and sources of evidence to consider educator effectiveness (Pages 8-11).</p> <p>The applicant has given substantial weight to educator effectiveness through their self imposed goals described in the application including measurement of effectiveness indicators of student growth and teacher competence as described in figure 3 of page 18.</p> <p>The feasibility of the application indicates that all LEAs have prioritized educator evaluation and have initiated systemic changes using the criteria of the Danielson Framework For Teaching and have established relationships with local universities and colleges for recruitment, induction and mentorship (Page 16).</p> <p>The applicant shows a commitment to implementing the described HCMS through close work with the New Jersey Department of Education and has formed partnerships with LEAs to increase support of high need schools for over 40 years with a mission to serve high need schools and communities (Page 48).</p> <p>The applicant addresses the adequacy of the financial and nonfinancial strategies for attracting effective educators through allocating resources towards recruitment and retention plans that build on the existing LEAs evaluation and personnel policies (Page 16).</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
Comments: The participating LEAs have developed an evaluation system for both teachers and principals as outlined in Figure 3. on page 18 and Figure 4. on page 33. This evaluation system		

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contains the required 3 levels of performance and includes an additional level on which the educator will be evaluated. Table 1. on page 19 lists the proposed teacher evaluation and principal evaluation scores by range. This is a strong indication of a reliable educator evaluation system.

<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>
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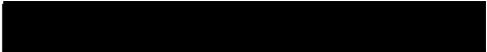
Comments: The participating LEAs rationale to support the level of student achievement including the idea that teacher competence and educator effectiveness can be quantified through direct observation and teacher self-report. Because the applicant states the teacher and principal evaluation system is founded in the two complimentary methodologies in the table on page 18, the applicant has provided strong evidence supporting the educator evaluator system and the table provides a clear explanation of how performance levels will be determined.

<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>10</p>
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Comments: The School System Improvement (SSI) project plans to include rigorous evaluation systems for teachers and principals and has produced a high-quality plan that includes use of direct classroom observation for teachers conducted by principals or master teachers and teacher-reported coverage of the New Jersey common core state standards. The tools used for this include the Danielson framework (CSS) form and the New Jersey MyiLOGS, an online teacher log which allows teachers to effectively record standards-based instruction to yield data (Page 21). SSI Principal competency is measured using the multi-method Principal Evaluation System using a formula based half on principal competency and half on school-level student growth in achievement (Page 34). The information provided is lacking strong evidence of inter-rater reliability.

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<p>(4) The participating LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems (4 points);</p>	<p>4</p>	<p>4</p>
<p>Comments: The participating LEAs have previously incorporated instruments to measure student growth. For example; large scale proficiency tests, such as the New Jersey assessment of skill and knowledge which measures content areas of language arts literacy and mathematics and believes the reliability and validity of the tests to be good in both areas (Page 23). The LEAs are currently using the measures of growth. The SSI project intends to include additional tests of growth in all achievement for all educators (Page 24). The LEAs participating in the SSI project already use the Danielson Framework in their evaluations of teachers and have provided evidence that this method is effective.</p>		
<p>(5) In the case of teacher evaluations, the proposed evaluation system (6 points) --- (i) Bases the overall evaluation rating for teachers, in significant part, on student growth; (ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners;</p>	<p>6</p>	<p>4</p>
<p>Comments: The applicant's proposed evaluation system of level of effectiveness is based half on teacher competency and half on student growth in achievement (Page 19) The applicant did not provide input regarding evaluation of all teachers practices including teachers of special populations.</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>	<p>6</p>	<p>6</p>
<p>Comments: Principal evaluation is based half on principal competency and half on school-level</p>		

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student growth in achievement. Competency is measured using a variety of methods to include findings from the 360 evaluation which provides information on principals from supervisors of principals, peers, and teachers. Since half of the formula is based on student growth, the applicant states principals will strive to focus every teacher and the school community on student growth, the applicant states each principal's behavior towards establishing a collaborative school culture focused on continuous improvement is reflected by the core components of the VAL-ED principal assessment; high standards for student learning, quality instruction, and performance accountability. The VAL-ED assessment also connects to its own professional development program which will allow principals to model continuous improvement to support the needs of all populations including the special education populations (Page 35-36).

TOTAL	35	30
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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--

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Factor/Sub-criterion	Total Possible	Assigned Score
(1) Use the disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual educators and schools (8 points);	8	8
<p>Comments: Using disaggregated information collection measures, including the Danielson Frameworks, CSS, and VAL-ED, the applicant proposes ways to identify the needs of schools and educators. The applicant presents a clear understanding of the importance of effective professional development and the benefits it can have on increased student achievement. The applicant incorporates empirically supported professional development plans and uses this in conjunction with grounded classroom observation, teacher self-monitoring, and instructional coaching. This process provides identification of the needs of individual educators and schools (Pages 36-39).</p>		
(2) Provide professional development in a timely way (2 points);	2	2
<p>Comments: The applicant offers technology based platforms and methods to ensure timely and efficient delivery of professional development to educators and schools. The applicant also addresses professional development in other ways, including hand written forms and online multimedia content libraries which allows for adequate and timely delivery of professional development (Page 38-39).</p>		
(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and	5	5
<p>Comments: The applicant provides a vision of professional development that, based on the Danielson Framework and CSS, provides a cohesion between teachers and principals ideas of effective instruction with a focus on collaborating and interpreting effective instruction strategies and allows for transfer of new knowledge. The applicant indicates that the professional development is systemic and principals and administrative leaders will also benefit from the teacher professional development components, strengthening their instructional and leadership practices (Page 42).</p>		

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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	20
<p>Comments: The applicant has provided a high-quality plan for professional development to improve educators leadership practices by describing in great detail the extent and the type of tools available to determine the needs of educators. The applicant details a systematic professional development plan to support both teachers and principals. The systems to improve instructional practices including the research-based Danielson Framework, Classroom Strategies Scale, the MyiLOGS, and VAL-ED, allow educators to benefit and are likely to improve instructional leadership practices (Pages 42-43).</p>		
TOTAL	35	35

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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: The applicant describes the SSI project as a joint venture with 4 LEAs to increase and enhance school capacity, instructional quality, and leadership. The applicant shows evidence to support that there is educator involvement in the design of the PBCS and states that for the past two years, the participating LEAs have established committees of education members including teachers, union representatives, and administrators to develop the educator evaluation system and professional development initiatives as based on supporting documentation on pages 46 and 47.</p>		
(2) The application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application (25 points).	25	25
<p>Comments: The applicant describes strong administrative and educator support, including results of votes taken through various councils and committees and has included evidence supporting this (Pages 48, e126).</p>		
TOTAL	35	35

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);	3	3
Comments: The applicant has clearly defined the roles and responsibilities of key personnel involved in the project, including a project director, two co-principal investigators, a team from Rutgers University, an assistant project director, a business manager, IT specialist, data and growth modeling specialist, an evaluation manager, three leadership principals, six leadership teachers, a program coordinator, 51 master teachers, and consultants. This is a strong indication of the LEAs commitment to the plan (Page 48-55).		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
Comments: The aforementioned key personnel will allow for allocation of human resources to complete project tasks. The applicant has provided a detailed information regarding key personnel and their roles. (Pages 49-55).		
(3) Includes measurable project objectives and performance measures (5 points); and	5	5
Comments: The applicant has included a timeline that requires the phasing-in of schools and educators. Page 57, Table 2 shows the time lime proposed by the applicant for objectives, performance measures, and due dates. The timeline presented is feasible and appropriate in relation to the project objectives.		
(4) Includes an effective project evaluation plan (5 points);	5	3
Comments: The applicants systems will be implemented, evaluated, and improved throughout the life of the project with the use of a multi-method, multi-source approach to evaluation and data gathering (Page 55).		
(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: Along with this applicant’s plan of phasing in of schools and educators, applicant has provided a realistic and achievable projected timeline that includes a description of when the HCMS		

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and PBCS implementation will take place and how all parts will be delivered. (Pages 56-57)		
(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).	4	4
Comments: The timeline presented by the applicant is realistic and achievable. The applicant has put great thought into how to pace the implementation of all aspects of the SSI and includes summers with all four systems; PCBS, HCMS, EES, and the PD, being implemented throughout the life of the project (Page 56-57).		
TOTAL	30	28

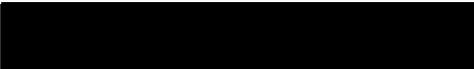
SELECTION CRITERION (f) Sustainability. (20 points)

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

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 indicates Rutgers University will provide substantial contributions to support program implementation and will provide continued leadership and assistance beyond the project term (Page 60). This indicates further convincing evidence that the plan has sustainability.		
(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 LEA's have the support of Rutgers and they have committed to supporting them in all aspects of implementation and plan to support them with sustaining their systems beyond the grant period. This strong committed involvement indicates the LEAs will be able to		

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sustain the plan (Pages 58-60).

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	0
<p>Comments: Applicant did not address this priority.</p>		
TOTAL	20	0
GRAND TOTAL	220	193

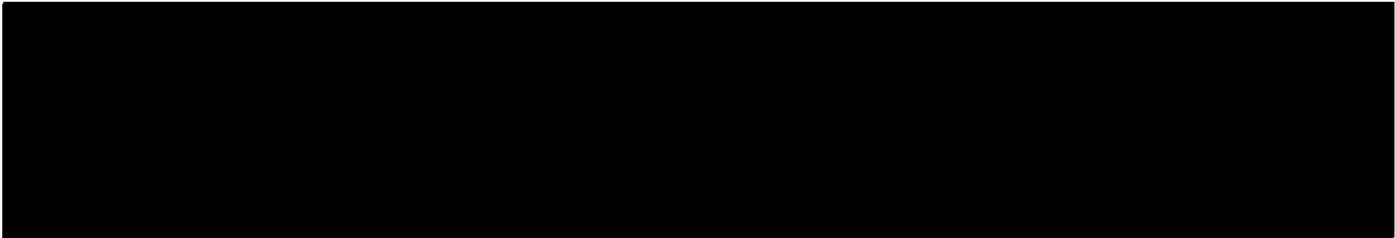
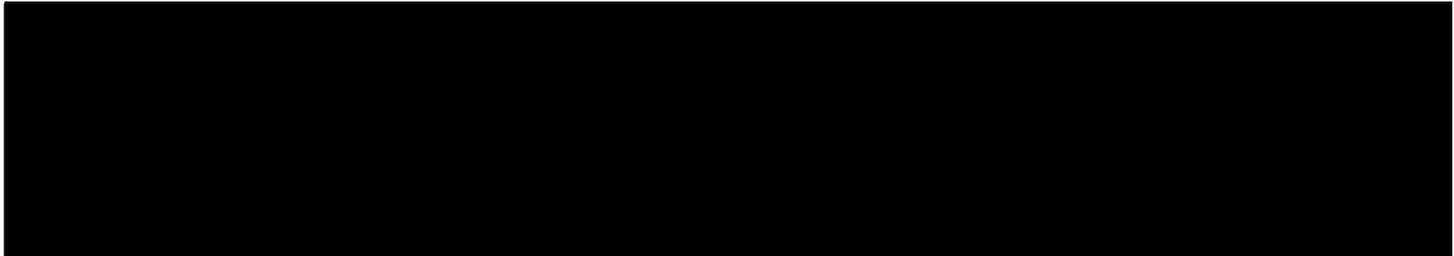
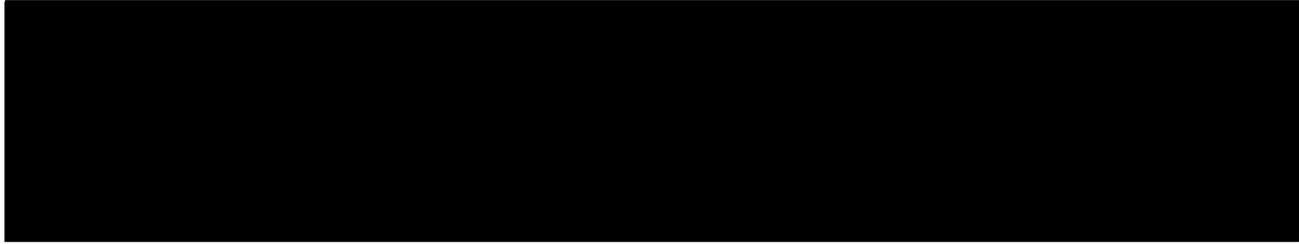
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SELECTION CRITERION (a) Coherent and Comprehensive Human Capital Management System (HCMS). (45 points)

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 Comments The applicant identifies four LEAs that will be participating in the School System Improvement (SSI) project and identifies the vision of instructional improvement goals for each participating LEA (pg. e31-33). The HCMS is aligned with the individual goals of each LEA, and the goals are similarly based on the Danielson framework. The application provides a strong tie in between the HCMS and SSI proposed project and the vision of each LEA. Also provided are strong letters of commitment from the leadership of each LEA suggesting a strong partnership between the LEAs and Rutgers. The development of the HCMS is directly related to the Danielson framework evaluation system, which is currently used by all four LEAs, and the application indicates that the LEAs have already begun implementing the changes (pg. e33). Because the proposed evaluation systems for teachers and administrators is closely aligned with the LEAs vision for instructional improvement, and due to the integration of the vision with the planned HCMS, there is significant evidence of alignment (pg. e33).	10	10
(2) Likely to increase the number of effective educators in the LEA's schools, especially in high-need schools, as demonstrated by (35 points)-- (i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application. (ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made; (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	35	35

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<p>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>The proposed HCMS is designed to impact a range of human capital decisions including identification of effective teachers and principals, hiring and placement of staff, and the use of empirically supported effectiveness measures (pg. e25-26). The ability of the HCMS to impact the staffing choices lies within the framework established to recruit highly qualified and effective teachers into the schools, and the applicant has provided detailed evidence in support of the collaborative partnerships and recruitment organizations in order to accomplish this task. The applicant provides a series of detailed commitment letters and rationalization for continued support post project funding (pg. e27).</p> <p>There is detailed and extensive justification and explanation of the manners in which the vision of instructional improvement is tied to the HCMS and the staffing decisions (pgs. e25-29).</p> <p>The rating of the teacher and principal will be determined by a common formula, and the ratings will impact the determination of bonuses for the educators. The Rutgers' HCMS proposal focuses on recruitment, placement, mentoring, professional development, and compensation; these components provide significant evidence of the weight of the teacher evaluation system in human capital management decisions. The applicant proposes a business manager position to be actively involved in making HCMS based human resource decisions including promotion and dismissal (pg.e68).</p> <p>The applicant has crafted a SSI that adheres to current New Jersey Department of Education and New Jersey Teachers' Union policies, and is a more robust version of the current evaluation procedures. The feasibility of the integration of the HCMS, PBCS, and the new evaluation system is evidenced by the detailed integration of current systems and the new system (pgs. e25-29). By correlating the policies and framework currently in use by the LEAs to the new applicant proposed system, the justification for LEA wide rollout in year 2 is evidenced.</p> <p>The leadership from each LEA has indicated strong support for the all components within this application through both participation in the development of the programs (pg. e64-65) and through signed</p>		

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memorandums of support (pg. e92-108).

The applicant proposes a reasonable bonus for both effective (3%) and highly effective (5%) based on median salary for teachers/principals at each LEA. This provides for a fair and just allocation of resources to encourage and retain effective teachers in the identified high-needs schools. In addition, the applicant provides a system of non-financial recognitions and awards to support effective teachers (pg. e30) in the identified high-needs schools.

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Each participating LEA has finalized a high-quality evaluation rubric, with at least three performance levels (e.g., highly effective, effective, developing, unsatisfactory), under which educators will be evaluated (2 points);	2	2
<p>Comments</p> <p>The applicant has proposed a high-quality TES that will be applied LEA-wide in year 2 that details four performance levels with score ranges and a formula to determine scores that use recommendations from the New Jersey Task Force and four sources of information including teacher self-rating. The applicant also provides examples of how the scores will be used, and differing ratings leading to similar scoring levels (pg. e36-37). The applicant adjusts for specialty teaching assignments and recommends additional standardized testing to strengthen the proposed TES for special student populations.</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		

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of assessments;		
<p>Comments</p> <p>The applicant provides detailed descriptions of proposed assessment measures of student growth and teacher competency. Student growth will be measured at the classroom level using a variety of inputs, including standardized testing and district specific measures (pg. e38-39). The applicant has included detailed rationalization for use of specific tests including validity, reliability, and critical reviews of the tests included in their plan (pg. e40-41). The use of these tests are correlated to the recommendations of the New Jersey Task Force creating additional support for their use (pg. e41).</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>11</p>
<p>Comments</p> <p>The applicant proposes to use the existing framework for teacher evaluation familiar to the LEAs, but enhances and increases the robustness of the observation tool and evaluation system. The framework consists of 76 elements in 22 components in 4 domains that educators are evaluated upon. The events to be observed are included in the domains of planning, creating an environment for learning, and professionalism (pg. e44). The applicant proposes a more flexible system that can be tailored for each LEA, suggesting that although not finalized, the applicant has made progress on creating the observation instrument (pg. e44). The applicant proposes a 6-day workshop with additional proficiency training online and yearly recertification tests for observers for qualification.</p> <p>Although the applicant does not clearly state who will be observing teachers, they do provide a detailed job description for the Master/Mentor teachers, and currently administrators are responsible for the teacher observations. However, the applicant does describe the 360 evaluation for principals including supervisors, peers, and teachers (pg.e50). The applicant also proposes a system for increased observer training in the sustainability section of the document (pg. e75). There is limited evidence provided of considerations to maintain a high degree of inter-rater reliability due to the tailoring of each observation tool to each of the four LEAs.</p>		

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<p>The applicant also provides for consultation by Charlotte Danielson of The Danielson Group to tailor the instrument to the goals of the evaluation system based on the current Danielson framework, which is already in use by the LEAs. This provides evidence of progress in determining the evaluation instruments (pg. e118)</p>		
<p>(4) The participating LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems (4 points);</p>	<p>4</p>	<p>4</p>
<p>Comments</p> <p>The applicant has used the current evaluation and student growth percentiles (SGP) to form the basis for their project. The SGPs can be compiled at the classroom, school, and district levels (pg. e42). The LEAs who have committed to work with this program are currently using the Danielson evaluation tool and measure student growth by large-scale proficiency tests and district specific tools (pg. e38) within the classroom. The applicant proposes the addition of more grade level tests, and the plan calls for using the Colorado Model, which is currently in use by the identified LEAs (pg. e42).</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>4</p>
<p>Comments</p> <p>The applicant proposes a system for evaluating teachers that includes a 50% measurement of student growth, which includes 40% from classroom level standardized testing and 10% from additional district measures. This is a significant part of the teacher assessment, utilizing a variety of inputs and tests to create the overall measurement (pg. e35).</p> <p>The applicant has proposed a system that can be used to evaluate a wide variety of specialty teachers and has also determined a plan for modifications if they are needed utilizing one of the experts included in the management plan (pg. e38). Limited evidence is provided to</p>		

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address the adequacy and equality of the measures to be used in specialty teaching evaluations.

(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.

6	6
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Comments

The principal evaluation system includes 50% student growth and 50% principal competency. The student growth assessment is 40% school level standardized testing and 10% district specific measures (pg. e50). Scores will be aggregated at the school level, which provides direct evidence of the principal's ability to create an effective learning environment that encourages a collaborative culture of student growth (pg. e51). The additional use of the 360 evaluations, which includes input from teachers in the school, provides an incentive for the principal to actively recruit and retain effective teachers since this ability plays a role in their effectiveness rating.

The principal's position in this project is to create an environment of effective teaching and learning based on the VAL-ED tool that utilizes input from their supervisors, themselves, and the teachers using a confidential online assessment tool (pg. e52). This tool allows for the evaluation of a principal's ability to support and motivate effective teaching and learning which is needed to encourage student achievement in a high-needs school. In addition, the applicant has chosen an evaluation tool that includes a professional development program linked to the strengths or weaknesses indicated in the assessment (pg. e53). In addition, the applicant has provided strong statistical evidence of the validity and reliability of the tool (pg.

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e53).		
Also, a component of the principal evaluation system will be the ability to retain effective teachers using a simple percentage of the number of effective rated teachers retained at the school the following year. This component will then create the driving force for the principal to substantiate a positive and progressive learning environment (pg. e54).		
The VAL-ED tool includes components for "Connection to External Communication, and Supporting and Advocating (pg. e53)." The LEA provides evidence that this component will address the principal's proficiency at supporting special student populations by creating systems to support innovating practices such as co-teaching, intervention services, and accommodations (pg. e53).		
TOTAL	35	31

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Use the disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual educators and schools (8 points);	8	8
<p>Comments</p> <p>The applicant proposes to use a system of online professional development indicated by a variety of evaluation tools. The goal of the applicant is to incorporate existing LEA professional development as well as to create job-embedded, personalized professional development, which is evidence of the use of the new TES instrument. The applicant has created an effective professional development approach that uses the Danielson framework of teacher ratings in 22 components to drive the personalized professional development. Targeted professional</p>		

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development is delivered via online modules that include videos, resources, lesson plans, sample student work, and active learning engagement tools. This combination allows for the enhancement of current knowledge, and the ability to track the participation of the teacher (pg. e55). In addition, the applicant proposes to use the Classroom Strategies Scale (CSS) form to have the teacher and observer collaboratively work to identify additional areas of professional development need. The applicant has indicated that the CSS should be used as an ongoing coaching model (pg. e57). This system allows for targeted, specific professional development in addition to school wide or district wide professional development available.

(2) Provide professional development in a timely way (2 points);	2	2
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Comments

Using an online repository of multimedia professional development that includes active engagement and reflective questioning creates the opportunity for immediate and timely professional development. The applicant relies on the teacher to help identify areas needing improvement and the amount of time to be spent on the professional development. Also, the applicant has anticipated a flexible environment for the participation in professional development, which should increase teacher and principal participation (pg. e56).

(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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Comments

Because of the variety of online instructional tracking tools, and availability of content libraries, teachers and principals will be able to access a wide variety of professional development immediately so that it can be incorporated into the classroom. Observation instruments allow for targeted professional development and feedback, which provides evidence in support of on-demand professional development access (pg. e61). The applicant uses a train-the-trainer model to implement the professional development components and to expand the availability of the TES tools, since the trainers will be school-based. In addition, the applicant uses instructional coaches at the school site to provide a direct transfer of knowledge from the coach to the learner (pg. e62). The professional development model for the principals includes 18 hours of professional development with a coach (pg. e59). These

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choices allow for job-embedded professional development opportunities for educators.		
(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
<p>Comments</p> <p>Based on the reflective reasoning and research provided by the applicant, it is clear that the professional development model is designed to guide individual educators in improving instructional and leadership practices. The introduction of instructional coaches to supplement the CSS and MyiLOGS tools is seen to be a direct way to encourage and enhance teaching practices, which will have a direct effect on improving instructional, and leadership practices. Both the CSS and MyiLOGS track direct classroom instruction, and allow the teacher to analyze student data based on instructional strategies. The use of instructional coaches and the train-the-trainer model increases the sustainability of the professional development model (pg. e62).</p> <p>The immediacy of the online content model opens the door for the teacher to take quick action to improve or discover new strategies that can be used in their classroom. The applicant relies on teacher involvement and self-reflection to increase effective teaching and learning in the classroom. These components are evidence of the commitment to using teacher evaluations in the HCMS, and create an environment to drive effective teaching and learning.</p>		
TOTAL	35	35

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period (10 points); and	10	10
<p>Comments</p> <p>The applicant provides detailed evidence in the involvement of educators in the design of the evaluation systems and PBCS. The LEAs established committees that included teachers, union representatives, and administrators to develop reliable evaluation tools to drive the creation of the employee evaluation system and the PBCS. This evidence is strong justification for the involvement of educators in the design of the HCMS. The applicant provides evidence of educator involvement through the inclusion of current tools and resources, and uses those current initiatives to build the framework for their SSI project. This indicates strong support for the project from both major stakeholders (pg. e63).</p> <p>The applicant also creates a Teacher Advisory Committee (TAC) comprised of teacher nominated members to meet during the project years to provide feedback from school based personnel as well as creating an LEA-wide TAC to enhance collaboration with the managing partners. This committee provides significant evidence of teacher involvement both before and during the creation of the project and application (pg. e 64).</p>		
(2) The application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application (25 points).	25	25
<p>Comments</p> <p>The applicant provides strong evidence of support of the elements of the PBCS and evaluation tools through detailed letters of support, and evidence of committee involvement in creating the standards of the project as well as the final proposal. The committees were composed of teachers, administrators, superintendents, and parents, suggesting community support of</p>		

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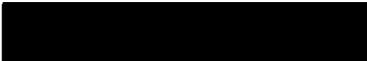
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these initiatives. The teachers are noted often as being elected to the committee such that it does not appear that they were chosen just for support, but rather it increases the reliability of the data provided in the support table that indicates support from 93-100% of participants (pg. e126). Additionally, the applicant provides letters of support from LEA leadership, university leadership, and consultants whose services have been identified as needed by the project (pgs. e110-125). Each of these letters indicates strong support and approval of this project.

TOTAL	35	35
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SELECTION CRITERION (e) Project Management. (30 points)

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);	3	3
<p>Comments</p> <p>The applicant provides detailed roles and responsibilities for each key member of personnel, including consultants that are anticipated to be needed by the project (pg. e 65-72). Each role is detailed in terms of what key skills, education, and responsibilities will be expected in fulfilling each position. The expectations and time allocations of the principal investigators are clearly outlined since they are employed by a university.</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
<p>Comments</p> <p>The key personnel and their time allocations are reasonable and sufficient to accomplish the project. The use of a current framework to build the project upon suggests that there is an adequate human resource management plan to staff the open roles within the project. The roles clearly state key skills that will be needed to manage and accomplish the project including experience with PBCS and high poverty schools, which indicates a need for familiarity with the project components to allow for completion of project tasks. Multiple personnel are allocated to accomplish project tasks (pg. e66-72).</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	5
<p>Comments</p> <p>The applicant provides for a generalized set of inputs (steps, distribution, implantation, etc.) and outputs (student growth scores, number of effective teachers, etc.). The applicant provides basic objectives including increasing the student growth rate and number of educators rated effective or higher. These inputs and outputs are valid indicators of project success, have a direct correlation to the goals of the project, and provide strong evidence for measurability (pg. e72). The applicant does provide anticipated number of effective teachers</p>		

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and the yearly anticipated increase in numbers in the budget (pgs. e192-263).		
(4) Includes an effective project evaluation plan (5 points);	5	3
<p>Comments</p> <p>The applicant has indicated that an external evaluator is being used to determine the validity and reliability of the results. Evaluator feedback will be used to revise and improve project activities, which suggests that the applicant has been thoughtful in their determination of goals for the project. However, the applicant does not provide specific evaluation timeframes or goal measurement (pg. e72), which affects the ability to effectively evaluate the project plan.</p>		
(5) Specifies realistic and achievable timelines for: (i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators (8 points).	8	8
<p>Comments</p> <p>The applicant anticipates a planning year for 2012-2013 and implementation of the educator evaluation system and professional development model in year 2 with PBCS following in year 3. The goals set by the applicant in terms of implementing each step in the SSI project are valid and achievable within the scope of the project. The amount of time the principal investigators have allocated to the project create the opportunity for the roll out of the tailored evaluation system to each LEA (pg. e73) in Years 2-5.</p>		
(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).	4	3
<p>Comments</p> <p>The timeline provided is achievable in light of the goals being set by the project team. The proposed timeline would be further enhanced by more detailed information of anticipating hiring timelines, development of the EES tool for each LEA, and anticipated personnel training times. Overall, the broad goals can be accomplished, however, there is a lack of evidence of specificity for each goal (pg. e74).</p>		
TOTAL	30	27

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SELECTION CRITERION (f) Sustainability. (20 points)

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period (10 points);	10	10
<p>Comments</p> <p>The applicant states that the LEAs will commit to redirect some of their federal and state funds to sustain the HCMS post project. The applicant gives an example that is non-LEA specific to provide evidence for this statement. There is an anticipated increase in student numbers and attendance due to the increased teacher effectiveness, since some LEAs are not at enrollment capacity. This evidence provides support for the support of the PBCS and the educator evaluation system post project. The university has indicated that it will provide in-kind contributions to the implementation of the HCMS, and continued leadership and funding post project. The university has committed to providing 32% of salary time to maintaining the relationship between the LEA and Rutgers post project, although a specific length of time is not specified. The HCMS web portal and database will be maintained and upgraded for 6 years post project term. This commitment provides evidence of the support outlined in the letter from Rutgers to their continued goal of increasing student learning (pg. e77). These contributions indicate a strong commitment by the LEAs and Rutgers to implementing and sustaining the project post-TIF funds.</p>		
(2) Is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation systems after the grant period ends (10 points).	10	10
<p>Comments</p>		

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Based upon the project plan and details provided, this program is likely to be implemented and sustained after the grant period ends. The applicant provides a preponderance of evidence of participation, support, and sustainability throughout the development of the SSI project. Using the current policies and tools as the foundation for the creation of the new evaluation and management tools lends credence to the belief that this is a valid, sustainable project. The amount of support and community involvement evidenced in the committee formation and voting support records of the educators, parents, and union support representatives again increase the likelihood of implementation and sustainability (pg. e126).

TOTAL	20	20
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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	0
Comments The applicant did not apply for this competitive priority.		
TOTAL	20	0
GRAND TOTAL	220	193

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