

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Turnaround School Leaders Program

CFDA # 84.377B

PR/Award # S377B140054

Grants.gov Tracking#: GRANT11654489

OMB No. , Expiration Date:

Closing Date: May 23, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="05/23/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

B. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="41-0851980"/>	* c. Organizational DUNS: <input type="text" value="0205041140000"/>
--	---

d. Address:

* Street1:	<input type="text" value="1250 West Broadway"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Minneapolis"/>
County/Parish:	<input type="text" value="Hennepin"/>
* State:	<input type="text" value="MN: Minnesota"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="55411-2533"/>

e. Organizational Unit:

Department Name: <input type="text" value="Human Capital"/>	Division Name: <input type="text" value="District Operations"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Melanie"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Sanco"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="(612) 616-5973"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.377

CFDA Title:

School Improvement Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-032814-001

* Title:

Office of Elementary and Secondary Education (OESE):: Turnaround School Leaders Program CFDA Number 84.377B

13. Competition Identification Number:

84-377B2014-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

SSD1 Affected Cities.pdf

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

MPS Turnaround School Leaders Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

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17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

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21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number:

Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

City Affected by this grant program:

City: Minneapolis

County: Hennepin

State: Minnesota

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Melanie Sanco	Superintendent of Schools
APPLICANT ORGANIZATION	DATE SUBMITTED
Special School District No. 1	05/23/2014

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:
 Prime SubAwardee
* Name: Special School District No. 1
* Street 1: 1250 West Broadway Street 2:
* City: Minneapolis State: MN: Minnesota Zip: 55411-2533
Congressional District, if known: 005

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: United States Department of Education	7. * Federal Program Name/Description: School Improvement Grants CFDA Number, if applicable: 84.377
---	--

8. Federal Action Number, if known:	9. Award Amount, if known: \$
--	---

10. a. Name and Address of Lobbying Registrant:
Prefix: Mr. * First Name: James Middle Name: E.
* Last Name: Grathwol Suffix:
* Street 1: 1250 West Broadway Street 2:
* City: Minneapolis State: MN: Minnesota Zip: 55411-2533

b. Individual Performing Services (including address if different from No. 10a)
Prefix: Mr. * First Name: James Middle Name: E.
* Last Name: Grathwol Suffix:
* Street 1: Street 2:
* City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Melanie Sanco
* Name: Prefix: Mr. * First Name: James Middle Name: E.
* Last Name: Grathwol Suffix:
Title: District Lobbyist Telephone No.: (612) 668-0223 Date: 05/23/2014

Federal Use Only: Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S377B140054

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

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CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Special School District No. 1

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Bernadela Middle Name: B.

* Last Name: Johnson Suffix:

* Title: Superintendent of Schools

* SIGNATURE: Melanie Sanco

* DATE: 05/23/2014

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Applicant: Minneapolis Public Schools (MPS), applying under *Absolute Priority 1* (non-rural Turnaround School Leader program) and *Competitive Priority 1* (existing policy conditions that can be leveraged to ensure success and sustainability of a turnaround leadership pipeline).

Project Objectives and Activities: MPS proposes to implement a Turnaround School Leaders (TSL) Principal- and Pipeline-Development Project aimed at increasing the ability of district principals and other school leaders to drive rapid and substantial improvements in student outcomes. Through the TSL Project, MPS will recruit, select, and support school administrators and teacher leaders to participate in intensive, high-quality training, job-embedded coaching, and other professional learning experiences designed to build the competencies that research suggests are critical for transformational leadership. The TSL Project will build these transformational competencies in three distinct groups of educators: 1) high-performing MPS teacher leaders who possess transformational personal attributes and who want to more fully develop the competencies necessary to become agents of change capable of turning around low-performing schools; 2) MPS administrators and teacher leaders currently serving at SIG and SIG-Eligible (SE) schools who need intensive support to substantially improve student outcomes at their schools; and 3) a cohort of passionate MPS administrators and teacher teams not currently serving at SIG or SE schools who want to develop transformational leadership skills and transition into SIG or SE schools. Each group will participate in an intensive and differentiated program of professional development (PD) targeted to their individual areas of needed growth (and for SIG and SE schools, the school's specific leadership needs). All project PD will be delivered by a cadre of highly-skilled district providers, including the TSL Project Director, the district's Turnaround School Principal Supervisor, well-trained Principal Mentors, and members of the MPS Turnaround PD Team, who will work in partnership with nationally-recognized external education reform experts. These external experts may include both current district

partners and new partners to be recruited based on needs identified during the TSL Project design and implementation planning process. A Project Implementation Team, comprising internal and external experts, will design all PD experiences, monitor participants’ progress, and evaluate their success through competency-based tools and processes that measure both participants’ growth in transformational competencies and their ability to effectively translate theory into action.

The TSL Project will provide three separate but interrelated PD pathways; the specific PD content, scope, and sequence in each pathway will be designed based on assessment of participant competencies and targeted to individual needs. **All pathways will include:** a) a four-week TSL Summer Institute, b) one year of intensive training including job-embedded coaching, c) other PD experiences differentiated by pathway, and d) one year of job-embedded follow up PD tailored to assessed individual, small-group, and all-group needs. In addition to these common PD experiences, each pathway features specific structures and experiences listed below:

Pathway	Participants	Year 1
One	Aspiring principals	A year-long residency; weekly PD sessions
Two	Current SIG/SE leaders	A year-long training series; bi-monthly PD sessions
Three	Non-SIG/SE leaders	A year-long improvement network; monthly PD sessions

Proposed Project Outcomes: *Short Term Outcomes* - 1) Principals are better instructional leaders; 2) Principals convene, guide, and effectively support high-functioning leadership teams; and 3) Principals and teams work collaboratively to drive more effective teaching in the classroom. *Long Term Outcomes* – 1) Student outcomes improve in grades, test scores, attendance, and discipline; 2) Race-based outcome disparities are reduced or eliminated.

Proposed Number of Participants:

Participants	Pathway One	Pathway Two	Pathway Three	Total
Principals	0	8	3	11
Ass't Principals	0	5	5	10
Teacher Leaders	5	16	5	21
Total	5	29	13	42

SIG or SIG-Eligible (SE) Schools to be served:

School (Grades Served)	NCES ID#	Type	Who Participates
Lucy Laney (Pk-8)	272124002476	SIG	Principal, 2 APs, 2 Teacher Leaders
Bethune (Pk-5)	272124000943	SE	Principal, AP, 2 Teacher Leaders
Broadway (9-12)	272124003106	SE	Principal, 2 Teacher Leaders
Green Central (Pk-8)	272124001879	SE	Principal, AP, 2 Teacher Leaders
Hall International (Pk-5)	272124002580	SE	Principal, 2 Teacher Leaders
Hmong International (Pk-8)	27212400439	SE	Principal, AP, 2 Teacher Leaders
Jenny Lind (Pk-5)	272124001014	SE	Principal, 2 Teacher Leaders
Sheridan (Pk-5)	272124002178	SE	Principal, 2 Teacher Leaders

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

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[View Optional Project Narrative File](#)

PART 4: PROJECT NARRATIVE

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“Turning a school around is no work for novices. It takes a skilled, visionary, and proactive principal to pull apart the strands of demoralization, low expectations, poor teaching and unengaged students and rebuild a coherent, learning-centered school.” - Southern Regional Education Board, 2012¹

A. QUALITY OF THE PROJECT DESIGN

Minneapolis Public Schools (MPS) requests \$1,925,820 over three years to implement a comprehensive, evidence-based Turnaround School Leaders (TSL) Principal- and Pipeline-Development Project designed to significantly improve outcomes at eight SIG or SIG-Eligible (SE) schools in the district. Through the proposed TSL Project, MPS will recruit, select, and support administrators and teacher leaders to participate in professional development (PD) designed to build competencies in the skills, attributes, and attitudes shown by research to be linked to transformational leadership. By building these competencies, MPS will increase participants' capacity to serve as transformational leaders and effectively drive rapid and substantial improvements in student outcomes. The project will build leadership skills for three distinct groups of educators: 1) high-performing teachers from across the district who possess transformational personal attributes and who want to more fully develop the competencies necessary to become agents of change capable of turning around low-performing schools; 2) administrators and teacher leaders currently serving at SIG and SE schools who need intensive support to substantially improve student outcomes at their schools; and 3) cohort of administrators and teacher teams not currently serving at SIG or SE schools who possess transformational personal attributes and who are interested in developing their skills as transformational educators and transitioning into SIG or SE schools.

Each group will participate in a separate but interrelated pathway of high-quality training, coaching, and other PD experiences targeted to their individual areas of needed growth (and for

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SIG and SE schools, the school's specific leadership needs). Progress will be evaluated through competency-based tools and processes that measure participants' possession or acquisition of transformational competencies and their ability to effectively translate theory into action.

The proposed project, which addresses **Competitive Priority One**, builds on the district's strong commitment to transformation and advances district efforts to develop instructional leaders with the capacity to meet the needs of all MPS students and their families. Several critical initiatives are helping create stronger, better-aligned systems that will fundamentally change the way the district does business, ensure that effective instructional leaders are engaged at all levels in the system, and ultimately improve academic outcomes for all students and reduce race-based disparities in outcomes. The innovative and aligned systems developed through these initiatives position the district to successfully implement the proposed TSL Project:

- District-wide implementation of the MPS instructional model, "Focused Instruction," is providing a framework for aligning standards-based course content, pedagogical strategies, and assessment tools that has begun to significantly strengthen teaching in MPS classrooms.
- A newly-implemented Multiple-Measure Observation and Evaluation (MMOE) system for teachers is helping MPS identify, support, and reward instructional leadership in the classroom, enabling the district not only to recognize and support instructional excellence but also to link assessment of teacher performance directly to differentiated PD.
- An aligned MMOE system for principals, currently in the initial stage of implementation, is increasing the district's capacity to identify, select, support, and reward effective instructional leadership at the building level. Principal Supervisors are beginning to use the MMOE to assess principal effectiveness and target PD to individual principal needs.
- The district's new Aspiring Transformational Principals Academy (ATPA), a competency-focused leadership development residency program based on the proven New York City

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Leadership Academy model, is helping MPS develop new leaders with the critical skills and self-knowledge needed to drive significant and lasting change.

- The district's collaboration with a state-approved teacher-preparation institution and the Minneapolis Federation of Teachers to develop, implement, and evaluate the effectiveness of fast-track alternative teacher licensure program is designed to rapidly increase the number of highly-qualified bilingual teachers and teachers of color to build a pool of diverse teachers meet immediate teaching needs and fill the principal pipeline over time.

To further focus instructional leadership on the competencies needed to drive and sustain transformation, MPS has engaged nationally-lauded education experts as partners in restructuring its Human Capital system. This comprehensive work includes: 1) implementing an initiative to refocus organizational culture on the needs of students rather than the needs of adults, 2) restructuring the Central Office and creating two new positions dedicated to supporting transformation and professional development, 3) refocusing the role of Principal Supervisor on instructional leadership, 4) creating a cohesive and vertically-aligned talent acquisition framework, 5) renegotiating the teachers' union contract to give high-needs schools more autonomy, and 6) designing and evaluating the effectiveness of multiple, short-term strategies to address persistent challenges in struggling schools. Each of these efforts is described more fully in Section D (Sustainability) beginning on page 25. The proposed project builds on and maximizes the value of this and other crucial work by deepening, strengthening, and aligning all aspects of principal pipeline development. The initiative focuses MPS principal-development strategies on the leadership attributes, competencies, and behaviors as well as the organizational structures that support dramatic change, integrating this work comprehensively within the district's broader transformation efforts.

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1. Using Competencies to Select and Place School Leaders

Evidence indicates that leadership's effect on student learning is second only to the effects of the quality of curriculum and teachers' instruction (Louis, Wahlstrom, Leithwood & Anderson, 2010²). Establishing a pipeline of leaders with transformational skills is vital to the district's efforts to turn around its struggling, high-poverty schools (Branch, Hanushek, & Rivkin, 2012³; Herman et al., 2008⁴). To create an effective pipeline, MPS must articulate and promote a shared understanding of the competencies transformational leaders possess, ensure that leaders in the highest need schools possess those competencies, and continue to develop the competencies in future leaders (Wallace Foundation, 2013⁵). MPS has begun to build that understanding by articulating and creating tools to measure two sets of competencies: a set for teachers, based on Charlotte Danielson's framework for effective instruction, known as the Standards of Effective Instruction (SOEI) and an aligned set for principals, known as the Standards of Effective School Leadership (SOESL). Each set of competencies includes four domains of effective practice that serve as the basis for PD, evaluation, and support.

While these rubrics have improved the district's ability to recognize and support instructional leadership, additional work is crucial to drive true transformation in struggling schools. In 2012, MPS partnered with the New York City Leadership Academy (NYCLA) and Minnesota State University, Mankato (MNSU) to create the Aspiring Transformational Principals Academy (ATPA), which identifies and focuses intently on developing the particular set of competencies necessary to drive rapid, substantial change in low-performing schools. Through ATPA, MPS is learning to identify high-performers in its own ranks and develop in them the competencies shown to drive significant improvements in outcomes for students in high-needs schools. The knowledge and understanding gained through this work positions MPS to take the next ambitious steps to move from measured progress to true transformation.

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Other tools also help MPS identify and develop transformational competencies in instructional leaders, including two tools that help measure the extent to which school leaders exhibit the skills and behaviors required for effective principal leadership: the University of Chicago's 5 Essentials, or 5E, survey (Bryk, et al, 2009⁶) and the Vanderbilt Assessment of Leadership in Education, or VAL-Ed, survey (Porter et al, 2010a⁷; Porter et al, 2010b⁸).

Through the proposed TSL Project, MPS will work with external partners to align these multiple sets of competencies into a single "Super Rubric" – a comprehensive, foundational document that: a) defines what all instructional leaders across the district need to know and be able to do, b) focuses intensely on the competencies research shows are most highly-developed in effective transformational leaders and shape their ability to drive and manage change; c) creates a scale for measuring the extent to which educators possess or develop these transformative competencies; and d) and supports alignment of observation tools, progress monitoring tools, and PD plans to ensure educators are evaluated accurately, given productive feedback, and supported in ways that help them develop the knowledge and skills needed to drive transformation. Partners may include current education reform partners TNTP, the New York City Leadership Academy, and Minnesota State University, Mankato; or new partners to be identified based on TSL Project design and implementation needs (see Key Partners, on page 23). The new "Super Rubric" will be used in place of the SOESL in the district's MMOE process for all principals and will be adapted for use in both the TSL selection process and in the TSL hiring and placement process for principals. Using new tools and processes developed in alignment with the Super Rubric, MPS will identify candidates with strong transformational competencies, train and support them effectively, and place them in SIG and SE schools, where they will have the greatest impact.

MPS has an urgent need both for immediate improvement in current leadership at struggling

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schools and for longer-term development of transformational capacity in future leaders. To address both these needs simultaneously, MPS will use the new Super Rubric to identify, select, and/or determine the growth needs of three distinct groups of leaders who will participate in three separate, but integrated, pathways of differentiated professional development (each pathway is described in more depth in the following section):

- Pathway One, TSL Academy, is a one-year residency program, modeled after the district's existing ATPA, for high-performing MPS teacher leaders in the district who want to more fully develop the competencies necessary to turn around low-performing schools. TSL Academy participants will be selected through a process focused on evidence and activities that give insight into candidates' capacity to become true agents of change.
- Pathway Two is an intensive training and coaching program for administrators and teacher teams currently serving at SIG and SE schools who need ongoing support to substantially improve student outcomes at their schools. Pathway Two PD will be mandatory and the TSL Project Implementation Team will define success criteria and establish a timeline and benchmarks for retaining or removing principals based on progress toward benchmarks.
- Pathway Three is a Professional Learning Network for a cohort of administrators and teacher teams not currently serving at SIG or SE schools who are interested in developing their skills as transformational educators and transitioning into SIG or SE schools. Cohorts will be selected through a process similar to that for Pathway One.

2. Providing Differentiated Professional Development

Research (Darling-Hammond and Rothman, eds., 2011⁹) shows that proactive leadership development leads to improved educator effectiveness, higher student achievement, and more equitable achievement levels. MPS is moving to align all PD with school and district missions and improvement goals (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009¹⁰) and

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to differentiate PD to meet the individual needs of educators (Goldring, Camburn, Huff, & Sebastian, 2007¹¹; Portin, Alejano, Knapp, & Marzolf, 2006¹²). The district has made significant progress not only in articulating principal competencies to ensure the right people get hired for the right positions, but also in defining what principals should know and be able to do in order to set the stage for effective training, support, and evaluation. The district has already begun to align PD with data gathered through teacher and principal observations that use the current MMOE rubrics, and Principal Supervisors are beginning to provide differentiated, site-based support to principals based on their formative and evaluative ratings on the SOESL rubric.

The TSL Project builds on this initial alignment to intensify the link between assessed competencies and differentiated professional development (Chambers, Lam, & Mahitivanichcha, 2008¹³) and will feature three interrelated pathways of PD delivered to participants based on professional growth needs identified through the new TSL Super Rubric. Armed with an understanding of transformational competencies and knowledge of the extent to which specific individuals possess those competencies, MPS will provide each group with high-quality training, coaching, and other PD experiences targeted to their individual growth and school site needs.

All TSL PD will be provided by the TSL Coaching and Development Team (CDT), a cadre of highly-trained experts that will include the Project Director, the MPS Turnaround School Principal Supervisor, Principal Mentors, members of the MPS Turnaround Professional Development Team, and external partners, such as MNSU, TNTP, or the New York City Leadership Academy. The CDT will develop the scope and sequence for each professional development pathway based on the competencies defined in the Super Rubric and will also develop the progress monitoring tools that will be used in addition to the formal observation and evaluation rubric to measure participants' growth. Training and coaching will be focused through the lens of *professional capital* articulated by Fullan & Hargreaves (2012¹⁴), which emphasizes

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three core skills sets: personal skills and competencies (human capital), interpersonal relationships and motivational skills (social capital), and the ability to make discretionary judgments (decisional capital).

Each TSL PD pathway will use professional capital-informed strategies that support the skills needed to drive rapid, significant, and sustainable change, including: job-embedded reflective coaching (Rock, 2002¹⁵; Wood & McQuarrie, 1999¹⁶) provided on an individualized basis for principals and in small-group sessions for leadership teams (Fullan & Knight, 2011¹⁷); intense focus on the specific actions and behaviors correlated with substantial improvements in student learning (Marzano (2012¹⁸) such as using data more effectively to drive decision-making (Pfeffer & Sutton, 2005¹⁹); and project-directed learning and guided professional study (Fullan & Knight, 2011²⁰).

All participants take part in a four-week Summer Institute that includes professional team-building sessions, training in data-driven analysis, and hands-on problem-based learning experiences designed to build the knowledge, skills, attitudes, and approaches inherent to transformational leadership. Following this summer series, participants in each pathway will engage in an intensive year of training, as described below, followed by a year of additional job-embedded coaching and skills development. The CDT will design the specific content, scope, and sequence for PD for all elements in each pathway using evidence based practices and assessment of participant competencies and growth needs. ***Pathway One:*** Participants accepted into Pathway One, the TSL Academy for aspiring leaders, will be assigned to a year-long residency, completed under the guidance and mentorship of a sitting school principal, based on the match between the candidate's assessed areas of needed growth and the instructional leadership strengths of the sitting principal. Each Principal Mentor will also receive substantial support in developing their coaching and mentoring skills, participating in robust PD, sometimes

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in a mentor cohort and sometimes jointly with his or her mentee, to assure alignment between the Mentor strengths and the identified TSL competencies. Residents will spend four days each week in their school site and one day a week in PD experiences provided collaboratively by members of the TSL CDT, who will also provide frequent on-site coaching to residents as they lead school-based teams and projects designed to develop their leadership skills. Successful program graduates will receive their principal license from MNSU. They will be eligible to apply for open principal positions through the district's principal selection and placement process, which will refocus hiring for SIG and SE schools on the transformational leadership qualities identified in the TSL Super Rubric. **Pathway Two:** For current leaders at SIG or SE schools, Pathway Two will provide an initial year of intensive training under the guidance and mentorship of the Turnaround School Principal Supervisor, with support from external consultants as needed. Professional development for principals in this pathway will be mandatory and will include intensive job-embedded coaching, bi-monthly professional learning sessions, and other targeted PD supports to be identified based on the assessed needs of principals and other school leaders. Because participants in Pathway Two will be sitting school leaders who receive training to help drive significant change at their current sites, the delivery model for this group looks somewhat different than that for participants in the other two PD pathways. These leaders will typically participate in small-group and seminar-style PD sessions during non-school days, vacations, and evenings. **Pathway Three:** The Pathway Three Professional Learning Network series will be flexible enough to meet the diverse assessed needs of the particular cohort of principals, assistant principals, and teacher leaders selected to participate in the program. Training and coaching will focus on building individual's capacity for shared leadership and helping teams work collaboratively to improve teaching and learning. This group of 30 to 40 leaders will participate in cohort-style PD throughout the year, which will overlap with aspects of training being

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delivered to participants in Pathways One and Two. Professional development for this pathway will include externally-guided professional study, project-directed instructional planning, individual coaching for principals; and small-group coaching for leadership teams.

All three pathways will incorporate the essential transformational competencies identified through the district’s ATPA and will differ significantly from traditional principal-preparation programs in vital ways. The following table summarizes the key differences between TSL professional development and traditional PD for principals and aspiring principals:

Traditional Program	TSL Principal- Project
Course and seat-time based: Forward movement based on task/course completion	Competency-based: Pathway One and Three participants move forward when competencies are demonstrated. Pathway Two participants will be retained or reassigned based on growth
Minimal to moderate engagement with leaders: Shadowing, internships and school visits	Intensive engagement with leaders through on-the-job residency, mentoring from a Principal Supervisor, or ongoing participation in an improvement network
Standards Based: Focuses on state-defined standards, competencies, and licensure requirements and operational management	Transformation Focused: Incorporates an understanding of state-defined standards and licensure requirements, but focuses deeply on the unique set of competencies needed to transform low-performing schools
Course-oriented, and universal: Significant differences depending on the institution; not targeted to individual needs	Job-embedded, and targeted to needs: needs-based coaching, modeling, guidance, and feedback from a consistent team that includes external and internal experts, Principal Supervisors, and a team of coaches

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Traditional Program	TSL Principal- Project
Broad-based: Provides an overview of many school types in urban, suburban and rural setting. Attention to urban school contexts varies.	Focused: Targets both the needs of urban schools and the specific context of MPS; includes explicit and consistent work around racial equity and the needs of immigrant, EL, and Special Education students

3. Theory of Action

By restructuring its Human Capital systems, MPS is aligning the district’s academic goals with its strategy to recruit and hire high quality staff and support their success in serving students. This effort advances that work and significantly accelerates progress toward the district’s vision that every child graduates high school on time, and fully prepared for success in college. The project is founded on the following Theory of Action: ***By increasing principals’ capacity to serve as strong instructional leaders who can effectively lead transformative change and coach, mentor, observe, evaluate, and provide constructive feedback to teachers – within an aligned system that develops their competencies and supports their autonomy – MPS will significantly improve academic and social-emotional outcomes for all students and reduce or eliminate race-based disparities in outcomes among student subgroups.*** This Theory of Action provides a clear framework for the implementation and continuous improvement not only of project strategies but also, ultimately, talent acquisition and development districtwide. The Theory of Action is a crucial part of the district’s larger Theory of Transformation, which is currently being refined as part of the MPS SHIFT Initiative and will focus the district’s vision for aligned talent acquisition, professional development, instructional supports, educator evaluation, and continuous improvement. The logic model on the following page summarizes the TSL Theory of Action and illustrates how the project’s inputs, goals, strategies and activities address identified challenges to achieve the proposed short- and long-term outcomes.

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Challenges	Inputs	Goals	Strategies and Activities	Outcomes
<p>Different competency measures for different groups of principals</p> <p>Evaluations for principals are just beginning to be implemented in alignment with teacher evaluations</p> <p>High-performing principals, APs, and teachers are not always identified early or encouraged or incentivized to become leaders</p> <p>Inefficient hiring processes stymie efforts to get high-performers hired at high-needs schools</p> <p>Principal professional development is not targeted to identified skills gaps</p> <p>Leadership teams operate with widely varying levels of effectiveness</p>	<p>Redesigned Central Office structure that provides better support for building principals</p> <p>New Chief of Schools to guide transformation</p> <p>Revised Principal Supervisor role to focus solely on supports for Principals</p> <p>Professional development (PD) for Principal Supervisors to help them better coach, mentor and support Principals</p> <p>Multiple-measurement observation and evaluation (MMOE) system for teachers and principals being aligned with PD</p> <p>MOA with MPS teacher union that supports school autonomy</p>	<p>Improve Principals' capacity to coach, mentor, observe, evaluate and reward teachers</p> <p>Increase principal mastery of the skills needed to lead effective leadership teams</p> <p>Increase mastery of skills for other Leadership Team Members (LTMs) to drive changes that improve student outcomes</p>	<p>Align competencies and rubrics from multiple current sources (ATPA, SOESL, SOEI, 5E, and VAL-Ed)</p> <p>Identify competencies especially critical for driving transformation in high-needs schools</p> <p>Recruit and select principals for high-needs schools in alignment with identified competencies</p> <p>Refine and continue MMOE system for teachers and fully implement the system for principals</p> <p>Identify strengths and skills gaps for Principals, APs, and teachers at high-needs schools</p> <p>Provide differentiated PD for Principals, APs, and LTMs (workshops, job-embedded coaching, and mentoring) targeted to identified skills gaps</p> <p>Ensure SIG and SIG-eligible sites use their new autonomy to recruit, hire, schedule, and budget more effectively</p>	<p><i>Short Term Outcomes:</i> 1) Principals become better instructional leaders; 2) Principals convene, guide, and effectively support high-functioning leadership teams; and 3) Principals and teams work collaboratively to drive more effective teaching in the classroom.</p> <p><i>Long Term Outcomes:</i> 1) Student outcomes improve in grades, test scores, attendance, and discipline; 2) Race-based outcome disparities are reduced or eliminated</p>

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4. Traditionally-Underserved Populations

The TSL Project builds on the district's current efforts to meet the challenges of educating diverse urban learners in a global environment. Despite the district's high percentages of English Learners (21%) and students of color (68%), however, only 8% of the district's more than 3,000 teachers are bilingual and only 14% are teachers of color. MPS is working to increase the percentage of bilingual teachers and teachers of color, to improve classroom learning for students and to build a pool of talented educators who will be well prepared to move into leadership positions in the future. A cornerstone of the district's pipeline development effort is its collaboration with a state-approved teacher-preparation institution and the Minneapolis Federation of Teachers to develop, implement, and evaluate the effectiveness of a fast-track alternative teacher licensure program designed to rapidly increase the number of highly-qualified bilingual teachers and teachers of color in district classrooms. The program will draw upon the district's strong pool of talented and experienced bilingual paraprofessional educators and paraprofessional educators of color to quickly build a pipeline of diverse teachers to address persistent educational challenges and to fill the principal pipeline over the long term. The program will provide intensive, ongoing training to help bilingual candidates and candidates of color continuously build their pedagogical skills as they implement best-practice strategies under the guidance and support of an experienced teacher-mentor, enabling them to earn their K-5 teaching license in one year as they co-teach in district classrooms. Based on the success of the initial project implementation, MPS will have an effective, scalable model for teacher preparation that will be adapted to target the needs of other student subgroups, including special education students. Following the initial program implementation, the model will be adapted to recruit and develop talent among special education paraprofessionals to address the needs of the high percentage of students eligible to receive special education services. A critical part of the

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TSL Principal- and Pipeline-Development Project will be using the adopted competencies and the evaluation tools and systems implemented to identify high-performers among this group of teacher candidates to ensure that they receive early and consistent encouragement, support, and professional development to build their skills as potential instructional leaders long term.

5. Using Data to Inform PD, Retention, and Incentive Decisions

As described earlier, TSL PD will be designed and delivered based on data gathered through assessments that incorporate the competencies defined in the TSL Super Rubric, which will be developed during the project planning period. MPS will also use information gathered from this new, competency-based TSL assessment tools to inform retention, and incentive decisions, as well as data from the following sources: a) initial assessments conducted during the TSL application process for Pathway One and Three participants and through principal evaluations for Pathway Two participants; b) formal evaluations for both Pathway One (TSL Academy) and Pathway Two (SIG and SE Principal) participants completed through the MPS Principal MMOE process; c) academic evaluations for Pathway One participants conducted as part of their principal licensure requirements; d) ongoing data collected through the competency-based evaluation and progress monitoring tools to be developed by the TSL Coaching and Development Team; e) student achievement data from standardized assessment results and grade-level and school-level value-added data; and f) data on principal instructional leadership skills and behaviors, collected through the 5E and VAL-Ed surveys once each year.

Progress monitoring will be conducted multiple times each year by Principal Supervisors or other CDT members on a differentiated basis, with some principals monitored more frequently than others, depending on their professional growth and ongoing needs. Survey results are beginning to drive productive conversations between principals and supervisors about effective practice, will help Principal Supervisors provide targeted PD based on individual need, and will

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also help MPS leverage the talents of strong current leaders to support transformation.

The district's implementation of the state's voluntary "Q Comp" alternative teacher professional pay system plan, directly links student achievement to teacher instruction, professional development, evaluation, and incentives. MPS sought and received state Q Comp funding as a way to help teachers earn compensation; to reinforce high quality, relevant, and applicable professional development; and to expand and support teacher leadership roles. To accelerate the district's capacity to data to inform retention and incentives decisions, the TSL PI Team will: a) define criteria and benchmarks for success in each pathway; b) adapt the principal hiring process to ensure a focus on the competencies defined in the TSL Super Rubric and to prioritize review of applications from successful TSL Academy graduates; c) define criteria for hiring individuals and teams from Pathways One and Three into SIG or SE schools; d) create a structured process for providing incentives to participants who move to SIG or SE schools, from a proposed \$100,000 incentive fund; and e) establish criteria and a timeline for retaining or removing SIG and SE principals based on progress toward defined benchmarks.

6. Data-Informed Continuous Improvement

MPS will gather data from a variety of sources to inform continuous improvement for the Project. This data includes ongoing review of the assessment data listed above (formal principal and teacher observations, 5E and VAL-Ed survey data, and student achievement data, including grade-level and school-level value-added data) as well as year-end data from project surveys of participants and mentors, from interviews of participants and mentors, and from the VAL-Ed and 5E surveys; MMOE and progress monitoring data; and MPS student and staff survey results and, for teachers of grades and subjects tested by standardized assessments, value-added student performance data (MPS is designing a student learning measure for teachers not tested by standardized assessments).

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The MPS Research, Evaluation and Assessment (REA) Department has designed a comprehensive evaluation plan for the Aspiring Transformational Leaders Academy (ATPA), enabling the district to determine to what extent ATPA participants support long-term improvements in student achievement at the sites they lead. REA is comparing performance of ATPA participants against other school leaders to determine measureable differences in outcomes and will develop a similar evaluation for the TSL Project to assess effectiveness of strategies in each of the three pathways both in the short term and over the long term. This information will be used to monitor progress and adapt strategies as necessary.

To ensure continuous improvement and feedback, the Advisory Board will meet jointly with the PI Team at least four times each year to engage in a continuous improvement cycle, analyze implementation in relation to identified milestones and benchmarks, and measure progress toward projected outcomes. Together with staff from REA and external partners, the PI Team will work to determine which strategies are effective and which are less so, and to recommend adjustments to the program if benchmarks are not being met. MPS is also engaged in an innovative process, based on Pascale, Sternin, & Sternin's concept of "positive deviance" (2010²¹) to understand which specific approaches individual principals, APs, and teachers at priority schools are taking that are leading to different and better outcomes than others. This "Short-Term Strategy" development is helping to identify and evaluate the effectiveness strategies that can rapidly drive change at low-performing schools. Results from this evaluation will inform continuous improvement of TSL Pipeline project strategies.

New electronic data collection and management tools being implemented in the district will streamline the ability to use data to inform continuous improvement. In summer 2012, MPS introduced a new system called Classroom for Success, which provides comprehensive student data and information in a clear format. Classroom for Success has dramatically simplified data

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entry, enhanced reports and data display, enables continuously updated data dashboards to help monitor key information, and has a modernized look and feel. In fall the same year, the district began using eCompass for teacher evaluation to log and monitor professional development plans, transcripts, and course registration, and is used to facilitate the teacher observation. All teachers and principals have been trained to use Classroom for Success for progress monitoring and eCompass for conducting observations. Additional tools will be developed for the TSL Project to enable project staff, principals, and leadership teams to more easily access data to inform decision-making and continuous improvement.

B. SIGNIFICANCE OF THE PROJECT

MPS is Minnesota's third-largest school district, enrolling almost 35,000 students in more than 70 school settings. Of students enrolled in the 2013-2014 school year, over two-thirds (68%) are students of color and over one-fifth (21%) are English Learners. Those students represent a significant proportion of the state's students of color and English Learners: 14% of the state's Black students, 10% of its Latino students, and 13% of its English Learners attend school in MPS. Both the state and the district have significant and persistent disparities in academic achievement between students of color and white students and these disparities are the largest for Black and Latino students. On the 2011 National Assessment of Educational Progress (NAEP) fourth-grade Reading assessment, for example, Minnesota had the nation's 8th-largest gap between Latino and White students, the 9th-largest gap between Black students and White students, and the 10th-largest gap between low-income students and middle-to-upper income students. These statewide gaps are magnified in Minneapolis Schools, where large inequities in achievement are evident along the entire educational continuum, particularly in the critical core subjects of Math and Reading. Over the next decade, the number of MPS students overall and the percentage of MPS students of color are expected to increase. Changing outcomes for those

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students will have a strong and positive impact on statewide outcome disparities.

The proposed TSL Project has the potential to substantially advance efforts to reduce disparities both districtwide and statewide as the project improves outcomes for all students. With a Chief of Schools (COS) focused on transforming teaching and learning through a new vision of instructional leadership, MPS is leading the way in revolutionizing how school leaders at all levels are identified, assessed, trained, supported, retained, and incentivized. Because of its work to develop instructional leaders across the continuum from classroom teachers to principal supervisors, MPS is uniquely positioned to create an integrated and aligned system of leadership development that can meet the needs of its increasingly-diverse student population and serve as a model for low-performing schools, particularly those in other diverse, urban school districts. MPS is a large enough district for this work to have national implications, yet is small enough for its goals to be achievable within the project period.

Research into principal instructional leadership has increasingly recognized the importance of that role in improving student achievement (Leithwood et al., 2004²²). This research clearly shows that strong leadership not only matters but also is second only to effective teaching in its impact on student learning (Louis, et al., 2010²³). This research also shows that leadership's effects tends to be greatest in schools where the learning needs of students are most acute (Portin et al, 2009²⁴), such a the eight schools in the MPS TSL Project. However, the exact ways in which stronger principal leadership drives improved student outcomes is only beginning to be understood. Two related questions are even less well understood: To what extent can transformational competencies drive the kinds of rapid and significant changes that turn around struggling schools? Can these competencies be effectively developed in individual instructional leaders? The role of the leadership *team* in transformation is also a topic that demands further exploration. While most studies of educational leadership have focused on the role of the

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principal as an individual leader (Robinson, Lloyd & Rowe, 2008²⁵), other research (York-Barr, Sommers, & Hur, 2008) has begun to establish the importance of the interaction between principals and teacher leaders and the role of the principal in guiding effective teacher teams that work to improve instructional practice in the classroom (Portin et al., 2009²⁶).

The TSL Principal- and Pipeline-Development Project presents an opportunity to answer these questions, helping schools that have struggled to implement lasting change rapidly and drastically move the dial on student achievement. The answers to these questions will deepen the national understanding about the practice of transformational principal leadership, the competencies necessary to drive transformation, and the impact of effective leadership teams, advancing understanding of what works for schools and districts seeking to make substantial and lasting changes at schools where results have been difficult to achieve.

The project has the potential not only to achieve results that will transform outcomes for Minneapolis Public School students and reduce the district's substantial disparities in academic achievement, but also begin to reduce inequity at the statewide level.

C. CAPACITY TO IMPLEMENT THE PROPOSED PROJECT

As a result of the significant work it has already completed, MPS is strongly positioned to implement all aspects of the proposed TSL initiative successfully. The district's focus on instructional leadership and pipeline development for turnaround leaders is creating a shared understanding of and common vocabulary around educational excellence, effective instruction, and classroom expectations and district educators are embracing the concept of large-scale transformation. Through this work, MPS is developing a deep understanding of what effective principal supervision is and of how the district can best identify and hire effective leaders and support the people serving in the principal role.

Because of the systems MPS has begun to develop to strengthen teacher and principals'

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effectiveness, the district is well-positioned to transform the way building leaders support the teachers in their schools and plans to take the actions necessary to propel its efforts forward, restructuring systems, practices, and processes to unite these individual initiatives, creating a synergy to drive broader success. By strategically redefining instructional leadership positions, MPS will enable principals to become transformational catalysts for increased student achievement in their buildings. TSL funding will serve as an accelerant for that process, helping MPS leverage its current strengths and design a system that improves results for all students.

1. Current System for Determining Effectiveness

As noted earlier, the district's current system for determining effectiveness comprises two key processes:

- a newly-implemented Multiple-Measure Observation and Evaluation (MMOE) system for teachers that principals have been using to assess teacher effectiveness. Principals conduct teacher classroom observations four times annually using the MPS Standards of Effective Instruction (SOEI) rubric, which measures competencies in four key domains of instruction.
- an aligned MMOE system for principals, currently in the initial stage of implementation, that Principal Supervisors are beginning to use to assess principal effectiveness. Principal Supervisors conduct formal observations of principal competencies four times annually using the Standards of Effective School Leadership (SOESL) rubric, which measures principal competency in four key domains of leadership.

The SOESL and SOEI rubrics articulate the district's performance expectations, list competency criteria, and describe levels of performance from "needs attention" through "exemplary." The rubrics provide a common understanding of the district's standards for quality instruction and instructional leadership and serve as a guide for ongoing feedback about progress toward those standards.

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- Competencies for principals focus on the ability to guide teachers in the use of best instructional practice; to create a safe environment that promotes equity, effective instruction, and high levels of student achievement; to effectively recruit, manage, and develop a high-quality faculty; and to efficiently and equitably manage resources and build an inclusive and collaborative school community.
- Competencies for teachers focus on the ability to develop a comprehensive instructional sequence; to create and implement a physical and interpersonal classroom environment that supports student learning; to engage students in learning and help students understand content; and to engage effectively in professional development and collaborate with colleagues and families to advance learning for teachers and students.

MPS began its new teacher MMOE system in fall 2012, with three types of observations conducted annually: one full observation performed by the principal, one focused observation conducted by secondary observers (assistant principals, coaches, teachers, mentors or instructional leaders not responsible for teacher evaluation), and three short observations, one conducted by the principal and two by secondary observers. All observers have been trained to ensure consistency of observation. Observation results are documented and used to provide concrete feedback to teachers about their performance against expectations as outlined in the SOEI rubric and to inform professional development. These observations are one of the “multiple measures” included in the teachers’ annual overall evaluation, along with student survey results and, for teachers of grades and subjects tested by standardized assessments, value-added data on student performance. MPS is also designing a student learning measure for teacher in grades and subjects not tested by standardized assessments.

MPS has now begun implementing the MMOE system for principals, with observations conducted by a Principal Supervisor who is responsible for articulating principal performance

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standards, evaluating principals on those standards, providing effective feedback regarding performance, and holding principals accountable for reaching goals and meeting the needs of the students and families their schools serve.

The process for evaluating principals participating in the Turnaround School Leaders Pipeline project will be based on this new MMOE system, using the same observation and evaluation process, but will use the new TSL competencies and “Super Rubric” developed through the proposed project.

2. Decision-Making Autonomy

The district’s groundbreaking work in partnership with the Minneapolis Federation of Teachers (the local teachers’ union) has resulted in a renegotiated teachers’ union contract that eliminates specific staffing barriers and gives high-needs schools more autonomy over hiring and replacing teachers, over the timing of recruitment and hiring, and over school scheduling and budgeting. This new contract also eliminates forced placement of low-performing teachers in high-needs (Priority) schools. Priority schools now have the option to refuse forced placements and can post teacher openings early, which is a more effective and efficient way to staff high-need and low-performing schools (Levin and Quinn, 2003²⁷; Levin et al., 2005²⁸). Furthermore, MPS has a “mutual consent” (school-based) hiring process, a promising approach to the decentralized hiring of teachers under which individual schools have more authority and autonomy to recruit, interview, and hire new staff, and candidates have a greater voice in choosing where they will work. Research shows that a hiring process through which stakeholders at individual schools have more direct involvement in the process of hiring new teachers and applicants have the opportunity to interview directly with principals and other school staff leads to the selection of teachers who are a better fit for the schools and are more likely to be satisfied in their new jobs. School-based hiring tends to produce higher-functioning school teams that are

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more likely to work together to improve student learning (Levin et al., 2005²⁹; Liu, 2005³⁰).

3. Key Partners

To ensure the district can fully implement its PD plans effectively, MPS will not only rely on its new Chief of Schools and internal experts in the district's Academic and Human Capital Divisions, but also will continue to tap external experts to extend its immediate capacity and to build internal capacity over time. External PD partners will support the Chief of Schools in providing targeted support for the Principal Supervisors who are responsible for principal leadership coaching, mentoring, and evaluation, and will support Principal Supervisors in providing small-group training and individualized coaching to principals, APs, and leadership teams. This kind of partnership provides flexibility to meet professional development needs on multiple levels and helps the district build its internal professional development capacity as staff gain expertise working with individuals and organizations at the leading edge of innovative teaching practices.

External providers will include a mix of education reform experts, including several consulting groups with which MPS has strong existing partnerships whose work has substantially guided and informed the proposed Turnaround School Leaders project: a) New York City Leadership Academy (NYCLA) has been the district's design partner for the ATPA, key elements of which will serve as a foundation for TSL strategies. NYCLA will continue to provide technical assistance to help the ATPA design evolve into an overarching framework that defines and supports the full continuum of principal competencies and helps MPS not only to identify the competencies critical to turnaround leadership, but also to recruit leaders with those competencies and place them in schools where they are most needed. b) Minnesota State University, Mankato (MNSU) is the district's higher education partner in the ATPA and has been responsible for delivering coursework and curriculum designed to meet the standards for

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principal licensure in Minnesota. MNSU will lead the creation and delivery of curriculum designed to improve candidates' understanding and knowledge of best practice, research and practice. c) TNTP's experts have helped MPS conduct an extensive review of its human capital system and develop plans to identify, support, and retain quality teachers. TNTP has also advised MPS during the creation and implementation of its multiple-measure observation and evaluation system for teachers and is helping MPS implement its new evaluation systems, talent acquisition practices, and other human capital strategies. TNTP has also served as a thought partner in the development of proposed Turnaround School Leaders pipeline project.

Going forward, these partners will help MPS fully and effectively implement the proposed TSL work, building capacity so that work can continue in the absence of additional funding. Consulting organizations will help MPS gather feedback from stakeholders, evaluate the effectiveness of its efforts to shift organizational culture and promote instructional leadership, and identify and implement additional structural changes as needed. External partners will also help MPS evaluate all data currently available, determine other metrics to support progress monitoring, and find more effective ways to communicate data and results to make information more useful to principals and teachers.

4. Stakeholder Feedback

MPS has gathered significant input into its pipeline work from teachers and school leaders who have been involved in the design and implementation of many of the elements that form the foundation of the Turnaround School Leaders pipeline project: a) Teachers, principals and leaders from across MPS collaborated intensively over an extended period of time with representatives from the Minneapolis Federation of Teachers (MFT) to design and pilot the new Multiple Measure Observation and Evaluation system, which promotes continuous improvement of teaching, learning and leadership to ensure student success. The system was improved during

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the pilot year based on feedback from the principals and from more than 900 teachers who participated in observations during the pilot phase. b) A Teacher Evaluation Advisory Group, comprising 30 teachers selected jointly by MPS and MFT to represent the diversity of district school and educators, meets monthly with the district's Teacher Evaluation Team to provide input and feedback on the design and implementation of the teacher evaluation system. c) A Memorandum of Agreement (MOA) between MPS and the MFT to create Community Partnership Schools, which exempts high-needs schools from certain obligations in the collective bargaining agreement and establishes more flexibility and autonomy for these schools, was developed with extensive input from teachers and was included as part of the teacher contract negotiations. This agreement establishes an Advisory Committee, with equal representation from MPS and MFT, to provide recommendations to the Superintendent and Board of Education regarding multiple aspects of implement of this more flexible and autonomous school management structure. d) The design of the ATPA, which not only serves as a foundation for the proposed TSL Academy but also informs other project strategies, was guided by input from MPS Principal Supervisors, the MPS Principals Forum (local principals' union) and district leaders. Continuous improvement for the model has been informed by multiple surveys of and interviews with ATPA participants and principal mentors. Program faculty are revising the scope and sequence based on collective observations within classrooms and residency settings. The ATPA program is launching a new Advisory Team (comprising principals and other key leaders) and the TSL Project will leverage this advisory team for ongoing guidance, support, and feedback.

D. SUSTAINABILITY

As indicated earlier, the proposed Turnaround School Leaders project is an extension of significant existing transformation work MPS is currently engaged in to develop instructional leaders with the capacity to meet the needs of the district's diverse students and their families.

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The foundational initiatives that form the body of this transformational work are creating stronger, better-aligned instructional systems that will fundamentally change the way MPS does business over the long term and will support both the success and the sustainability of the TSL project.

1. Plans for Sustaining the Pipeline

The TSL Principal- and Pipeline-Development Project builds on, extends, and more fully aligns work that is already underway to ensure that effective instructional leaders are engaged at all levels in the system, with the goal to increase achievement for all students and reduce race-based disparities in student outcomes. This work includes not only the substantial progress MPS has made in developing its comprehensive Multiple-Measure Observation and Evaluation systems for teachers and principals but also its extensive effort, undertaken in partnership with external education reform experts, to refocus and restructure all aspects of district culture and Human Capital systems to drive and sustain transformation. This restructuring includes two newly-created positions, the Chief of Schools and the Director of Professional Development, who will be integral to the success and long term sustainability of the project. The new Chief of Schools, Michael Thomas, was hired in May 2014. Thomas will supervise all Principals Supervisors and will work in collaboration with the Division of Human Capital to coach, guide, evaluate, and provide feedback to Principal Supervisors. This support will be designed to ensure that Principal Supervisors can more effectively train, evaluate, and coach principals toward excellence. The new Director of Professional Development, David Bernard, was hired in fall 2013, to align, streamline, and strengthen PD district-wide and develop and refine the evaluation tools to ensure all educators remain focused on student outcomes. He will provide ongoing oversight and integration of TSL professional development within the district's broad professional development plans and to help guide and manage the members of the MPS

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Turnaround Professional Development Team.

In addition, MPS is launching an innovative initiative to improve principal supervisors' capacity to support principal instructional leadership and ensure the success of the district's principal pipeline development efforts. MPS is revising the principal supervisor position to focus exclusively on instructional leadership rather than on operational management. Beginning in fall 2014, the district will be significantly reducing principal supervisors' span of control to enable them to better support schools and is expanding the system of aligned evaluation and professional development to include principal supervisors and aspiring supervisors, helping to enhance their capacity to lead and creating a pool of talented people with the drive and experience needed to become effective leaders. As part of this process, the district has hired a new Principal Supervisor for Turnaround Schools, Laura Cavender, who will participate as a key member of the TSL Project Implementation Team and who will be responsible for directly working with principals at SIG and SIG eligible schools. ***Other district work in progress that is critical to project sustainability includes:***

- The SHIFT initiative, which is designed to dramatically accelerate the pace of change in the district, improve achievement for all students, and create equity of outcomes among diverse student groups. SHIFT moves the organizational focus from the logistical and professional needs of adults to students' educational and developmental needs.
- Vertical Alignment of Evaluation and Professional Development: A new robust and vertically-aligned system of evaluation will clearly articulate what all educators and instructional leaders – from the classroom to the superintendent's office – need to know and to do to drive transformation in the classroom and raise student achievement. Professional development, not only for Turnaround School Leaders, but for district personnel at all levels will be based on aligned rubrics and directly linked to evaluation, enabling the district to

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determine which training and support educators need to be effective, provide them with that support, and hold them accountable for results.

- **Talent Pipeline Development:** By also rebuilding and aligning all aspects of its talent pipeline from the ground up, MPS is creating a clear and cohesive framework for talent identification and career pathways and linking that framework to performance evaluation and professional development. The district's work to streamline and integrate its principal pipeline is a crucial link in this larger effort to identify and nurture instructional leadership at all levels.
- **Union Contract Renegotiation:** MPS has done groundbreaking work in partnership with the Minneapolis Federation of Teachers to negotiate a contract through which high-needs schools have more autonomy over hiring and replacing teachers, over the timing of recruitment and hiring, and over school scheduling and budgeting, including early posting for open teacher positions and the elimination of forced placement of teachers.
- **Central Office Restructure:** MPS has begun restructuring the way its Central Office (CO) supports schools, focusing CO efforts on service delivery, communication, and accountability to make lines of authority clearer and more effective, create better systems for responding to school needs, improve the way the CO communicates out to schools, and hold CO staff accountable for helping schools meet student needs and improve student outcomes.
- **Short-Term Strategy Deployment.** MPS is implementing a rapid-response strategy to improve outcomes for students, particularly students of color by: a) creating flexible and adaptable systems that address student needs in "real time," b) creating intentional partnerships between central office and school staff to differentiate instruction and intervention, c) supporting implementation of existing programs and collaboratively generating innovative intervention approaches, and d) evaluating efforts to provide guidance for long-term strategy deployment.

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MPS has prioritized the development of teacher-leader pathways as a crucial aspect of principal pipeline development. The district is also developing teacher leaders as secondary observers as part of teacher evaluation process, giving them an opportunity to develop skills with coaching and feedback, which is a critical element of the principal's role. The district's work to integrate and align talent development, from the paraprofessional level through the Superintendent level, will significantly improve its ability to match positions with the most highly-qualified individuals, ensure educational excellence for students, and support professional growth for educators. Development of an aligned TSL pipeline will enable MPS to identify high-potential leaders early, using data from observations based on new competency definitions and rubric, VAL-Ed assessments, and other tools; develop their competencies for instructional leadership; build their capacity to translate leadership theory into action; and more effectively influence classroom teaching and student learning.

The proposed project builds on and maximizes the value of these initiatives by deepening and strengthening all aspects of principal pipeline development; focusing principal development strategies on more effectively identifying and supporting the competencies and structures that are particularly critical to transforming SIG and SIG-eligible schools; and more integrating this work within the district's broader transformation efforts. By the end of the three-year project, aligned competencies and rubrics for transformational leadership will have been fully developed and integrated into all assessment, progress monitoring, and evaluation tools for teachers, principals, and principals supervisors. This aligned set of tools will continue to guide district efforts to identify potential transformational leaders early in their careers and nurture them toward leadership positions; link professional development for all educators to their assessed areas of needed growth; match educator needs with coach and mentor strengths; and match school needs with educator and leadership strengths. In addition, a series of more comprehensive and

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accessible data dashboards will have been created for data collection, analysis, and used to better support data-driven decision making at the classroom, school, and district level. Policies and processes for ensuring a direct link between teacher and principal skills gaps and differentiated professional development will be established and new district supports – including the pivotal Chief of Schools position and the refocused Principal Supervisor positions – will be well-established to ensure these new systems and processes remain effective.

2. Budget for Sustaining the Pipeline

The cost for fully implementing the TSL Project includes costs above and beyond the funding requested to ensure that the project is fully aligned with and incorporated into long-term district goals and strategies. MPS directs almost \$15 million annually to professional development and has been working intensively with its external partners to ensure that this significant investment in talent development effectively supports the district's vision for student success. The district will continue to direct a significant portion of that \$15 million to support needs-based professional development for principals in each of the three pathways, including the costs associated with participant stipends and incentives beyond the grant-funded period.

Working with the external partners who are helping MPS realign and refocus its Human Capital system and talent acquisition processes, MPS will be able to more effectively and efficiently allocate the substantial resources it has for professional development and ensure that the resources build educators' skills in the competencies that are most likely to have a direct, positive, and long-lasting impact on student outcomes. By ensuring professional development resources are targeted effectively where they are needed most, the district will be able to sustain these efforts over the long term and work to continuously refine and improve them.

Other resources that will ensure the success of these pipeline efforts over the long term include the salaries of the key positions (described in more detail in Staffing Plan, on page 32)

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that will sustain effective implementation beyond the end of federal funding. The district is currently re-aligning budget priorities and restructuring personnel deployment to ensure funding for the following positions continues to support the project, as designed, well beyond the grant-funded period. This support includes the full salaries for the TSL Academy principals as they attend their year-long residency as well as all or a portion of the salaries of each of the following positions: a) the Chief of Schools (0.05 FTE) to oversee the TSL project to ensure the ongoing alignment of the TSL project within the district's transformation vision; b) the Director of Human Capital (0.10 FTE) to provide ongoing guidance for program implementation and alignment within the district's new Human Capital and Talent Acquisition systems; c) the Director of Professional Development (0.10 FTE) to provide ongoing oversight and integration of TSL professional development within the district's broad professional development plans and to help guide and manage the members of the Turnaround; d) the Director of School Improvement (0.10 FTE), who will serve as the Academy Alignment lead to ensure all best practice systems, structures, and strategies from the district's current Aspiring Transformational Principal's Academy are integrated within the new TSL Academy and other project pathways; e) the Turnaround School Principal Supervisor (1.0 FTE) to oversee, guide, mentor, and coach SIG and SE principals in Pathway Two and serve as a key member of the TSL Coaching and Development Team; f) the other Principal Supervisors (0.10 FTE x 6) to provide direct support for principal leadership development to non-SIG principals; and g) the Turnaround Professional Development Team content coaches (0.25 FTE x 5) for their time serving on the TSL Coaching and Development Team to provide direct job-embedded coaching to participants in each of the three pipeline pathways. The funds for these personnel costs are outlined in the budget narrative.

3. Plans for Sustaining Stakeholder Support

Following the end of the project, the Director of Human Capital and selected members of

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the TSL PI Team will continue to meet at least twice each year with the Principal Supervisors, principals, and teacher leaders involved in initial project planning to gather ongoing feedback for continuous improvement to ensure the effectiveness of project strategies and to adjust strategies as necessary to ensure the project sustains support from these stakeholders. Additional implementation feedback will be gathered from the Teacher Evaluation Advisory Group, which is intended to serve as a standing committee over the long term and will continue to meet beyond the grant period to provide input and feedback on implementation of the district's Multiple Measure Observation and Evaluation system for teachers to build ongoing support. In addition, the Project Director's job descriptions will include planning and facilitating regular stakeholder engagement meetings. In addition, information about TSL progress will be shared regularly and feedback regarding program implementation will be solicited through monthly meetings with the teacher union and the MPS Principal's Forum and through regular District Parent Advisory Council meetings and Board of Education study sessions. The PI Team will also work with REA to design and administer feedback surveys for teachers and principals throughout the project.

E. QUALITY OF THE MANAGEMENT PLAN

1. Staffing Plan

Several current and new district roles will be critical to the successful design, implementation, and long-term sustainability of the Turnaround School Leaders Pipeline initiative: the Chief Executive Officer, the Chief of Schools (new position beginning summer 2014), the Executive Director of Human Capital, the Director of Professional Development, the seven Principal Supervisors (four new positions, with all seven refocused exclusively on principal support), and the Project Director. The CEO and Executive Director of Human Capital have been working in close partnership with external education-reform experts to drive rapid structural and cultural change in the district. In addition, the district is on a fast-track process to

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hire an individual with exceptional instructional leadership skills to serve as Chief of Schools by summer 2014. MPS will follow a similar fast-track process to recruit and hire a Project Director and the additional Principals Supervisors within that timeframe. The roles each of these key positions plays in implementing the proposed project are outlined below: a) **Chief Executive Officer (CEO)** serves as the project's Executive Sponsor and is responsible for approving key decisions proposed by the Executive Lead, assuring superintendent support, and keeping her updated on project status, and assuring alignment across the organization. b) **Chief Academic Officer (CAO)** will provide instructional leadership and professional development expertise in the design and implementation of the TSL curriculum to assure alignment to academic strategies and priorities. c) **Executive Director (ED) of Human Capital (EDHC)** will serve as the Executive Lead, implement the Theory of Action, establish key decision points, articulate project roles and responsibilities, and identify and articulate organizational connection points. d) **Director of Professional Development (DPD)** will oversee the design, implementation, and alignment of all TSL project professional development and help develop and refine the assessment and evaluation tools that ensure all educators remain focused on student outcomes. e) **Chief of Schools (COS)** will provide instructional leadership and management for Principal Supervisors; observe, evaluate, and provide differentiated PD for Principal Supervisors; oversee principal and supervisor recruitment and selection and pipeline development; and provide district-level leadership within the Central Office. f) **Director of School Improvement** will serve as the Academy Alignment Lead and provide guidance and advice on evolving ATPA strategies into TSL Academy and other Pathway PD. g) **Turnaround Schools Principal Supervisor (TSPS) and Other Principal Supervisors** will drive principal recruitment, selection, and pipeline development activities; conduct principal observation and evaluations; provide differentiated, job-embedded coaching; and identify resources for principals in

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alignment with areas of needed growth. The TSPS will provide intensive, ongoing, and differentiated support to Pathway Two (SIG and SE Schools) principals. The other six MPS Principal Supervisors will guide and support the non-SIG/SE principals and leadership teams participating in Pathways One and Three. h) **Project Director** will manage all aspects of project implementation and work with the Project Lead to set project goals, drive and facilitate the creation and implementation of the Super Rubric, aligned assessment and progress monitoring tools, and PD plans for each pathway. In addition, the Director will plan and facilitate stakeholder engagement meetings and work with the MPS REA Director to create and implement an evaluation plan for the work and monitor progress toward outcome objectives; and provide weekly status updates to the Project Lead. As reflected in the budget, 75% of the Director's time will be spent on the TSL project; the other 25% will be used to engage in district wide Principal PD, leverage the learnings from the TSL Project to inform to principal PD at non SIG/SE schools and ensure that effective TSL tools, strategies, and resources, are fully integrated into district wide principal development. An organization chart showing the district's management structure is included as an attachment to this narrative.

Each of these individuals will serve as part of the TSL Project Implementation (PI) Team, together with external education reform partners. Led by the EDHC, the Team will operate under the guidance and direction of a Transformation Leadership group that is headed collaboratively by the district's Chief Executive Officer and Chief Academic Office and will: a) design comprehensive TSL "Super Rubric" and aligned assessment, progress monitoring, and evaluation tools; b) design Year One PD scope and sequence for all three project pathways and for Principal Supervisors, Principal Mentors, and Coaching Team members; c) develop a process for ensuring PD is based on assessed needs; d) articulate criteria, benchmarks, and timelines for retaining or removing SIG and SE principals and for matching TSL Academy and TSL Cohort

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Teams with struggling schools following completion of one-year intensive training; e) recruit mentors, coaches and faculty members to support all three project pathways; and f) develop marketing and recruiting tools for all TSL pathways. During the planning period the Team will meet with school principals and other instructional leaders to get their input for the project’s design, and will continue to work with them to assess the effectiveness of project strategies.

The following pages summarize the timeline for proposed TSL Project activities.

TSL Principal- and Pipeline-Development Project Timeline	
Pre-Grant Activities (July 2014 to September 2014):	
Project Sponsor and Project Director assume duties; convene Advisory Committee, TSL Project Implementation (PI) Team, and Turnaround Professional Development and Coaching (TPDC) Team	
Project Director finalizes contracts with external consultant(s) and works with MPS REA Director to finalize project evaluation plan	
Project Director and TSL PI Team identify and contact currently-serving SIG and SE Principals regarding program participation	
Year One (September 2014 to August 2015)	
Oct - Dec	<p>Project Director facilitates monthly Advisory Committee and semi-monthly joint PI Team/TPD Team meetings thru Y1</p> <p>Project Director hires Project Coordinator (with support from PI Team)</p> <p>Project Director and PI Team designs and plans all project strategies, tools, and processes; recruits mentors, coaches, and faculty members; and develops marketing, communication and recruiting tools</p> <p>TSPS, other Principal Supervisors, and coaching team members receive initial training in recognizing and supporting transformational competencies in principals</p>

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TSL Principal- and Pipeline-Development Project Timeline

	<p>Pathways One and Three: PI Team refines selection rubrics and application process;</p> <p>Pathway Two: SIG/SE leaders observed and evaluated</p>
Jan- Mar	<p>Initial assessments conducted and baseline data collected</p> <p>Pathways One and Three: application process and timeline announced; Pathway Two: SIG/SE leaders begin to receive intensive coaching</p> <p>Pathways and Three: TSL Academy and TSL Team Cohort applications processed</p>
Apr - Jun	<p>Pathways One and Three: TSL Academy and TSL Team Cohort applicants finalized;</p> <p>Pathway Two: SIG/SE Leaders continue intensive coaching and receive year end evaluation</p> <p>EOY data collected and Project Director, Project Advisory Committee, PI Team and external consultants review data to refine planned summer TSL Institute based on participant needs</p>
Jul - Sep	<p>All participants all attend first four-week summer TSL Institute, which includes highly differentiated curriculum based upon the assessments conducted during the Spring</p>
Year Two (September 2015 to August 2016)	
Oct - Mar	<p>Advisory Committee begins meeting quarterly; joint PI Team/TPD Team meetings continue semi-monthly thru Y2</p> <p>All participants observed and evaluated with TSL “Super Rubric”; assessments are used to inform and differentiate PD in all pathways; progress monitoring and professional development cycle continues through EOY</p> <p>Pathway One: 1st group of TSL Academy Principals begin residency and receive intensive coaching from Principal Mentor, Turnaround Principal Supervisor, and coaching team</p> <p>Pathway Two: SIG/SE Leaders continue to receive intensive coaching from Turnaround Principal Supervisor and coaching Team based on observations</p> <p>Pathway Three: 1st cohort begins meeting and receives intensive coaching from TSPS and</p>

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TSL Principal- and Pipeline-Development Project Timeline

	coaching team based on observations
Apr - Jun	<p>Pathways One and Three: new TSL Academy and TSL Team Cohort applications processed and applicants finalized</p> <p>Pathway One: 1st group of TSL Academy Principals receive final residency assessments and complete state licensure requirements</p> <p>Pathway Two: Principal Supervisors conduct year-end observations and make retention/removal decisions in partnership with Project Director and TSL PI Team</p> <p>Pathway Three: 1st cohort receives year end assessments</p> <p>EOY data collected. Review Y2 data to refine summer TSL Institute based on participant needs and match new principals and cohort teams with SIG/SE or other struggling schools</p>
Jul - Sep	<p>Pathway One: 1st group of TSL Academy Principals receive licenses</p> <p>All participants all attend 2nd summer TSL Institute</p>
Year Three (September 2016 to August 2017)	
Oct - Mar	<p>Project Director facilitates quarterly Advisory Committee and monthly joint PI Team/TPD Team meetings thru Y3</p> <p>All participants observed and evaluated with TSL “Super Rubric”; assessments are used to inform and differentiate PD in all pathways; progress monitoring and professional development cycle continues through EOY</p> <p>Pathway 1: 1st group begins new leadership positions, supported by intensive coaching and 2nd group begins residency</p> <p>Pathway 2: SIG/SE Leaders continue to receive intensive coaching</p> <p>Pathway 3: 1st cohort begin new leadership positions, supported by intensive coaching and 2nd cohort begins meeting</p>

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TSL Principal- and Pipeline-Development Project Timeline

<p>Apr - Jun</p>	<p>Pathway One and Pathway Three: post-grant TSL Academy and TSL Team Cohort applications process and applicants finalized</p> <p>Pathway One: second group of TSL Academy Principals receive final residency assessments and complete state licensure requirements</p> <p>Pathway Two: Principal Supervisors conduct year-end observations for SIG/SE leaders and make retention/removal decisions in partnership with Project Director and TSL PI Team</p> <p>Pathway Three: Second cohort receives year end assessments</p> <p>Review Y3 evaluation for continuous improvement; refine planned summer TSL Institute; match new principals and cohort teams; and articulate long-term plan for sustaining project</p>
<p>Jul - Sep</p>	<p>Pathway One: 2nd group of TSL Academy Principals receive licenses</p> <p>All participants all attend 3rd summer TSL Institute</p> <p>Final evaluation report and dissemination of findings</p>

2. Time Commitments and Qualifications of Key Personnel

TSL Project Sponsor, MPS Chief of Schools Michael Thomas (0.05 FTE). Thomas holds a Master of Social Work degree and is a doctoral candidate in Educational Leadership at the University of St. Thomas. He takes on the district’s newly-created position of Chief of Schools after three years’ service as a Principal Supervisor (Associate Superintendent) in MPS. Thomas also has more than a decade of experience as a principal in the Osseo (MN) School district and is a strong transformational leader with deep understanding of and experience in educational reform models and best practices; the principles and best practices of change management and educational leadership; assessment, evaluation, and incentives; and curriculum and instruction, including best practices in literacy, math, ESL and special education. TSL Executive Lead, ED of

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Human Capital, Maggie Sullivan (0.10 FTE). Sullivan holds a Master of Public Management and has extensive experience spearheading transformational leadership initiatives, including serving as Director of Principal Leadership Development for Pittsburgh Public Schools where led the district's program to recruit, develop, support and place highly effective principals. Prior to working in public education, Maggie served as the Vice President of Operations for the Coro Center for Civic Leadership, a Pittsburgh-based non-profit that focuses on leadership development across the private, public and non-profit sector. TSL Co-Lead, Director of PD, David Bernard (0.10 FTE). Bernard hold an Ed.D., in Educational Leadership, and has more than 20 years' experience in leading professional development programs for educators, including serving as Coordinator of Staff Development for Rochester (MN) Public Schools and as Director of Professional Development Initiatives and Executive Director, Master of Education in Teaching and Learning for Educators at Saint Mary's University of Minnesota. TSL Academy Alignment Lead, Director of School Improvement Eric Molho holds an MBA and has significant experience in leading transformation, including serving as the district's Turnaround Officer for state-identified turnaround schools and as the Director of Strategic Planning responsible for initiating external quality reviews for schools to drive the improvement process. TSL Evaluation Lead, REA Director Eric Allen Moore (0.10 FTE). Moore holds an M.A. in Public Affairs and is expected to receive his Doctorate of Education, Educational Policy and Administration in 2014. He has more than 15 years' experience designing and implementing rigorous evaluation plans for education programs, including serving as Senior Research Associate and Senior Evaluation Consultant at Rainbow Research; Evaluation Specialist at the University of Minnesota (UMN) Center for Teaching and Learning; and in multiple research positions in Anoka-Hennepin ISD 11, the state's largest school district. Project Director, TBD (0.75 FTE). The Project Director will hold a Master's in Education, Public Administration, Public Policy, Business Administration

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or a related field; AND have five years' experience working to strengthen human capital, managing large projects successfully, building and leveraging productive relationships with stakeholders and guiding colleagues to understand/support an innovative experience. The person hired will also have deep understanding of best practices for improving student achievement in public education; the role of human capital in closing gaps; characteristics of transformational school leaders, especially for school turnaround; recruiting talented staff; and other issues critical to driving and sustaining rapid and substantial change. Turnaround Schools Principal Supervisor, Laura Cavender (1.0 FTE). Cavender holds an Educational Administration License and a Master of Arts in Education, Curriculum, and Instruction. She has strong, demonstrated educational leadership skills, including the capacity to implement change in a struggling school. Her experience includes serving as an Administrative Intern in the district for more than 10 years and serving on an Administrative team that implemented change through policies, procedures, schedules, climate, and curriculum and instruction during the opening of a new school. During that time, she provided leadership to the Curriculum and Instruction Lead Team and the School Planning and Management Team. Other Principal Supervisors (six at 0.10 FTE each). All Principal Supervisors hold at least Master's Degree in Education or related field AND five (5) years of experience in education administration in a K-12 environment. During the summer prior to Year One, all Principal Supervisors will receive intensive training in transformational leadership, including how to recognize and support transformational competencies in principals and leadership teams. ***During the summer prior to Project Year One, all Principal Supervisors will receive intensive training in transformational leadership, including how to recognize and support transformational competencies in principals and leadership teams.*** Curricula vitae or job descriptions for all key positions are included as attachments to this narrative.

PART 4: PROJECT NARRATIVE

END NOTE CITATIONS

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- ⁴ Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., et al. (2008). Turning around chronically low-performing schools: IES practice guide (NCEE 2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
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Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

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Director, Turnaround School Leaders Program

SUMMARY

Under general supervision, start-up, manage, and grow the district's Turnaround School Leaders Program, including recruiting, hiring and supervising faculty and program participants, overseeing curriculum and residency development, securing and managing external partners and private fundraising.

ESSENTIAL FUNCTIONS – *Essential functions, as defined under the Americans with Disabilities Act, may include any of the following representative duties, knowledge, and skills. This list is ILLUSTRATIVE ONLY, and is not a comprehensive listing of all functions and duties performed by incumbents of this class. Employees are required to be in attendance and prepared to begin work at their assigned work location on the specified days and hours. Factors such as regular attendance at the job are not routinely listed in job descriptions, but are an essential function. Essential duties and responsibilities **may** include, but are not limited to, the following:*

- Directs program development and implementation.
- Oversees work of faculty and external consultant to develop curriculum and assessments for summer intensive residency.
- Oversee implementation of programming.
- Manage partnerships with universities and manage external consultant services.
- Work with faculty to assess and support program participant skill development throughout program.
- Recruit and select program participants.
- Develop recruitment materials and plan/lead information sessions. Conduct target networking to identify high potential candidates and attract candidates.
- Design and implement rigorous, multi-step selection process.
- Secure licensure for program participants. Secure MN Board of Supervisor's and Administrator's (BOSA) approval for program. Serve as liaison with Minnesota Department of Education for program needs.
- Develop framework and associated competencies for Turnaround School Leaders pathways.
- In collaboration with MPS Finance Department, manage budget and develop long-range financial sustainability and long-range financial model for program.
- Recruit and hire faculty and project specialists.
- Supervise staff, select mentor principals, and oversee mentor effectiveness.
- Collaborate with MPS Research, Evaluation and Assessment Department, NYCLA and university partners to collect data for program evaluation.
- Support the development of MPS SIG and Sig-Eligible school leadership teams and align professional development to turnaround leader competencies.
- Frequently assess program effectiveness and make adjustments for program improvement.
- Demonstrates courteous and cooperative behavior when interacting with students, clients, visitors, and MPS staff; acts in a manner that promotes a harmonious and effective workplace environment

MINIMUM QUALIFICATIONS

Education, Training and Experience Guidelines

Master's Degree in Education, Public Administration, Public Policy, Business Administration or related field; AND five (5) years of experience working to strengthen human capital, managing a large project successfully, building and leveraging productive relationships with stakeholders; guiding colleagues to understand/support an innovative experience, OR an equivalent combination of education, training and experience as determined by Human Resources.

Knowledge of:

- Best practices for improving student achievement in public education; drivers and solutions to educational achievement gap and role of human capital in closing gaps.
- Characteristics of effective school leaders, especially for school turnaround.
- Best practices for adult learning/training and development.
- Effective hiring and selection processes.
- Best practices for recruitment of high talent staff.
- Principles and practices of public sector administrative management, including finance, budgeting, purchasing, contract and grant management, customer service and employee supervision.
- Best practices for improving student achievement in public education; drivers and solutions to educational achievement gap and role of human capital in closing gaps.

Skill in:

- Program design and process; project management and ability to inspire others to follow vision and engage in new approach.
- Directing and coordinating school planning and improvement programs and functions.
- Using initiative and independent judgment within established procedural guidelines.
- Assessing, analyzing, and identifying problems, and recommending effective solutions.
- Tracking project details while maintaining clear view of "big picture".
- Managing staff, delegating tasks and authority, evaluating staff performance, facilitating individuals and groups.
- Establishing and maintaining effective working relationships with co-workers, consultants, representatives from partners and government agencies.
- Cultural competence to work effectively with a wide range of stakeholders.
- Effective verbal and written communication to varying audiences.

PREFERRED QUALIFICATIONS

Knowledge of:

- K-12 Administrator License
- MPS organization, operations, policies and procedures.
- Experience working in K-12 education.
- Experience as a school leader.
- Experience with school turnaround

LICENSE AND CERTIFICATION REQUIREMENTS

A valid Minnesota State Driver's License may be required.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

Work is performed in a standard office environment which requires occasionally lifting such articles as file boxes or heavier materials with help from others and/or lifting and carrying light objects frequently. A job in this category may require walking or standing to a significant degree or may involve sitting most of the time with long periods of computer work and heavy phone usage. Director, Principal Human Capital Programs.doc

MICHAEL I. THOMAS

(b)(6)

SCHOOL ADMINISTRATOR

Over 10 years of public school experience ensuring efficacious learning environments, centered on students' learning, with a focus on results.

Committed, educational administrator with an outstanding record for success maximizing the effectiveness of educational leadership and programs that enhance the learning of ALL students by: creating and sustaining safe learning environments, maintaining a continuous focus on school improvement, upholding high expectations for rigorous curriculum and instruction, modeling professional relationships that promote communication with varying stakeholders, enhancing the skills of staff through meaningful professional development, supervision and coaching, providing strong fiscal management by closely monitoring budgets, grant-writing and community partnerships.

Demonstrated success record in:

- Educational reform initiatives that enhance school environments.
Equity/Social justice framework for leadership.
Designing and facilitating effective meetings.
Leading diverse teams to peak performance levels.
Disaggregating achievement data to ensure the learning for all students.

CORE COMPETENCIES

- Strong Leadership/Mentoring Skills
Strategic Planning
Training/Development
Curriculum/Instruction
Data-Driven Decision Making
Intercultural Competency
School Safety/Management
Parental/Community Engagement

EDUCATION

University of St. Thomas: Doctoral Candidate (Ed.D)

Major: Educational Leadership

Research focus: Qualitative analysis regarding the cultural identity negotiation of Black male principals in predominantly white school districts.

Anticipated graduation date: Summer 2014

Licensures: Principal K-12; Superintendent

University of Minnesota: MSW, September 1997

Major: Social Work

University of St. Thomas: BA, December 1995

Major: Social Work

PROFESSIONAL EXPERIENCE

MINNEAPOLIS PUBLIC SCHOOLS, Minneapolis, MN

2011 – present

Associate Superintendent – Davis Educational Center

- Provide systemic leadership for the third largest district in Minnesota with an annual operating budget of approximately \$700 million, 34,500 students and 5,600 staff.
Work collaboratively with the Superintendent, Chief Executive Officer and school board to set strategic priorities and performance management measures aligned to student learning outcomes

- Supervise building principals and all related staff in a geographic portfolio of 17 schools to include three high schools, two middle schools and twelve elementary/K-8 schools totaling approximately 10,000 students
- Successfully lead six of my Title-1 schools to be recognized by the State due to greater than expected academic growth, achievement gap reduction and meeting proficiency status in math & reading
- Managed five year enrollment plan for my geographic area resulting in increased student enrollment, boundary changes, additional attendance areas and the opening of three new schools
- Lead coordination of professional development for district staff, building principals, and teachers

UNIVERSITY OF MINNESOTA, St. Paul, MN

2011 – present

Faculty presenter – College of Education; School of Social Work

- Teach a one/two-day, pre-requisite, professional supervision course for State Social Work re-licensure with a specific focus on cross-cultural supervision and the dynamics of power

OSSEO AREA SCHOOLS, Maple Grove, MN

2008 - 2011

Principal – Osseo Junior High School

Approximately 1300 students and 130 licensed/non-licensed staff

Principal – Fair Oaks Elementary School

2005 - 2008

Approximately 550 students and 70 licensed/non-licensed staff

- Provided overall instructional leadership to ensure ALL students learn
- Developed comprehensive school improvement plans to ensure staff adhered to specific instructional goals including achievement gap reduction targets, reading/writing across the curriculum
- Successfully closed the African American achievement gap by 50% in three years
- Students receiving special education support made ‘safe harbor’ as outlined by State AYP measures
- Students scored over 90% on State writing exams
- Instilled a culture of excellence and high expectations that resulted in a significant reduction of out of school learning and discipline referrals by creating restorative justice measures as a means for comprehensive discipline/code of conduct
- Responsible for hiring and supervising all staff members
- Provided organizational leadership to align our school practices with the district’s strategic plan
- Developed master course/curriculum schedule to include math and reading lab support in lieu of elective options for 7/8 grade students to start freshman year on track
- Managed special education programming (e.g., EBD, Autism, DCD, Deaf & Hard of Hearing)
- Managed school budget including general funds, staff development, grants, gift accounts and aligned resources to support student learning
- Conducted formal/informal observations for staff members on a regular basis and effectively utilized an in-school coaching model to increase teacher effectiveness
- Provided staff development aligned to school improvement plan goals/district strategic priorities
- Established community partnerships that support student learning before and after school and during the summer
- Served as principal representative for various district-wide committees (e.g., PLC’s, Teaching Learning Leaders, Standards-based grading/reporting, Strategic Planning Action Team, Labor Management, Strategic Budget Reduction, Talented and Gifted, Equity and Integration)

OSSEO AREA SCHOOLS, Maple Grove, MN

2000 - 2005

Coordinator – Educational Services Center

- Managed desegregation efforts for entire district totaling approximately 22,000 students and 3,000 licensed/non-licensed staff

- Managed a \$3.2 million departmental budget that supported programming, staffing and community contracts
- Supported the districts demographic changes moving from a district serving 10% students of color to 47% students of color over a five year timeframe
- Developed professional standards curriculum pertaining to diverse learners for teachers to take to receive board credit that would allow contractual step and lane changes
- Wrote and received initial magnet school grant that resulted in opening three comprehensive magnet school strands including: International Baccalaureate, Science Technology Engineering Math and Fine Arts
- Collaborated with Executive Cabinet members, Assistant Superintendents, building administrators and other district staff to ensure program/grant outcomes
- Responsible for the direct supervision and evaluation of 18 school liaison staff and one support staff member
- Negotiated community contracts/relationships with collaborative stakeholders
- Developed and implemented district-wide, culturally relevant staff development
- Chaired the Integration Advisory Council
- Chaired the Magnet Taskforce
- Member of Student Support Leadership Team
- Conducted both written and oral interviews with local media regarding diversity issues

ACHIEVEMENT PLUS, St. Paul, MN

1999 - 2000

Coordinator – Dayton's Bluff Elementary School

- Developed and implemented strategies that supported achievement of students and families in areas of: Health & Wellness, Family Involvement, School Climate, Curriculum Design; all within an educational reform model
- Selected best practices and implemented programming per outcome evaluation
- Negotiated agreements and contracts for collaborative partners and services including: medical, dental and mental health supports
- Supported building principals to implement strategic priorities outlined in Achievement Plus Initiative
- Developed and managed annual program budget and approved expenditures
- Provided supervision and training for program staff and volunteers
- Oversaw quality improvement

ACHIEVEMENT PLUS, St. Paul, MN

1997 - 1999

Social Worker II – Dayton's Bluff Elementary School

- Developed and implemented culturally appropriate school-based mental health program for African American males in grades 3 – 6
- Collaborated with classroom teachers to make curriculum culturally relevant
- Co-taught and modeled instruction to meet the needs of African American learners
- Provided 1:1 or small group student instruction in collaboration with mainstream teachers
- Provided outreach activities that improve youth and adult functioning by align school and home support
- Planned and implemented parent support/training activities
- Developed relationships with community/business stakeholders to support student learning
- Provided work direction for program assistants, interns and volunteers

ACCOMPLISHMENTS/TRAINING

- 5D Learning Walks – University of Washington
- Created Metro Area Associate Superintendent leadership group
- Certified in standards of effective instruction (SOEI) teacher observation protocol

- Member of State integration taskforce
- Member of State principal licensure taskforce
- Wrote and received multiple grants including magnet school start-up funding, AYP, Pilot Compensatory, Title-I Literacy Coaching, Foundation grants to support/enhance curricular offerings and instruction
- Managing member of Northside Achievement Zone (NAZ)
- Member of grant writing team that received \$28 million federal dollars to create Promise Neighborhood
- Participant of organizational strategic planning initiatives
- Member of budget reduction committee to manage \$16 million deficit
- Managed the restructuring of a K-6 elementary to a PK-3 school
- Mission forward task force: 2010 – 2011
- Member of Northwest Hennepin Family Services Collaborative 2003 – 2004
- Member of District 279 collaborative management team 2000 - 2011
- Member of District 279 administrative magnet committee
- Trained in professional learning communities through Solution Tree
- 3 Minute walk-through
- DMIS/IDI certification
- Achieving and sustaining greatness training
- Designing and facilitating effective meetings training
- Doctoral Cohort 17 Representative: 2003 - Present
- Presidential Scholar (Full Scholarship): University of St. Thomas – Graduate school of Education: Ed.D.
- Bush IV-E Scholar (Full Scholarship): University of Minnesota - Graduate School of Social Work: MSW

PRESENTATIONS

- Minneapolis Public Schools “Managing Our New Faces” ~ May, 2003
- 2nd Annual Pilot City Neighborhood Services Conference “Strengthening Our Families” ~ April, 2002
- 3rd National Conference on Advancing School-Based Mental Health Services, University of Maryland School of Medicine, Virginia Beach, Virginia ~ September, 1998
- 4th National Conference on Advancing School-Based Mental Health Services, Denver, Colorado ~ September, 1999
- Annual Statewide Children’s Mental Health Conference, Minnesota Department of Human Services Children’s Mental Health Division ~ April, 1999
- Minnesota Psychological Association, Friday Forum Series, Metro State University ~ June, 1999

Maggie Sullivan

(b)(6)

EMPLOYMENT EXPERIENCE

Minneapolis Public Schools

2013 – Present Executive Director, Human Capital

- Directs the staff and functions of the Human Capital Department, including workforce planning and forecasting, recruiting, selection, organizational performance and development, and placement; consults with management to assess organizational needs and develop appropriate plans.
- Develops, implements and manages the talent management infrastructure, framework and strategies to support the District's operations.
- Designs, develops and manages innovative and high affect programs and processes to improve the depth and diversity of the workforce.
- Provides consultation on all phases of talent management such as talent pipelines, selection processes, onboarding, assessment, professional development, succession management.

2011- 2013 Director, Strategic Planning and Lead, Educator Evaluation

- Led a cross-functional team to design and implement a teacher evaluation system. Results to date include:
 - Trained and certified over 250 administrators and teachers in a nationally recognized observation certification process.
 - Built an electronic observation system to centrally track data and facilitate observation completion (on track for an estimated 8000 observations to be completed and tracked this year).
 - Provided over 1000 teachers with individual value-added reports.
 - Provided over 1800 teachers with individual TRIPOD student survey reports in partnership with the Achievement Gap Initiative at Harvard University.
 - Developed communication strategies to share information and collect feedback including websites, monthly newsletters, podcasts, webinars, multiple visits to each school site and videos.
 - Leveraged teacher evaluation to improve internal systems, such as student accounting, HR data collection and tracking and Peer Assistance and Review.
- Analyzed teacher evaluation data to improve strategic decision-making.
 - Partnered with higher education partners to share data and to examine teacher evaluation results by teacher preparation program.
 - Presented observation data to principals and HR personnel to inform probationary teacher rehire and tenure decisions.
 - Shared observation data disaggregated by subject area to inform professional development.
- Managed a \$3.5M budget and consultants including the Value Added Research Center, TNTP,

True North Logic, and Tripod/Cambridge Education.

- Partnered with stakeholders including the Minneapolis Federation of Teachers, the Minneapolis Principals Forum and the Minnesota Department of Education.
- Led the design and implementation of evaluation systems for principals, assistant principals and associate superintendents to create an aligned system of educator evaluations.

Pittsburgh Public Schools

2009 – 2011 Director, Principal Leadership Development

- Managed, implemented and evaluated the District's program to recruit, train, support, and place highly qualified principals by training candidates as instructional, transformational and civic leaders, as well as research practitioners and chief executive officers.
- Developed and facilitated professional trainings focused on enhancing leadership development of principals; creating and sustaining reciprocal relationships with community, business and education institutions; and building professional learning based communities among numerous cohorts of principals, teachers, and school-based staff.
- Supported principals to improve instructional quality by implementing routines of observing and conferring with teachers, promoting collaboration among staff and developing feedback and data-driven cultures of continuous improvement.
- Supported the Chief Academic Officer in the implementation of the Empowering Effective Teachers Plan, one of four plans funded nationally by the Bill and Melinda Gates Foundation in 2009.
- Served on the District's Equity Leadership Design Team.

Coro Center for Civic Leadership Pittsburgh, PA

2007 – 2009 Vice President of Operations

- Managed daily operations and \$1.8 million organizational budget, supervised all Coro programming and program staff and implemented strategic initiatives.
- Designed, implemented and evaluated numerous leadership and community training programs including Women in Leadership, Neighborhood Leaders, Community Problem Solving Fellows and Leaders in Learning.
- Diversified funding by advancing fee for service consulting practices, including the design and implementation of a leadership training program for Pittsburgh Public School's pipeline of principals.
- Served as senior consultant to Pittsburgh Public Schools to facilitate training and coaching for the Pittsburgh Emerging Leadership Academy.
- Increased fee for service revenue by 86.2% in 2007-2008 fiscal year.
- Decreased direct training cost by 91.0% and increased tuition revenues by 29.2% over a six month period.

2006 – 2007 Regional Institutes Manager

- Developed curriculum, provided training and supervised the implementation of Regional Institutes' leadership training programs.
- Managed Regional Institutes' budgets and fundraising.
- Supervised all Regional Institutes staff and adjunct trainers.

- Developed, implemented and tracked effective program evaluation methods.

Jewish Healthcare Foundation Pittsburgh, PA

2005 – 2006 Fellowship Associate

- Coached nurses and frontline managers in quality improvement projects and instructed components of the Pittsburgh Regional Healthcare Initiative’s Perfecting Patient Care University
- Trained leaders in health setting in process and quality improvement for patient safety.
- Managed graduate-level bio-ethics and patient safety fellowships.

EDUCATION

Carnegie Mellon University, Heinz College, Pittsburgh, PA

2005-2007 Masters in Public Management, 3.94/4.0 GPA

- Received highest academic distinction
- Concentration in management, strategic planning, organizational behavior, process improvement, financial analysis and communication skills

Lewis & Clark College, Portland, OR

2000-2004 B.A. in Political Science, Pre-med, Summa cum Laude, 3.91/4.0 GPA

- Recipient, American Association of University Women’s Athena Award
- Finalist, Renna Ratte Award, the College’s highest academic honor
- Inductee, Robert B. Pamplin Jr. Society of Fellows, Honor Society

2001-2002 Study Abroad: Kenya and Tanzania

- Investigated the impact of indirect services on the academic success of students in Nairobi’s Mukuru slum.

NATIONAL AWARDS & PRESENTATIONS

2010 Presenter, University Council of Education Administration Conferences (Oct. 2010)
 2009 Coro National Alumni Award for Community Service
 2004 Coro Fellow in Public Affairs
 2004 Presenter, XI Ryan White Youth Conference on HIV & AIDS
 2003 *USA Today* Academic All-Star
 2003 Truman Scholar Finalist
 2003 Phi Beta Kappa – elected as a junior
 2002 Poster Presenter, XIV International AIDS Conference

COMMUNITY LEADERSHIP

2008-2011 Member, City of Pittsburgh Mayor’s Propel Pittsburgh Commission
 2007-2011 Executive Board Member Big Brothers Big Sisters of Greater Pittsburgh
 2006-2011 Member, National Nonprofit Workforce Coalition
 2006-2007 Mentor, University of Pittsburgh Certificate Program in Leadership & Ethics
 2005-2006 Board Member, Zoar New Day
 2005-2006 Volunteer, Prevention Point Pittsburgh
 2004-2007 Member, Team in Training
 2003-2004 Executive Board Member, Portland Area HIV Service Planning Council

Laura Cavender

(b)(6); (b)(7)(C)

EMPLOYMENT EXPERIENCE

Minneapolis Public Schools, Minneapolis, Minnesota

July 2001-Present Principal

- Demonstrated leadership by providing purpose and direction of individuals and groups
- Demonstrated leadership by collaboratively assessing and improving culture and climate
- Demonstrated the ability to implement change in education
- Defined and used process for gathering, analyzing, managing and using data to plan and make decisions
- Demonstrated an understanding and recognition of the significance of diversity
- Demonstrated an understanding of state, federal and case law governing general education, special education and community education
- Demonstrated the ability to use and teach other to use data for instructional decision making
- Demonstrated the understanding of effective personnel selection and retention, labor relations and collective bargaining
- Demonstrated the understanding and application of the Administrators Code of Ethics
- Demonstrated effective judgment, problem analysis and problem solving
- Demonstrated the ability to develop and implement policies and procedures for a safe learning environment
- Communicated effectively for different audiences
- Promoted a positive image of my school and the district

May 2001 – July 2001 Administrative Intern

- Worked on an Administrative team to implement change throughout policies, procedures, schedules, climate and curriculum as we opened a new school.
- Provided leadership for the Curriculum/Instructional Lead Team in the AYP process in developing our School Improvement Plan.
- Provided leadership in planning, implementing and facilitating the school budget.
- Supervised the Educational Assistants and High Five – Grade Five teachers and assisted all Middle School teachers.
- Provided leadership for the School Planning and Management Team, our school's leadership team.

- Led the Collaborative Model of Instruction, Restorative Measures and Team Building initiatives within the building.
- Encouraged parents and the community to become involved through Nellie's Neighborhood Network, Parent Team and the SPMT.
- Interviewed and selected candidates for vacancies within our building.
- Worked with students in the area of behavior in collaboration with families, teachers and the students.

2000-2001 TOSA, Teacher on Special Assignment, Catalyst 345

- Provided district G/T leadership as a TOSA for the Javits Catalyst 345 Grant Teacher.
- Delivered Reading and Math instruction for G/T third grade students.
- Implemented Collaborative Thinking Skills in all third grade classrooms.
- Furnished information to parents through written, oral, home visits and monthly parent meetings.
- Modeled effective instructional strategies for all third grade teachers.

1991-2001 (Excluding TOSA, 94-95) Gifted/Talented Teacher

- Planned and facilitated collaborative instruction through the Gifted Catalyst Program.
- Designed, planned and directed lessons to challenge Talent Pool students.
- Participated as Challenge Coach for Future Problem Solving, Math Masters, Stock Market Games and Inventions.
- Prepared and implemented Jr. Great Books instructions grades K-6.
- Organized and facilitated Visual Thinking Strategies instruction.
- Participated in planning and implementing the District Inventors Fair.
- Coordinated G/T Parent/Teacher meetings – three years.

1994-1995 TOSA – Curriculum Resource

- Provided leadership for the coordination of the school wide curriculum.
- Worked collaboratively with teachers and educational assistant to cooperatively develop a thematic foundation and an integrated sequential curriculum.
- Planned and organized reading staff development sessions.
- Worked with parents and the community to involve them in school activities.

1991-1994 Science Teacher

- Provided Science instruction for students grades K-6.
- Participated as a member of the MPS Science Instructional Team.

- Established communication among staff, student parents and the community.
- Provided real life Science experiences for the students.

Lake County Public Schools, Tavares, Florida

1989-1991 Teacher Chapter 1 Reading

- Designed and facilitated lessons for 103 multi-level students in the area of reading.
- Assisted in the revision of the district-wide Chapter 1 program.
- Provided district in-service on teaching strategies and methods.
- Planned and facilitated parent involvement meetings monthly.

Ralston Public Schools, Ralston, Nebraska

1987-1989 Teacher First Grade

- Responsible for complete duties as a classroom teacher.
- Coordinated with Special Education staff, the mainstreaming of students.
- Established open communication and involvement with parents and the community.

EDUCATION

Educational Administration Licensure, St. Mary's University, Minneapolis, Minnesota, October 2001

Masters of Arts in Education, Curriculum and Instruction, The University of St. Thomas, St. Paul, Minnesota, May 1994

Bachelor of Science, Elementary Education and Human Development, The University of Nebraska-Lincoln, Lincoln, Nebraska, December 1986

SKILLS

- Model shared leadership and decision-making strategies
- Ability to facilitate and motivate others
- Ability to develop and manage budgets and maintain accurate records
- Create and monitor positive learning environments for all children
- Promote sensitivity of diversity throughout the school community
- Implement policy to meet local, state and federal requirements
- Knowledge, understanding, experience providing staff development to improve the performance of all

- Ability to help learners grow and develop as caring, informed citizens
- Facilitate teamwork, conflict resolution or problem solving strategies

HONORS

National Board Certification – 2000

Nominee for Disney’s American Teacher Award – 2000

Minnesota Academic Challenge Coach Award – 1999

Nominee for Presidential Award for Excellence in Science Teaching – 1993

Eric Moore

(b)(6)

Professional Interests:

K-16 Barriers to Student Learning, Reduction of health disparities. Research and Evaluation Methodologies, Organizational Theory and Development, Adult Learning Processes, Causes of Achievement Gap, Application of Dominant and Non-Dominant Identity and Cultural Mismatch Models to reduce racial and cultural inequalities and K-16 community-school partnerships

Education

University of Minnesota, Organizational Learning and Development 1998-present
Doctorate of Education, Educational Policy and Administration: Evaluation Studies ABD
Anticipated award date 2014

University of Minnesota, Humphrey Institute of Public Affairs 1994 – 1996
Master of Arts, Public Affairs: Social Policy and Education Management

Langston University, Langston, Oklahoma 1990 - 1994
Bachelor of Arts, English and Education

University of Texas at Austin, Austin, Texas 1993-1993
LBJ School of Public Affairs, Woodrow Wilson Summer Institute of Public Affairs

Professional Experience

Minneapolis Public School District. Minneapolis, Minnesota. 2013 -Present
Director of Research, Evaluation and Assessment

Rainbow Research and Evaluation 2011-2013
Senior Research Associate

Rainbow Research and Evaluation, Minneapolis, Minnesota, 2009-2011
Senior Evaluation Consultant.

Center for Teaching and Learning, University of Minnesota, 2009-2011
Evaluation Specialist

Crossing Boundaries: Research and Evaluation, Coon Rapids, Minnesota 2008- present
President

Anoka-Hennepin Independent School District #11, Coon Rapids, Minnesota, 2001-2008
Director of Student Services and Diversity

Anoka-Hennepin Independent School District 11, Coon Rapids, Minnesota, 2000 to 2001
Research Assistant, Research and Evaluation Department

Center for Applied Research and Educational Improvement University of Minnesota, Minneapolis, Minnesota, 1999 to 2001. Research Assistant – Transforming School Counseling Initiative, Department of Educational Policy and Administration

TRIO Support Services, McNair Scholar Program University of Minnesota, Minneapolis, Minnesota, 1998 to 2000. Student Advisor, General College,

Office of the Associate Vice President for Multicultural Affairs, University of Minnesota, Minneapolis, Minnesota, 1996-1998. Coordinator of Pre-Collegiate Programs/ Assistant to the Vice President of Multicultural Affairs,

Minnesota Minority Educational Partnership (MMEP) and Minnesota State Board of Education, Minneapolis, Minnesota, 1995 – 1996. Near North Community Educational Liaison

Office of the Associate Vice President of Academic Affairs with Special Responsibility for Minority Affairs and Diversity, University of Minnesota, Minneapolis, Minnesota, 1995-1996
Graduate Assistant Research Fellow

Department of Human Services, Children’s Mental Health Division. St. Paul, Minnesota, 1995
Community Analyst – Executive Pathways Internship Program

Minnesota State Department of Education, Office of School Desegregation/ Integration. St. Paul, Minnesota, 1994- 1995
Intern

TRIO Support Services, Upward Bound, East Texas State University. Commerce, Texas, 1992
English Instructor and Academic Advisor

TRIO Support Services, Student Support Services, Langston University. Langston Oklahoma. 1991-1994
Peer Counselor and Tutor

External Evaluation Projects

Project Director, Opportunity Gap study for metro area youth and internal evaluation of youth engagement strategies for Youthprise (2012-2013) Minneapolis, MN.

Mr. Moore is project director of a statewide out of school time study funded by Youthprise. Mr. Moore is responsible for leading a team in mapping all metro area out of school time opportunities in an effort to identify current gaps in out of school time programming. The study will also identify barriers to out of school time participation for metro area youth. Mr. Moore will also lead a review of current literature on out of school time opportunities, interview key informants and practitioners, and lead data collection activities for sixteen youth lead focus groups to inform opportunity gap efforts. Mr. Moore will also assess internal Youthprise youth engagement strategies and the quality of internal youth-adult partnerships and their ability to improve organizational effectiveness.

Project Director, College readiness curriculum audit (needs assessment) and curriculum writing for Minnesota Office of Higher Education Get Ready Program. (2012-2013)

Mr. Moore is leading a team curriculum redesign and curriculum writing effort on behalf of the statewide Get Ready program. Evaluation efforts include literature review of best practices in college readiness programming; the design, data collection, and analysis of practitioner surveys and focus groups accessing current college readiness curriculum quality, usefulness and effectiveness, and alignment with state standards. Focus groups in Minneapolis, Austin, Duluth and St. Paul will provide additional data regarding supports and barriers to curriculum effectiveness and ability to align with classroom content. Evaluation efforts also include the development of a curriculum review checklist assessing curriculum developmental appropriateness, accessibility for gifted, special needs and EL students, cultural relevance, and best practices in teaching and learning.

Project Director, Evaluation of Hennepin County Juvenile Supervision Center (JSC), Minneapolis Department of Health and Family Support (2012-2013)

Mr. Moore is leading an evaluation effort of the Minneapolis Juvenile Supervision Center. As part of evaluation efforts Mr. Moore and team are conducting key stakeholder interviews of Joint Powers Board and work group members regarding the effectiveness and efficiency of Joint Powers Board and Work group operations and decision making processes, clarity of purpose and vision of board and work group members regarding JSC efforts, data sharing needs between city and county government, Minneapolis police department and Minneapolis public schools and overall supervision center effectiveness based on stakeholder expectations. Mr. Moore is also leading literature review efforts to identify effective national truancy reduction, curfew prevention, and diversion program for low level juvenile offenders prevention and intervention models.

Project Director, Development of parent education curriculum toolkit for staff working with parents with mental health and chemical dependency issues. People Incorporated. (2012-2013). Ramsey County, Minnesota.

Mr. Moore is working with People Incorporated to develop parent education curriculum and resources that can be used across seven People Incorporated organizational units including child protection, homelessness, and chemical dependency. Mr. Moore led in the design, data collection, and analysis of parent education practitioners surveys, parent focus groups, and a literature review of best practices of parent education practices of parents with mental health needs. Mr. Moore led several cross-divisional meetings on tool kit content and barriers and supports for tool kit use.

Project Co-Director, YWCA Strong Fast Fit needs assessment, program evaluation, and curriculum audit. Minneapolis, MN. (2012-2013).

Mr. Moore is co-lead of a program evaluation community needs assessment, and curriculum audit of the YWCA Strong Fast Fit program. Strong Fast Fit is a cultural specific health education and nutrition program for Minneapolis Native American and Latino Youth. Mr. Moore will assist in evaluating current programming efforts and conduct needs assessment in Hmong, Somali, and African American communities for possible program expansion. Mr. Moore will conduct key stakeholder interviews and review current community supports related to healthy communities including availability of out of school time programming, access to health care facilities, and viability of school/YWCA partnerships. Mr. Moore

will also lead in curriculum auditing efforts including the development of a curriculum review checklist that assesses best practices in instructional practice, cultural relevancy of curriculum, and potential to align to Minnesota health content standards. Mr. Moore will lead team in curriculum rewriting efforts.

Project Director, Impact of Prenatal Alcohol Exposed (PAE) Screening on program delivery and early childhood education screener practices. Minnesota Organization on Fetal Alcohol Syndrome (MOFAS) (2011-2013)

St. Paul, Minnesota. Evaluation of MOFAS collaborative work with the Minneapolis Public Schools, Todd County, and Lifetrack Resources regarding Fetal Alcohol Syndrome training and modification of Early Childhood assessments. This study seeks to understand the impact that PAE screening has on PAE-identified youth ages 3-5 from 2009-2012.

Project Director, Evaluation of mentoring and out-of-school time programs funded by the Carlson Family Foundation, Minneapolis, MN. (2011-2013) Mr. Moore is currently leading an evaluation on youth mentoring and out-of-school time programs funded by the Carlson Family Foundation. In this project, Mr. Moore has helped form an advisory committee with program leaders to gain key insights into their program evaluation processes. He is currently developing a set of indicators that will be used by all Carlson Family Foundation grantees (31) to evaluate the success of their programs. Rainbow Research is producing a support manual and providing technical assistance to grantees to ensure a positive integration of the new evaluation system with current and incoming grantees.

Project Director, Evaluation of mentoring and out-of-school time programs of the Philadelphia Foundation's Fund for Children, Philadelphia, PA. (2011-2013) Eric Moore led an evaluation of youth mentoring and out-of-school time programming supported by the Foundation's annual \$2 million fund. He conducted extensive interviews to gain input from pre-collegiate program staff, city officials, non-profit directors, and business leaders. He conducted focus groups with participating youth. Mr. Moore analyzed data from 51 interviews and 16 focus groups and produced an internal and external report.

Project Director, Evaluation of 21st Century Learning Programs. St. Paul Public Schools, St. Paul MN. (2011-2012) Mr. Moore works with the CLC site coordinators to collect and use data for continuous improvement and document the impact of student program participation on school connectedness, leadership and self-efficacy, and academic performance. Activities include working with site coordinators to revise current student survey forms. He is also involved in the development and training of staff of a supervisory tool piloted by program coordinators. 2011-Present

Project team member, Eliminating Health Disparities Initiative (EDHI). Office of Minority and Multicultural Health- Minnesota Department of Health, St. Paul Minnesota (2010-present). Member of evaluation team that provides technical assistance to 29 Minnesota Department of Health (EDHI) 2010-2011 grantees. Duties include instrument development, logic model development, assistance with data analysis and evaluation plan, and review of final evaluation. Grantees include mental health, teen pregnancy prevention and STD and HIV prevention providers.

Project Co-Director, Evaluation of undergraduate and science education component of Triticaeae Coordinated Agricultural Project (TCAP), United States Department of Agriculture, Washington D.C.

Minneapolis, MN. (2011-Present) Eric Moore is co-leading a five-year developmental, formative and summative evaluation process involving 25 University plant breeding programs and six Minority Serving Institutions (MSI's). He has developed logic models, evaluation plans, and data collection plans for the educational advisory committee. He has created data collection tools for data collection methods that include on-line surveys and interview guides for undergraduate, graduate and university faculty, observation templates of classes, and case studies of MSI and TCAP University collaborations.

Project Director, Strategic Planning. Sullivan Middle School (K-8), Minneapolis, MN (2011-Present)
Eric Moore is collaborating with the Sullivan Middle School Principal and school leadership committee to develop and implement a five-year strategic plan linked to the school improvement plan with the goal of improving educational outcomes. The strategic plan directly identifies instructional practices that lead to improved processes and outcomes. ESL, Reading Math, Middle school and Special Education program logic models and evaluation plans have been developed in 2010-2012. Mr. Moore is currently supporting the administrative team is aligning individual content area staff development plans into a comprehensive school wide staff development plan that integrates best practices in ESL and Special Education instructional practices.

Project Co-Director, Building Sustainable Communities. Local Initiatives Support Corporation. Minneapolis, MN. (2009-Present) A five-site case study on best practices in building sustainable and livable communities in distressed areas. Minneapolis, St. Paul and Hopkins, Minnesota. 2009 to present

Project Co-Director, Youth Risk Behavior Survey, Minnesota Department of Health (2010-2011). Minneapolis, MN. Moore led survey administration process of Minneapolis and Rochester area high schools of Youth Risk Behavior Survey. Duties included developing survey administration process, developing on-line training module for participating schools, delivering on-line training to school coordinators, communicating with MDH leadership team, School principals, YRBS coordinators, and school representatives as needed, and providing feedback to MDH leadership team on survey administration process.

Project Director, Increasing Volunteerism in African American and Latino Communities. American Cancer Society, Midwest Division (2010-2011) Milwaukee, Wisconsin. Focus group planning, recruitment and analysis for Minneapolis and Milwaukee communities (Eight total)

Project Team Member, Man to Man program evaluation: A five site case study on best practices in prostate cancer support groups (2009-2011) American Cancer Society. Minneapolis, MN, Couldersport PA. Site visits in Pennsylvania. Interviews, focus groups, and analysis.

Project Team Member, Let's Talk About program evaluation: Minneapolis, Minnesota (2009-2010) American Cancer Society. Minneapolis, MN, Wilmington, DE, Philadelphia, PA. Evaluation of programming aimed at increasing prostate screening for African American males in Minnesota, Delaware, and Pennsylvania

Project Lead, Guiding Coalition Work Group facilitator, Racial Identity Training and Organizational Assessment. (2007-2009) Wake County Public Schools. Raleigh, North Carolina. Group facilitation and

training on racial identity development. Strategic planning on closing the achievement gap.

Project Team Member, Sabathani Community Center (2001-2002). Minneapolis, MN. Evaluation Capacity Building. Evaluation capacity building training

Project team Member, African American Youth in Foster Care (2001-2002). Wilder Research (on behalf of Minnesota Department of Human Services). Minneapolis, MN. Youth Focus group data collect and analysis

Project team member, African American tobacco reduction. Face Value Evaluation (on behalf of Minnesota Department of Health). (2001-2002). Minneapolis, MN. Focus groups and analysis

Project team member, Wallace Reader's Digest Fund's National Program for Transforming School Counseling Initiative (1999-2001). CAREI. University of Minnesota (1999-2001) Minneapolis, MN. Jacksonville, FL. 1999 - 2001. Interview and focus groups data collection and analysis.

Project Lead, McNair Scholarship Program: A Goal Free Evaluation. University of Minnesota (2000 - 2001). Conducted goal free evaluation. Evaluation design, data collection and analysis. Final Report

Project Co-Lead, Upward Bound Vision Quest (2000-2001). University of Minnesota, Duluth. Minneapolis, Minnesota. Data base development and performance monitoring.

Project Team Member, Wilder Research Foundation- Minnesota Department of Human Services: Foster Care Placement (2000) youth interviews and focus groups 2000

Internal Evaluation Experience 2009-2011 (University of Minnesota- Center for Teaching and Learning)

Strategic Planning: Assisted with the development of strategic plan and evaluation framework for University of Minnesota Center for Teaching and Learning: Duties include alignment of systems and programs, establishing appropriate benchmark system with center leadership, strengthening program logic and assumptions, developing formative and summative assessment of goals, objectives, and activities and organizing data to support decision-making processes.

CTL Faculty consulting program, Faculty course redesign project (4X4 program), international teaching assistant program, University of Minnesota Raptor Center, Graduate School Advising, Law School student study, University of Minnesota Graduate School Commons University of Minnesota Internationalization of Curriculum Study.

Internal Evaluation Experience 2001-2008 (Anoka-Hennepin School District-Federal/State)

Desegregation Programs Evaluation Report, 2000- 2008

Title III, IV, VII, School Social Work Programming 10 million per year. Performance monitoring and benchmarking.

Parent Satisfaction Survey, 2006-2008. Drafted survey plan for district parent satisfaction survey in collaboration with external survey firm. Coordinated survey with 45 building principals including survey distribution, interpretation, and presentation of results.

Minnesota Student Survey. 2002-2008. Supervised planning for Minnesota student survey. Drafted survey plan, coordinated distribution and interpreted results for 45 buildings. Incorporated results and worked with principals on developing anti-bullying and safe and drug free prevention efforts.

At-Risk/Alternative School Programming, 2006-2008

Program Evaluation Team

Evaluation Design, conducted interviews and focus groups

Integrated Language Arts Department Curriculum Committee, 2006 - 2008

Conducted participatory evaluation: Survey Design, Analysis, and Presentation

Created Achievement Gap textbook selection tool used as criteria for ability to close achievement gap

Research Action Project (RAP), 2007 - 2008

Created classroom observation equity template for secondary instructional ILA and Mathematics coaches

District Math Achievement Gap district workgroup, 2006 - 2008

MS and HS Focus Groups and Analysis, Analyzed and Presented results

School Counseling Department, 2006

Survey and Focus Group Design and Analysis, Analyzed and Presented results

Integrated Language Arts, 2005 - 2006

To Kill and Mockingbird , High School Focus Group Design and Analysis,

High school and Middle school interviews and focus groups. Analyzed and Presented results

New Teacher Workshops, 2000 - 2001

Survey Design and Focus Group Analysis, Analyzed and Presented results

School Climate Evaluation, 2000 - 2002

Developed original racial and gender attitude survey instrument and focus group questions. Engaged in participatory process with stakeholder group. Drafted evaluation plan. Administered and analyzed survey to 20,000 students and 2,000 teachers. Administered survey to 16 student and 10 teacher focus groups (by content area). Analyzed and presented qualitative and quantitative results to variety of stakeholders including central officer administration, secondary principals, and various teacher groups.

Internal Evaluation Experience University of Minnesota Office of Multicultural Affairs

Cool Camp (Grades 7-8), 1996-1998

Minority Encouragement Program, (Grades 6 -HE.), 1996-1998

College Bound (Grades 4-6), 1997-1998

Summer Institute (Higher Ed.), 1996 - 1998

Grant Writing Experience

Provided technical assistance to Carlson School of Management on evaluation section for Center for International Business Education and Research (CIBER) grant from the U.S. Department of Education. Carlson School awarded 1.5 million. 2009

Monitor, Supervise, and Evaluate, State Desegregation Grant, Federal Title III, IIIA, IV, VII, Success for the Future Grant, 2001-2008 10 million per year.

Federal Magnet School of America Program (MSAP) Grant, Collaborative Grant Writing with Northwest Suburban School District, 13 million dollars, 2005

State Desegregation Grant, Jackson Middle School: Telescope and Observatory, \$135,000.00, 2004, 2005

State Desegregation Grant, Riverview Elementary: Greenhouse, \$100,000, 2003

Program Design and Development

Cardinal Voices Diversity Project (Five CD set) Documentary: Co-Producer and Facilitator, 2006-2007

Magnet School Development: Project Lead, Riverview Elementary school of environmental science 2002-2003, Jackson Middle School Math and Science Team 2003-2004, Fred Moore School of the Arts 2005-2006

Supervisor: Evergreen Park Primary Years International Baccalaureate (PYP) (Team Member) 2005-2006, Lincoln Elementary School of the Arts (Team Member) 2006-2007

Student Programming: Discover U, Co-Lead, Middle School Honors Participation Program for Underrepresented Populations, 2006-2008

EXCEL (Excellence Plus Collaboration Equals Leadership): Project Lead, HS and MS Achievement Gap Programming, 2005

Men's and Women's Groups: Project Lead, Reduction of Discipline Referrals and Suspension Programming, 2005

Martin Luther King Jr. Day HS March: Project Lead, Diversity Programming, 2007

Staff Development, Research Action Project (RAP): Co-Lead, Achievement Gap Staff Development Initiative, 2006-2008

Book Studies (Facilitator): Thompson, Gail (2003) Through Ebony Eyes Gail Thompson, Coon Rapids High School, 2005-2006 (Monthly).

Obidah, Jennifer and Manheim, Karen (2001) Because of the Kids, High School and Middle School Principals, Two sessions, 2007-2008

Achievement Gap/Best Practices Learning Communities, Coon Rapids High School Mathematics Department, 2006-2008 (Monthly)

Champlin Park High School Mathematics Department, 2007-2008 (Monthly)

Anoka-Hennepin Administrative SEED (Seeking Equity and Educational Diversity), 2002-2008 (Monthly)

Special Education Evaluation Team SEED (Seeking Equity and Educational Diversity), 2006-2007 (Monthly)

Significant Writings and Interviews

"From Color Blind to Color Conscious: A Practitioners Tool for Institutional Change. Conference paper. Panel Presentation: Multiculturalism, Race, and Social Justice: Rethinking Meanings of Quality in Teacher Education. Division K-Teacher and Teacher Education. San Diego, California. American Education Research Association (AERA) April 2009

"Goal Free Evaluation in the Social Justice Context." (2001). Eric Moore, Gavin Lemieux. Kelly Evaluation Conference Publication

"Barriers to Postsecondary Participation." (1998) Dr. David Ghere, Eric Moore, and Bruce Schelske. Just In Time Research: Children, Youth, and Families University of Minnesota.

"Desegregation and Closing the Learning Gap" (May 1995). Independent consulting report commissioned by the Office of Desegregation/Integration, Minnesota State Department of Education.

"Community Profiles: Minneapolis and St. Paul." (September 1995). Eric Moore, May Kao Yang, Department of Human Services Division Head Report.

"Guthrie School System Called a Model for Integration": Black EOC Journal. Fall 1994.

"Integration within Desegregated School Systems, Guthrie High School, a case study." Undergraduate Thesis, Langston University 1994.

Conference Presentations

"Using Dominant Identity Theory to Enhance Communication and Collaboration." Eric Moore, Holly Kleppe. Strand 4: Race, Class, and Culture: Applying Knowledge of Race, Class, and Culture to Narrow

the Learning, National Staff Development Conference (NSDC). St. Louis, Missouri. December 2009

"From Color Blind" to "Color Conscious." A Practitioner's Tool for Institutional Change. Eric Moore, Holly Kleppe. Panel Presentation: Multiculturalism, Race, and Social Justice: Rethinking Meanings of Quality in Teacher Education. Division K-Teacher and Teacher Education. San Diego, California. American Education Research Association (AERA) April 2009

"Narrowing the Achievement Gap: Lessons Learned Through Action Research." Eric Moore, Holly Kleppe. Strand 5: Narrowing the Learning Gap in literacy, math, and science. National Staff Development Conference (NSDC). Orlando, Florida. July 2008

"The Current State of Conflict Resolution and Peace Education in the State of Minnesota" (Invited state presenter). Inter-America Summit on Conflict Resolution Education: International Innovations and Challenges. Cleveland, Ohio. March 2007

"Participatory Approaches to Evaluation: Chronicles of A Diversity Evaluation." St. Louis, Missouri November 2001

"Culture and Evaluation: Important Issues." Minnesota Extension Services Training Session. Rochester, Minnesota. October 2001

"Goal Free Evaluation and its Relevance for Social Justice." Eric Moore, Gavin Lemieux, American Evaluation Association. St. Louis, Missouri (accepted) November 2001.

"Culture and Evaluation: Attention to Human Detail." Vanessa McKendall, Eric Moore, Chia Vang, Minnesota Evaluation Studies Institute. Minneapolis, Minnesota 2001.

"Does it take one to Know One? Researching Teachers and the Teaching Profession." American Education Research Association (AERA). Seattle, Washington April 2001.

"Goal Free Evaluation in the Social Justice Context." Eric Moore, Gavin Lemieux, Kelly Evaluation Conference, Toronto, Canada. March 2001.

"Barriers to College Participation." Minnesota Association of Educational Opportunity Program Personnel (MNAEOPP-TRIO) Jan 1999

Facilitator, Educational Talent Search Collaboration session. Minnesota Association of Educational Opportunity Program Personnel (MNAEOPP-TRIO) January 1999

Internal Anoka-Hennepin District Presentations 2001-2008

"Introduction to District Framework for Closing the Achievement Gap: Practical Applications for Elementary Teachers." District Pre-School Workshop. All Elementary Staff 2007

"Examining Underrepresented Group Participation in Honors Programs." Addressing Honors Teacher Training. 2004-2007

"The Power of Language: Ebonics and Standard English." Integrated Language Arts Department Leaders. 2007

"Introduction to Achievement Gap Framework." Integrated Language Arts, Curriculum Committee 2007, HS and Middle School Teachers 2007, Research Action Project 2007. Elementary and Secondary Coaches 2007

"Key Theories in Closing the Achievement Gap." Integrated Language Arts and Social Studies Department Leaders 2005. Social Studies Department Leaders, 2005

"The Changing Face of Anoka Hennepin." Secondary New Teacher Workshop, 2007

"Practical Application of Dominant and Non-Dominant Models to Student Learning." Research Action Project 2007, 2008, High School Principals 2007, Middle School Principals 2007, Elementary Principals 2007, Secondary and Elementary Coaches 2007, Elementary and Secondary Teaching and Learning Specialists 2007

"Implications of Stereotype Threat on Student Learning." Research Action Project 2006, 2007, Elementary Principals 2007, Middle School Principals 2007, High School Principals, 2007

"Cultural of Power: Using Cultural Mismatch Theory to Understand Student Resistance." Research Action Project 2006, 2007, Elementary Principals 2007, Middle School Principals 2007, High School Principals, 2007

Other Presentations

"Introduction to Achievement Gap Framework". Guest Lecturer. Understanding By Design. St. Mary's University of Minnesota, 2008

"Closing the Achievement Gap: Relevant Theories and Real Challenges." Guest Lecturer. Bethel College. 2006, 2007

"Making an Impact in Youth: "Why you should volunteer"." University of Minnesota YMCA February 1999

"Principles of Influential Leadership". Guest Lecturer. Personal Leadership. You and the University. (class taught by Karen Seashore Louis, Judith Anderson, and Verna Simmons) September 1999

"Effective Collaboration at Work" National Association of Black Scientists and Engineers (NABSE) Regional Conference. September 1997

Relevant Trainings and Certifications

Seeking Education Equity and Diversity (SEED), National Training: Dr. Peggy McIntosh 2007, Certified trainer since 2002 (Local Chapter), Administrative SEED Course Facilitator 2002-2008, Special Education SEED Course Facilitator 2006-2008

Ruby Payne Framework for Poverty, Dr. Ruby Payne, Certified Trainer 2004

The Art of Mindful Facilitation, Color of Fear and Last Chance for Eden, Lee Mun Wah, 2004, 2007

Racial Identity Development, Dr. Janet Helms, 2007

Multicultural Education, Culturally Responsive Teaching, Dr. Christine Sleeter, 2004

Relevant Community Committees and Board of Directors

University of Minnesota YMCA, 1997-2000, 2013-Present

Northwest Suburban Integration School District School Board, Evaluation Committee, Policy Committee (Vice Chair 2007-2008), 2001-2008

Anoka County Mediation Services Board 2006-2007

Anoka County Community Health Committee (Chair 2004), 2002-2007

Minnesota Minority Educational Partnership (MMEP), Executive Director Search Committee (Chair 1998), 1995-2000

Anderson Open Elementary School Advisory Board, 1998

Relevant Internal Committees/Work Groups

Center for Teaching and Learning: Evidenced based pedagogy work group, University of Minnesota 2009-2011

Center for Teaching and Learning: Strategic planning leadership team, University of Minnesota 2009-2011

New Teacher Workshop Committee, Anoka-Hennepin ISD 11, 2001 –2008

Diversity Committee, Anoka-Hennepin ISD 11, 2001 –2007

Teacher of Color Recruitment Committee, Anoka Hennepin ISD 11, 2001-2008

District Planning Group, Anoka Hennepin ISD 11, 2005-2008

NCLB Committee, Anoka Hennepin ISD 11, 2004-2007

Integrated Language Arts Curriculum Selection Committee, Anoka Hennepin ISD 11, 2006-2008

Elementary Social Studies Curriculum Committee, Anoka Hennepin ISD11, 2007

McNair Scholarship Selection Committee, University of Minnesota, 1999-2000

Martin Luther King Jr. Week planning committee, University of Minnesota, 1996-1998

Pre-Collegiate Conference Planning Committee (Chair) University of Minnesota, 1996-1998

America Reads Planning Committee, University of Minnesota, 1997-1998

GLBT College Day Planning Committee, University of Minnesota, 1997

Professional Affiliations

American Education Research Association (AERA), 2000- present

American Evaluation Association (AEA), 2001- present

National Staff Development Council (NSDC) 2006-2009

Association for Supervision and Curriculum Development (ASCD), 2001-2008

American Association of Higher Education (AAHE), 1996-1998

Minneapolis Pathways, 1996-1998

Kappa Alpha Psi Fraternity Inc., 1991- present

Honors and Activities

American Education Research Association Division A (Administration) Student Representative 2000 – 2002

College Bound Award (Largest Program in US) 1998

Hmong Student Association Award 1998

Africana Student Association Program Award 1997

Hubert H. Humphrey Graduate School Vice-President 1994-1996

Woodrow Wilson Fellowship recipient, University of Minnesota 1994 -1 996

Vice President Langston University Student Government Association 1993-1994

Langston University English Department Student of the Year 1994

Computer Skills

Proficient user of IBM PC utilizing SPSS for windows, Microsoft word, Excel, PowerPoint and File maker pro
Proficient user of Apple computers utilizing SPSS, Microsoft word, Excel, PowerPoint and Access. Proficient in Utilizing Internet and email.

Objectives

- Engage in participatory leadership and coaching to support the implementation of effective curricular and instructional programs
- Provide extensive expertise in the design, development, and supervision of curricular and instructional programs, high-quality professional development, educational equity, and continuous improvement focused on improving teaching and learning for all students

Educational Background

- *Doctor of Education in Educational Leadership*
Saint Mary's University of Minnesota, June 2008
- *Educational Specialist in Educational Administration*
University of South Dakota, August 1996
- *Master of Arts in Curriculum and Instruction*
University of South Dakota, May 1990
- *Bachelor of Science in English Education*
University of South Dakota, May 1985

Professional Experiences

- *Director of Professional Development, December 2013-Present*
Minneapolis Public Schools, Minneapolis, Minnesota
 - Establishing department and school site professional development planning frameworks to promote alignment and coherence.
 - Facilitating cross-sectional professional development planning meetings to develop frameworks for classroom engagement plans and lesson-planning coaching guides for teachers, principals, and instructional coaches.
 - Leading development of professional development delivery frameworks to support implementation and sustainability of professional learning that includes professional development inquiry toolkits, strategies toolkits, collaborative action research cohorts, and coaching modules.
 - Leading implementation of comprehensive professional learning plan to support the implementation of the district's behavior standards policy and educator evaluation programs.
 - Collaborating with academic departments on the development of a comprehensive academic plan aligned with the district's strategic initiatives.
 - Developing structures to ensure that equitable practices and an equity lens is embedded in all district professional development.
 - Leading the development of a comprehensive system for monitoring and evaluating the impact of professional development.
 - Creating continuous improvement protocols and practices to design and deliver aligned and coherent professional learning.
 - Participating on the district leadership team to develop a strategic plan for Minneapolis Public Schools.

■ *Director of Instruction, July 2011-December 2013*

Burnsville-Eagan-Savage Schools, Burnsville, Minnesota

- Facilitated professional learning communities for the instructional administrators and building principals (Admin PLCs met two times a month).
- Facilitated the development a comprehensive system of interventions and enrichments that incorporated pyramid response to intervention (PRTI), co-teaching, gifted/talented study/redesign (initiated for 2012-2013), teacher and/or student assistance teams, detailed expectations for reading and math interventionists (K-6), and professional development to support its implementation.
- Administered district-wide staff development planning, assessment, and reporting processes to meet the needs of all licensed instructional staff and administrators.
- Facilitated the development, implementation, and assessment of school improvement plans as part of a continuous improvement process.
- Collaborated in an on-going basis with the directors of curriculum and instruction to support the implementation of all teaching and learning programs, developing comprehensive protocols and processes that strengthen core instruction.
- Facilitated the development of district common formative assessments and proactive instructional interventions.
- Facilitated the district's educational equity planning committee.
- Successfully applied for and established program and assessment parameters for an elementary reading and math intervention program, resulting in an additional \$492,000 of state funding for ISD #191.
- Served as district director for AVID.
- Initiated the development of the district's parent involvement program (Parent Involvement for Quality Education-PIQE).

■ *Coordinator of Staff Development and Continuous Improvement, July 2009-June 2011*

Rochester Public Schools, Rochester, Minnesota

- Administered district-wide staff development planning, assessment, and reporting processes to meet the needs of over 2,200 staff that serve over 16,500 students.
- Developed assessment and evaluation frameworks to determine the impact and effectiveness of staff development initiatives.
- Facilitated the redesign of site-based staff development planning processes for 24 schools and other educational centers to align with the revised site integrated improvement plans.
- Facilitated the redesign of site integrated improvement plans and rubrics for 24 schools and other educational centers so that the planning processes aligned with the district's Five-Year Plan and District Management Plan.
- Facilitated the redesign of the professional growth plan so that professional growth plans for new teachers and teachers new to Rochester.
- Initiated and facilitated the development of a district-wide Positive Behavior Interventions and Supports (PBIS) planning team to ensure the implementation of the PBIS initiative.
- Facilitated administrative and district leadership staff meetings to support administrators and leadership as they worked to align district expectations with site needs.
- Initiated the development of a leadership academy for district leadership, instructional administrators and elementary and secondary school principals.
- Developed study of and curriculum for new teacher induction and mentorship programs to support mentors and new staff members.

- Served on district equity leadership team to systematically review district policies and procedures to support an equity focus and to provide site-based equity leadership teams with support to monitor practices, policies and procedures to ensure equity at their sites.
- Initiated and implemented revenue generating strategies through the Office of Staff Development and Continuous Improvement to offset the expenses of staff development administrative services and support.
- Engaged in collaborative planning with higher education partners to support staff development initiatives specific to the Rochester Public Schools.
- Developed curriculum for a series of integrated courses connected to culturally responsive teaching and mentoring and instructional coaching.
- Developed processes for the facilitation of strategic planning initiatives; processes were developed to assist superintendent with school board study sessions and community input sessions.
- Facilitated budget reduction process committee comprised of community members and district staff to cut \$4.5 million from the general fund.

■ *Program Director, Professional Development Initiatives for Educators, June 2004-July 2009*

Saint Mary's University of Minnesota, Winona, Minnesota

- Administered graduate level education programs that served teachers seeking relevant and rigorous professional development courses and provided collaborative learning with K-12 school districts.
- Supervised over 70 staff and instructors.
- Developed and oversaw development of internal infrastructure and systems to facilitate the delivery of professional development courses for Saint Mary's University, two affiliate providers in Minnesota and Wisconsin, and over 60 K-12 schools in Minnesota and Wisconsin.
- Developed assessment programs to determine program effectiveness.
- Created and implemented strategic plans to enhance effectiveness of programs.
- Created systems for integrating technology to streamline the development and delivery of diverse educational programs.
- Worked collaboratively with K-12 school districts in Minnesota and Wisconsin on the development and delivery of responsive and rigorous professional development courses for practicing teachers.

■ *Executive Program Director, Master of Education in Teaching and Learning, June 1996-June 2004*

Saint Mary's University of Minnesota, Winona, Minnesota

- Developed and directed a teacher inquiry and professional development model master's program for over 1,200 teachers in Minnesota.
- Coordinated the instructional and assessment programs for the delivery of the program.
- Facilitated learning for 84 faculty members who meet as part of a professional learning community bi-monthly.
- Facilitated the philosophy and development of approximately 75 continuing education courses for professional educators.
- Supervised over 140 full and part-time instructors and support staff for the operation of the program.
- Developed and monitored 31 separate budgets for the operation of the program.
- Addressed and incorporated the latest educational practices, trends, and initiatives in the program's development to have the greatest impact for students in K-12 schools.

- *Curriculum Coordinator, August 1993-May 1996*
North Central Self-Study Chair, August 1994-May 1996
Administrative Intern, August 1995-May 1996
Curriculum Development Intern, August 1989-May 1990
 Sioux Falls Catholic Schools, Sioux Falls, South Dakota
 - Facilitated curriculum studies for newly consolidated school system.
 - Coordinated North Central self-study and subsequent school improvement initiative that later served as a model for a number of schools in South Dakota.
 - Served on program committee and administrative committees to monitor curricular studies and related staff development initiatives.
 - Developed a gifted education curriculum whose framework and philosophy served as a model for other schools in South Dakota.
 - Developed a newsletter for a newly consolidated system.

- *English Teacher, August 1992-1996*
 Sioux Falls Catholic Schools, Sioux Falls, South Dakota
 - Taught all levels of language arts to middle and high school students.
 - Developed advanced placement curriculum for senior level English courses.
 - Initiated development of portfolio assessment components for grades 7-12.
 - Advised the publication of an All-State student newspaper.

- *English Teacher, August 1990-May 1992*
 Cathedral of the Risen Christ Junior High School, Lincoln, Nebraska
 - Taught language arts in a junior high school setting.
 - Authored literacy grant for student publications, visiting artists, and curricular resources.

- *English Teacher, August 1985-1990*
 O’Gorman High School, Sioux Falls, South Dakota
 - Taught all levels of English to high school students.
 - Developed advanced writing courses for senior level English courses.
 - Initiated and advised a student developed literary magazine.

- *Adjunct Instructor, January-May 1986*
 Presentation College, Aberdeen, South Dakota
 - Taught introductory college writing course to 65 licensed practice nurses who were earning their registered nurse licensure.

- *Coursework Evaluator and Writing Instructor Intern, January-August 1985*
 University of South Dakota, Vermillion, South Dakota
 - Taught an introductory writing course to college freshman.
 - Evaluated coursework for distance learning course.

Courses Designed and Taught

- Curriculum and Instruction: Grades 5-12
- Assessment
- Developing Common Formative Assessments
- Developing Instructional Interventions: A Proactive Approach to RTI

PR/Award # S377B140054

- Strategies for Assessing Professional Development
- Facilitation Strategies for Leading Effective Meetings
- Facilitating Professional Learning
- Philosophy of Education
- Effective Instructional Strategies
- Assessment to Promote Understanding and Achievement
- Instructional Design to Promote Understanding and Achievement
- Quality Questioning
- Community Building in the Classroom
- Designing and Facilitating Professional Development
- Building a Community of Learners Through Critical Reflection
- Developing Reflection and Inquiry Practices
- Exploring Teaching and Learning Practices
- Connecting Teaching and Learning Theories and Practices
- Developing Action Research Learning
- Investigating Action Research Learning
- Integrating Action Research Plans
- Demonstrating Professional Growth Experiences
- Documenting Professional Growth (Portfolio Development)
- Teaching Methods for English Teachers

Related Professional Experiences and Recognition

- Presenter, Content area curriculum study groups, Winona Area Public Schools, Spring 2009
- Presenter, Differentiated instruction: Modification, Accommodation, and Adaptation, Rochester Catholic Schools, Spring 2009
- Presenter, Differentiated assessments, Pre-service Teacher Education Program, Saint Mary's University, Spring 2009
- Presenter, Effective professional development, Winona Area Public Schools, Spring 2009
- Facilitator, Rigor and relevance study group, Winona Senior High School, Spring 2008
- Facilitator, Teacher mentorship, Winona Area Public Schools, Winona, Minnesota, August 2006-Present
- Facilitator, Teacher mentorship, LaCrescent-Hokah Schools, LaCrescent, Minnesota, August 2007-Present
- Inservice Presenter, Curriculum and instructional design, LaCrescent-Hokah Schools Advisory Committee, LaCrescent, Minnesota, Fall 2007
- Inservice Presenter, Facilitating curriculum studies, LaCrescent-Hokah Schools Curriculum Facilitators, LaCrescent, Minnesota, Summer 2007
- Inservice Presenter, Summarization: Promoting understanding and making meaning, Winona, Minnesota, March 2007
- Inservice Presenter, Facilitating Professional learning communities, Stewartville, Minnesota, August 2006
- Study Group Facilitator, Assessment to promote understanding and achievement, Winona Middle School, Winona, Minnesota, November 2005-May 2006
- Inservice Presenter, Summarization: Promoting understanding and making meaning, Northfield, Minnesota, November 2005
- Inservice Presenter, Differentiating classroom instruction and assessments, Esko, Minnesota, August 2005
- Inservice Presenter, Developing effective assessments, Hastings Learning Community, Fall 2003.
- Inservice Presenter, Developing effective assessments, Stillwater Learning Community, Fall 2003.
- Inservice Presenter, Creating student learning plans, Winona Learning Community, Spring 2000.



"You brought many gifts to us, Dave. The gifts of tolerance and patience; the gift of seemingly inexhaustible energy; the gifts of knowledge and high ideals. Thank you so much for all of your help and support."

Lynn Lamers, Saint Mary's Graduate Student and 29 year veteran teacher.

PR/Award # S377B140054

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Professional References

Ms. Susanne Griffin
Chief Academic Officer
Minneapolis Public Schools
1250 West Broadway
Minneapolis, MN 55411

Ms. Delonna Darsow
Director of Assessment
Burnsville-Eagan-Savage Schools
100 River Ridge Court
Burnsville, MN 55337

Ms. Karla Bollesen
Director, Student Support Services
Rochester Public Schools
615 7th St. SW
Rochester, MN 55902

Dr. Susan Moore
Program Director, Master of Arts in Instruction
Saint Mary's University of Minnesota
2500 Park Ave #28
Minneapolis, MN 55404

ERIC MOLHO

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SUMMARY OF QUALIFICATIONS

Creative and achievement-driven education professional with a strong background in conceiving and implementing change strategies. Proven ability to combine project management and marketing expertise in the creation of long-term strategic and operational solutions. Demonstrated talent for negotiating strong partnerships that dramatically enhance success of long and short-term objectives. Possess outstanding presentation and public speaking skills.

PROFESSIONAL EXPERIENCE

MINNEAPOLIS PUBLIC SCHOOLS – *Minneapolis, Minnesota* **2008-present**
Interim Director of Secondary Schools 2013-2014

Leads the creation of a new, three person department responsible for dramatically improving results at six schools identified as among the lowest performing in the state of Minnesota.

- Secured increased staffing flexibility and professional development time for turnaround schools through serving on the district teacher contract negotiations team and advocating for dramatic reform priorities.
- Restructured extended learning time and teacher observation protocols at all schools to strengthen alignment to improvement priorities.

Director of Turnaround Schools 2011-2013

Led the creation of a new, three person department responsible for dramatically improving results at six schools identified as among the lowest performing in the state of Minnesota.

- Secured increased staffing flexibility and professional development time for turnaround schools through serving on the district teacher contract negotiations team and advocating for dramatic reform priorities.
- Restructured extended learning time and teacher observation protocols at all schools to strengthen alignment to improvement priorities.

Director of School Improvement 2010-2011

Led five person department responsible for the school improvement process at the Minneapolis Public Schools and serve as the Turnaround Officer for state-identified turnaround schools. Lead school teams in determining and developing specific restructuring plans. Approve and monitor over 50 site-based plans serving more than 30,000 students.

- Secured \$8 million in grant funding for six identified turnaround schools.
- Provided onsite coaching and development of principals and teachers in the development of highly focused improvement and turnaround plans.

Director of Strategic Planning 2008-2010

Responsible for the implementation of the Minneapolis Public Schools' Strategic Plan to dramatically reform and improve student achievement results.

- Initiated external quality reviews for schools to drive improvement process.
- Developed new performance evaluation system for administrative employees.
- Developed methodology for determining high priority, low performing schools to drive prioritized resources and interventions

TARGET CORPORATION – *Minneapolis, Minnesota* **2006 - 2008**

Buyer

Managed all aspects of performance for a \$200 million food category for the nation's second largest mass merchant. Scope of responsibility included development of overall business strategies, creation of business plans with key vendors, formation of annual objectives and establishment of marketing tactics. Determined scope of item assortments for stores.

- Drove double-digit growth of category by showcasing and promoting unique products and implementing tactics, growing revenue by \$25 million over the previous year.

ERIC MOLHO

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- Led cross-functional teams of both internal and vendor resources to find more efficient ordering or transportation solution that reduced costs in the supply chain.
- Led private label growth strategy, resulting in a 450 basis point increase in penetration and 35% increase in sales.
- Directed a three-year planning process for strategic vendors that identified potential new products, developed promotional plans and produced major opportunities for joint growth in future years.

3M COMPANY – Saint Paul, Minnesota

2001 - 2006

New Product Development Supervisor

2005 - 2006

Accepted promotion to direct all facets of new product strategy for this global manufacturer of innovative consumer and industrial solutions. Managed all aspects of consumer segmentation, marketing strategy, business plan and production capabilities. Focused on creative point-of-purchase education and sampling to reach and influence consumer targets.

- Directed cross-functional team in the global launch of new abrasive products at key retail partners including Wal-Mart, The Home Depot, Lowe's, Ace and Home Base (UK).
- Created and executed comprehensive launch plan strategy including distribution timeline, consumer promotion calendar, advertising tactics, sampling and sponsorships that achieved 100% of forecast and shipped all accounts on-time and in-full.

Marketing Supervisor

2001 - 2004

Brought on to determine and execute marketing strategies for a line of core abrasive products. Held full P&L responsibility for a \$20 million product line.

- Led repositioning and rationalization process on six product lines to eliminate 90 unproductive SKUs enabling the company to focus energies on more productive and profitable items.
- Created a marketing strategy that identified feasible movement into new spaces as well as products currently missing from the company's assortment.

ST. OLAF COLLEGE – Northfield, Minnesota

1995 - 1999

Special Assistant to the President

1997 - 1999

Selected by this private, liberal arts college to manage the president's day-to-day relationships with major educational donors. Daily tasks included preparation for donor visits, providing research and briefings for key fundraising opportunities and serving as college spokesperson.

- Managed the president's outreach responsibilities during the first phase of a \$125 million capital campaign.
- Led public relations efforts during the highly emotional and controversial academic downsizing announcements including media inquiries, student activism and donor concerns.

Assistant Director, Alumni Relations

1995 - 1997

Developed and executed all logistical plans for annual special events to include facilities, food service and technology. Earned reputation as an outstanding presenter and point-of-contact for people within the profession.

- Twice honored with "Heavy Hitter" designation based upon participant evaluations of professional conference presentations.
- Launched new alumni web site that created new tools to connect alumni with the learning community.

SOUTH DAKOTA STATE UNIVERSITY – Brookings, South Dakota

1993 - 1995

Retail Services Coordinator

Chosen to manage student union service centers for this public university serving approximately 10,000. Supervised 30 student employees and held fiscal responsibility.

- Increased annual sales by 10% through increased publicity and student communications.

ERIC MOLHO

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EDUCATION AND PROFESSIONAL AFFILIATIONS

UNIVERSITY OF MICHIGAN ROSS SCHOOL OF BUSINESS – <i>Ann Arbor, Michigan</i>	2001
<i>Master of Business Administration with emphasis in Marketing</i>	
▪ Awarded Merit-based Business School Scholarship	
ST. OLAF COLLEGE – <i>Northfield, Minnesota</i>	1993
<i>Bachelor of Arts in History</i>	
▪ Graduated Cum Laude	
▪ Elected Student Body President 1992 – 1993/ Vice-President 1991 - 1992	
<i>Board of Directors, Saint Paul District Council 13, Incorporated</i>	2007 - Present
<i>Chair, Board of Directors, Minnesota Brass Incorporated, Drum and Bugle Corps</i>	2004 - 2009
<i>Board of Directors, 89.3 FM, WCAL Public Radio Station</i>	2002 - 2004

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Cecilia M. Saddler

2004-2007 Folwell Middle School Minneapolis, MN

Assistant Principal

- Supervised teacher led teams in areas of academic, attendance, and behavior interventions
- Supervised student and parent orientation, Open House, conferences and Information Fairs
- Supervised volunteer coordinators and its participants

1999-2004 South High School Minneapolis, MN

Assistant Principal

Supervised several academic programs in areas of attendance, academics and behavior interventions and team building

Supervised and facilitated test coordination and school wide testing schedule

Advisor – Peer Mediation/Peer Counseling

Assistant Track Coach

1997-1999 South High School Minneapolis, MN

English Teacher

Taught English – grade 9 and African American Literature for grades 10-12

Co-Coordinator of 9th grade comprehensive team

Co-Coordinator of site council

1995-1997 Benjamin Banneker Minneapolis, MN

English Teacher

Taught Language Arts and Social Studies for grades 6th and 7th

Middle School of Networking Committee Representative

Co-facilitator and curriculum writer for Edna McConnell-Clark grant

1995-1995 Work Opportunity Center Minneapolis, MN

English Teacher

Taught reading and writing skills for grades 9-12

Developed individualized instructional materials to increase skills in the areas of reading comprehension and vocabulary building

Education

Doctoral Candidate – Education Leadership - St. Mary's University, Minneapolis, MN

Superintendent Certificate - St. Mary's University, Minneapolis, MN

Education Administrative License K-12 - St. Mary's University, Minneapolis, MN

M.A.T.- English Education – University of Iowa, Iowa City, IA

B.A. – English Literature – University of Iowa, Iowa City, IA

References

References are available on request.

STEPHEN CHRISTOPHER FLISK

(b)(6)

EDUCATION

- Ed.D. UNIVERSITY OF ILLINOIS AT CHICAGO, ANTICIPATED MAY, 2014
PROGRAM: Urban Education Leadership
- M.S. MATHEMATICS, CHICAGO STATE UNIVERSITY, 2002
- C.A.S. ADMINISTRATION, NATIONAL-LOUIS UNIVERSITY, 1997
- M.A. EDUCATION, SAINT XAVIER UNIVERSITY, CHICAGO, 1991
- B.S. PSYCHOLOGY, UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN, 1989

EXPERIENCE

**ASSOCIATE SUPERINTENDENT, ACADEMIC AFFAIRS, MINNEAPOLIS PUBLIC SCHOOLS,
MINNEAPOLIS, MINNESOTA, OCTOBER 2011-PRESENT**

Responsible for creating and modeling a culture of high expectations and providing ongoing support and oversight to school building leaders. Work with school communities to create the necessary conditions that result in dramatic and accelerated student achievement, closing the achievement gap and improving overall school performance.

ACCOMPLISHMENTS

- Demonstrated annual improvement in 14 of 18 academic and climate metrics for the area
- Created collaborative partnership with Liderzago Latino Parent Collaborative focused on improved mathematics outcomes for students
- Managed community and school involvement in several school expansion projects
- Created a collaborative partnership with Mind Research involving 25 schools integrating ST Math into the instructional program
- Spearheaded an area-based performance management process for the Academic Affairs Office
- Created an area strategic plan aligned to the district strategic plan

ACADEMY SUPERINTENDENT, CARVER MILITARY HIGH SCHOOL, CHICAGO PUBLIC SCHOOLS, CHICAGO, IL, SEPTEMBER 2009- OCTOBER 2011

Responsible for the academic achievement, safety, and welfare of over 500 students. Responsible for the performance, evaluation, and development of 40 staff.

ACCOMPLISHMENTS

- Improved Freshmen On Track rate by 28% (92.9 % recognized as highest in Area 26)
- Improved overall student attendance by 2%
- Increased five-year graduation rate by 18% (71.3%)
- Recognized by the district as the 90% Club- Most Improved FAFSA Completion 30.6% (91.6%)
- Improved Advance Placement success rate by 14.7% (38.6%)
- Established On-Track Performance Team
- Developed School Strategic Plan

AREA INSTRUCTION OFFICER, CHICAGO PUBLIC SCHOOLS, CHICAGO, IL, JULY 2006- AUGUST 2009

Responsible for instructional leadership and management of 28 diverse schools serving 14,000 students in the South Loop, Chinatown, Pilsen and Bridgeport communities as well as supervision of eleven area staff.

ACCOMPLISHMENTS

- 2006 - 2009, the percent of Area 9 students exceeding standards in reading and math on the ISAT increased by more than 20%
- 2006 - 2009, Area gains in mathematics on the ISAT have matched or exceeded district gain
- 2007, Area 9 led the district in the percentage of students exceeding standards on ISAT composite

FACILITY/BUDGET

- Responsible for facilities and budget oversight of 28 schools
- Liaison with the Office of Management and Budget
- Work with various departments in the construction and rehab of school facilities
- Assist schools in developing school safety policies and procedures
- Conduct facility and instructional walkthroughs

PARTNERSHIPS

- Developed partnership between Medill Elementary and Union League Club of Chicago (ULCC) that supported Medill's 16 point growth in reading and 21 point growth in mathematics over two years
- Promoted the development of Professional Learning Communities in Area 9 probationary schools through the creation and implementation of the Translating Data into Teacher Knowledge and Student Learning initiative (TDTKSL), a partnership between Area 9 Restructured Schools and the University of Illinois's Center for Urban Leadership

PROFESSIONAL SERVICE AND TRAINING

- Executive Leadership Training, Minneapolis Public Schools, MN, December 2012
- Redesigning High Schools Harvard University, Cambridge, MA, June 2011
- Illinois Superintendent Preparation Academy (Inaugural Cohort), Fall 2010
- Data Wise, Harvard University, Cambridge, MA, June 2010
- Kellogg School of Management, Non-profit organizational training, 2009
- Member, Area Instruction Officer Advisory Committee, 2008-2009
- Member, Chicago Data Initiative Planning Committee 2007-2008
- Facilitator, Middle School Years Project, Office of Mathematics and Science 2006-2007 Trained Area Instruction Officers and middle school principals on the Lenses on Learning instructional protocols and strategies for supporting inquiry-based mathematics classrooms,
- Participant, Executive Leadership Training for Turnaround Specialists, University of Virginia, Darden School of Business, 2006-2008

PRINCIPAL, JOHN A. WALSH ELEMENTARY SCHOOL, CHICAGO, IL, 2000-2006

Responsible for the academic achievement, safety, and welfare of 600 students.
Responsible for the performance, evaluation, and development of 45 staff.

ACCOMPLISHMENTS

- Awarded School of Distinction, 2004-2005
- School removed from State Watch List, 2005
- Under shared leadership model, ISAT composite scores increased from 51 to 72% over five years
- Developed Model After School/Saturday Programs, that helped reduce the percentage of students not meeting ISAT standards from 45 to 26 over five years

FUNDED PROGRAM COORDINATOR, REGION III OFFICE, CHICAGO PUBLIC SCHOOLS, 1998-2000

- Supervised local, state and federal budget allocations for 45 schools
- Coordinated Local School Council elections for Region III (90 schools)
- Organized professional development opportunities for principals and teachers
- Coordinated Special Education grant for region schools
- Coordinated External Partner Initiative for region (30 schools)
- Served on organizing committee for High School Restructuring Team Walk
- Facilitated monthly IASA Parent Advisory meetings
- Served as regional Ombudsman for 90 schools

INSTRUCTIONAL COORDINATOR, DEPAUL UNIVERSITY, SCHOOL ACHIEVEMENT STRUCTURE, CHICAGO, IL, 1996-1998

- Provided ongoing staff development for elementary and high school teachers. Topics included assessment, reading improvement, mathematics instruction and classroom and school-wide discipline.
- Collaborated with administration and staff on the development and implementation of instructional plans
- Conducted formative evaluations of teachers and school programs
- Wrote and facilitated grants, including a \$250,000 Annenberg Challenge Grant
- Conducted and organized School Impact Visits

DIRECTOR, SOUTHSIDE WRITING COALITION, TILDEN COMMUNITY ACADEMY, CHICAGO, IL, 1996-1998

- Co-founded Chicago Annenberg Challenge writing network consisting of three elementary and one high school
- Organized professional development for incorporating writing into teacher's daily instruction
- Established Coalition newsletter highlighting student writing and teacher best practices

MATHEMATICS TEACHER, EDWARD TILDEN CAREER COMMUNITY ACADEMY, CHICAGO, IL 1992 to 1996

- Taught Algebra, Geometry and Advanced Placement Calculus
- Served as Leadership Team Chair and founding member of Discipline Task Force

CONFERENCES AND PROFESSIONAL PRESENTATIONS

- Presenter, “Assessing Principal Candidate’s Ability to Analyze Instruction and Lead for Instructional Improvement”, Council of Great City Schools, Indianapolis, IN, October 2012
- Panelist, “First Annual Superintendent Summit”, Atlantic Research, Chicago, October 2012
- Organized panel “Violence Dismissed: The Intended and Unintended Consequences of Gun Policy, Education Reform Policy, and Drug Policy on Youth Violence, Union League Club of Chicago, October 2010
- Organized panel “Violence Dismissed-Gangs in Chicago”, Union League Club of Chicago, May 2010
- Presenter, Anti-Youth Violence, World Café, Union League Club of Chicago, December 2009
- Presenter, “Lenses on Learning, CPS Middle School Project, Inquiry-based Mathematics and Instructional Framework, Series of PD workshops, 2006-2007
- Panelist, “Promoting the fine arts in our schools”, Chicago Arts Partnership in Education, November 2006
- Featured School and Presenter, Principal for a Day Principal Training Video, “Building Successful Partnerships”, Office of Principal Professional Development, October 2005
- Presenter, Principal’s Perspective on the new Oracle Budget and Position Control Systems, Chicago Board of Education Office of Management and Budget, July 2005
- Panelist, “NCLB: Educational Reform or Educator’s Nightmare?” Elmhurst College, Elmhurst, IL, April 2005
- Panelist, “Strategies for Creating Successful School Partnerships,” CPAA Conference, February 2005
- Panelist, “The Impact of NCLB on Urban Schools,” Kappa Delta Pi Regional Conference, DePaul University, October 2004
- Panelist Town Hall Meeting on NCLB, University of Illinois at Chicago, June 2004

PROFESSIONAL LEADERSHIP AND SERVICE

- Member of P-12 Principal Advisory Council, Chicago Public Schools
- Co-Chair, Safe Youth Chicago, Union League Club of Chicago
- Member of Public Affairs Committee, Union League Club of Chicago
- Chair of Education Committee, Union League Club of Chicago
- Director for the Engineer’s Foundation, Union League Club of Chicago
- Former Program Committee Chair, Chicago Arts Partnership in Education (CAPE)

- Former Board Member, Chicago Arts Partnership in Education (CAPE)
- Former Chair, Area 9 Principal Cabinet
- Former Chair, Area 9 Principal Professional Development Conference
- Former Principal Mentor, New Leaders for New Schools
- Former Principal Advisory Committee Member, Office of Management and Budget

PROFESSIONAL AFFILIATIONS

- Association for Supervision and Curriculum Development (ASCD)
- National Council of Teachers of Mathematics (NCTM)
- Illinois Reading Association (IRA)
- American Educational Research Association (AERA)

Additional resources and information are available

<http://www.linkedin.com/in/stephenflisk>

Sara T. Paul

(b)(6); (b)(7)(C)

PERSONAL CAREER OBJECTIVE

To positively impact the lives of students and the professionals who serve them in an organization centered on development, improvement and results. The most rewarding work is triggered by a challenge and supported with creativity and the resources to bring about sustainable growth.

CAREER SUMMARY

Twenty years of education leadership experience at the school, district, state, and national levels. Consistently answers the call to bring focus to programs and dramatically increase the capability and efficiency of organizations. Effectively assumes leadership and management responsibility to consistently deliver strategic projects on schedule and within budget to meet / exceed goals and objectives, quality standards and service expectations.

PERSONAL STRENGTHS

- Spearheading a broad spectrum of PK-21 educational programs and initiatives in schools and non-profits.
- Adept at assembling and developing strong teams that work together for results and serve as models of excellence
- Visioning systems and executing plans that address all facets necessary to deliver the desired results
- Leading projects successfully through all phases of development: concept, analysis and design through implementation.
- Communicating vision and results with strong interpersonal skills. Good written and verbal communication and presentation skills

EXPERIENCE

MINNEAPOLIS PUBLIC SCHOOLS - Minneapolis, MN

2011-present

Associate Superintendent/Director, Office of New Schools/Alternative Schools

Create and model a culture of high expectations, and provide ongoing support to PK-21 building leaders to facilitate school environments that address diversity of needs and allows for the inclusion of all students. Serve as a change agent who works with school communities to create the necessary conditions that result in dramatic and accelerated student achievement, closing the achievement gap and improving overall school performance.

- Served on MPS Negotiations team.
- Led collaborative design process of Partnership School model.
- Ongoing responsible for development of school leaders.
- Participated in collaborative process to align accountability metrics and monitoring/oversight protocols.

- Led qualitative review process for over 30 schools.
- Replicated effective literacy initiative from high performing charter school to district school.
- Instituted system to decrease time spent on compliance to increase time spent on teaching and learning.

PARTNERING FOR YOUTH, Minneapolis, MN
Executive Director

2009-2011

- Conceptualized and led start-up of non-profit organization.
- Aggregated funding opportunities by connecting existing non-profit organizations to better serve student needs.
- Established a solid foundation for the organization to grow in size and impact.

INDEPENDENT SCHOOL DISTRICT 622, North St. Paul, MN
Teacher, Instructional Leader

1994-2009

- Taught high school social studies for majority of teaching career.
- Served on District leadership team to implement the DuFour PLC Model.
- Gained elementary experience as fifth grade teacher and instructional leader.

EDUCATION & CERTIFICATIONS

University of Minnesota	Education Specialist, K-12 Principal	2011
	Superintendent License	2013
Winona State University	Masters, Education	1998
Hamline University	B.A. and Elementary and Secondary Teaching Licensure	1994

HONORS AND AWARDS

- Recognized by National Institute for Excellence in Education for pioneering leadership **2013**
- Presenter at National Title One Conference regarding differentiated instruction **2010**
- Research paper presented at American Educational Research Association Conference **2009**
- Appointed to MN Department of Education Q-Comp Advisory Board **2009**
- College Board Assessment leader **2006-2008**
- Chosen by High School seniors to give commencement speech **2001, 2005, 2007**
- Ethics in Education Award Recipient from WEM Foundation **2006**
- MN Department of Education Best Practice Network Leader **2001-2007**

- NASDAQ National Teacher of the Year **2001**
- MN Innovative Teacher of the Year, MN Council on Economics Education **2000**
- U.S. representative to deliver professional development to European Educators in Europe **1999**
- Masters Capstone Project recognized for exemplary achievement **1998**
- Summa Cum Laude Graduate- Hamline University **1993**
- Top point scorer- Women's Diving Team, University of MN **1987-1989**

REFERENCES

Mark Bonine, Superintendent, Brooklyn Center Public Schools

mark.bonine@bcsd.k12.mn.us

Dr. Bernadeia Johnson, Superintendent, Minneapolis Public Schools (MPS)

mpssup@mpls.k12.mn.us

Stan Alleyne, MPS Chief of Communications, MPS

stan.alleyne@mpls.k12.mn.us

Richard Kreyer, Chief Human Resources Officer, MPS

Richard.kreyer@mpls.k12.mn.us



MINNEAPOLIS
PUBLIC SCHOOLS

Urban Education. Global Citizens.

1250 West Broadway Avenue
Minneapolis, Minnesota 55411-2533
Phone: 612.668.0200
Fax: 612.668.0195

Bernadeia H. Johnson, Ed.D
Superintendent of Schools

May 20, 2014

To Whom it May Concern:

Thank you for your consideration of the Turnaround School Leadership program proposed by Minneapolis Public Schools. I am committed to implement and sustain my district's proposed TSL plan including providing all of the support for in kind positions outlined in the budget narrative, both during the project period and beyond.

The proposed Turnaround School Leadership project represents our next steps in the significant transformation work currently underway in the district and will enable MPS to ensure that transformational leaders are developed, recruited and placed in schools where they can have the deepest impact over the long term.

The project will build leadership skills for three distinct groups of educators:

- 1) high-performing teacher leaders from across the district who possess transformational personal attributes and who want to more fully develop the competencies necessary to become agents of change capable of turning around low-performing schools;
- 2) administrators and teacher leaders currently serving at SIG and SE schools who need intensive support to substantially improve student outcomes at their schools; and
- 3) a cohort of administrators and teacher teams not currently serving at SIG or SE schools who possess transformational personal attributes and who are interested in developing their skills as transformational educators and transitioning into SIG or SE schools.

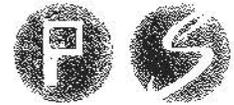
Federal grant funding will allow us to develop and support 42 transformational leaders over the next three years targeting eight of our lowest performing elementary schools. Again, thank you for your time and consideration of our application for grant funding.

Sincerely,

Bernadeia H. Johnson, Ed.D
Superintendent of Schools



**MEMORANDUM OF AGREEMENT
BETWEEN
THE MINNEAPOLIS FEDERATION OF TEACHERS
AND
MINNEAPOLIS PUBLIC SCHOOLS**



**MINNEAPOLIS
PUBLIC SCHOOLS**
Urban Education. Global Citizens.

High Priority Schools

This Memorandum of Agreement is made and entered into by and between the Minneapolis Public Schools (MPS) and the Minneapolis Federation of Teachers (MFT)

HIGH PRIORITY SCHOOLS

The Minneapolis Public Schools (MPS) and the Minneapolis Federation of Teachers (MFT) share a common goal in strengthening academic performance at schools identified by the district as "High Priority Schools".

The following commitments are effective July 1, 2013.

Section A. Time

Teachers have repeatedly expressed the need for more time to collaborate. Best practices in high performing, urban schools also demonstrate the need for structured, dedicated time for planning, professional development and collaboration. Therefore:

- a. Starting with the 2013-14 school year, teachers with any assignment at a High Priority School will participate in up to five (5) additional duty days or equivalent time for professional development/collaboration beyond what is agreed to in the master CBA between MPS and MFT.
- b. The specific schedule and topics to be addressed during the professional development/collaboration days or extended times will be determined by each school's Principal/Administrator and Instructional Leadership Team after seeking input from the teaching staff. The school's Associate Superintendent will have final approval of the plan.
- c. The District can also develop a plan for additional instructional time for students in all or some of the High Priority Schools. The District will work collaboratively with the MFT, teachers, parents, students and community partners to review possible options that may include:
 - i. Additional instructional days beyond the days in the District school calendar approved by the Board of Education for 2013-14.
 - ii. Additional instructional time through extended learning options and a longer day.
 - iii. A summer school option at High Priority Schools that identifies specific students who would benefit from additional time and learning supports.
 - iv. An alternative option developed by the parties that meets the objective of providing additional instruction, increasing student achievement and closing the achievement gap.
- d. Annually, the District will designate sites and programs that will be added to the list of High Priority Schools contained in Appendix A based on changes in school performance. The District will meet with MFT to discuss performance results by November 1st of each year of any make any needed changes to the list.
- e. Teachers at High Priority Schools who work additional days beyond the regular duty year (196 days) agreed to in the Collective Bargaining Agreement will be paid their regular daily rate for the additional days and need to sign a form stating that they understand that the extended time is not guaranteed in future years.

Section B. Staffing.

No excess placement may occur at a High Priority site unless the Principal/Administrator agrees, or there is consensus of the Placement Committee, following an interview between the site and the teacher to maximize mutual consent and best fit. This does not limit the discretion of the Superintendent or their designee to make final placement decisions even at a High Priority School.

Hiring and retention programs may be used to help staffing in High Priority schools. The District will meet and collaborate with the MFT on the design of options to help attract and retain teachers in hard to fill High Priority Schools.

Section C. Class Size Targets and Instructional Levels

To ensure students receive timely, meaningful attention and feedback as well as the ability to maintain a positive, productive, student-centered classroom, the District and MFT commit to the lowest possible student to educator ratio. The District will work to target the following class sizes or instructor to student guides:

- a. K-3 @ 21 (The District will commit to reduce this to 18 for the 2014-15 school year: See Class Size MOA)
- b. Grades 4-5 @ 24: MPS will use minimal program allocation dollars to address class size in order to ensure that K-3 numbers do not have a negative impact on the 4-5.
- c. Grades 6-12: Sites will determine class size. Sites may use their discretion to allocate their existing budget allocation to reduce class size.

The District retains flexibility to meet exigencies, such as sibling preference, facility size, late enrollment, and other contingencies, as we make a "best effort" in meeting the targets. Where space for additional classes to reduce class size is not viable, the District will look to adjust staffing to accommodate and overall reduce instructor-to-student ratios through Co-teaching or other methods.

Both parties realize that, if funding changes significantly year to year, the targets would have to be adjusted to be consistent with overall district funding, while still providing relatively lower class size targets for the High Priority Schools than the overall District targets for the same grade levels.

MPS and MFT agree to monitor class size at Fall Staff Adjustment meetings and throughout the year. Representatives from MPS and MFT will meet no later than the third week in September each year to review data on actual class size numbers and discuss adjustments needed. This review will include Special Education and ELL class sizes and caseloads. The MFT and MPS will create a process for individual teachers who believe they have class sizes exceeding the targets to express this concern and have a rapid response from the District.

Section D. Evaluation.

MPS and MFT will agree on a process by June 30, 2014 and meet regularly evaluate the success of this Article throughout its implementation.

For the District:	For the Union:
(b)(6)	
By:	
Its: <u>Executive Dir, ER</u>	<u>[Signature]</u>
Date: <u>03-07-2014</u>	<u>03-07-14</u>

Attestation of Consultation

MPS has gathered significant input into its pipeline work from teachers and school leaders who have been involved in the design and implementation of many of the elements that form the foundation of the Turnaround School Leaders pipeline project: a) Teachers, principals and leaders from across MPS collaborated intensively over an extended period of time with representatives from the Minneapolis Federation of Teachers (MFT) to design and pilot the new Multiple Measure Observation and Evaluation system, which promotes continuous improvement of teaching, learning and leadership to ensure student success. The system was improved during the pilot year based on feedback from than principals and from more than 900 teachers who participated in observations during the pilot phase. b) A Teacher Evaluation Advisory Group, comprising 30 teachers selected jointly by the MPS and the MFT to represent the diversity of district school and educators, meets monthly with the district's Teacher Evaluation Team to provide input and feedback on the design and implementation of the teacher evaluation system. c) A Memorandum of Agreement (MOA) between MPS and the MFT to create Community Partnership Schools, which exempts high-needs schools from certain obligations in the collective bargaining agreement and establishes more flexibility and autonomy for these schools, was developed with extensive input from teachers and was included as part of the teacher contract negotiations. This agreement establishes an Advisory Committee, with equal representation from MPS and MFT, to provide recommendations to the Superintendent and Board of Education regarding multiple aspects of implement of this more flexible and autonomous school management structure. d) The design of the ATPA, which not only serves as a foundation for the proposed TSL Academy but also informs other project strategies, was guided by input from MPS Principal Supervisors, the MPS Principals Forum (local principals' union) and district leaders.

Continuous improvement for the model has been informed by multiple surveys of and interviews with ATPA participants and principal mentors. Program faculty are revising the scope and sequence based on collective observations within classrooms and residency settings. The ATPA program is launching a new Advisory Team (comprising principals and other key leaders) and the TSL Project will leverage this advisory team for ongoing guidance, support, and feedback.

Minnesota Department of Education
 Division of School Finance
 Financial Management
 2014 Indirect Cost Rates
 All Types

2014 Federal Unrestricted and Restricted IDC Rates			Unrestricted				Restricted			
District Number	Type	Name	Unrestricted Base Costs	Unrestricted Indirect Cost (Pool)	Unrestricted Carryover	Unrestricted Rate for "Other Types" - Capped Rate -22.4% See Note: (4)	Restricted Base Costs	Restricted Indirect Cost (Pool)	Restricted Carryover	Restricted Capped Rate - Max 8% See Note: (1), (2)
1	1	AITKIN	(b)(4)							
1	3	MINNEAPOLIS								
2	1	HILL CITY								
4	1	MCGREGOR								
6	3	SOUTH ST. PAUL								
11	1	ANOKA-HENNEPIN								
12	1	CENTENNIAL								
13	1	COLUMBIA HEIGHTS								
14	1	FRIDLEY								
15	1	ST. FRANCIS								
16	1	SPRING LAKE PARK								
22	1	DETROIT LAKES								
23	1	FRAZEE								
25	1	PINE POINT								
31	1	BEMIDJI								
32	1	BLACKDUCK								
36	1	KELLIHER								
38	1	RED LAKE								
47	1	SAUK RAPIDS								
51	1	FOLEY								
75	1	ST. CLAIR								
77	1	MANKATO								
81	1	COMFREY								
84	1	SLEEPY EYE								
85	1	SPRINGFIELD								
88	1	NEW ULM								
91	1	BARNUM								
93	1	CARLTON								
94	1	CLOQUET								
95	1	CROMWELL								
97	1	MOOSE LAKE								
99	1	ESKO								
100	1	WRENSHALL								

PR/Award # S377B140054
Page e115

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Special School District No. 1
 Minneapolis Public Schools
 Turnaround School Leaders Program
 Budget Narrative

Budget Narrative - IMPLEMENTATION	FTE On Project	Rate	Annual \$ On Project	YR1	YR2	YR3	3YR Total	Justification
PERSONNEL, SALARIES								
TSL Project Sponsor	0.050	\$133,588	\$6,679	MPS	MPS	MPS	\$0	Chief of Schools Michael Thomas @ member of the TSL Project Implementation team to ensure the ongoing alignment of the district's transformation vision
TSL Project Executive Lead	0.100	\$114,504	\$11,450	MPS	MPS	MPS	\$0	Director of Human Capital Maggie Sullivan @ member of the TSL Project Implementation (PI) Team and will lead the team to establish key decision points, responsibilities, and identify and articulate key points
TSL Professional Development Lead	0.100	\$114,504	\$11,450	MPS	MPS	MPS	\$0	Director of Development David Bernhardt @ key member of the TSL Project Implementation team providing ongoing oversight and integration of the team within the district's broad professional development guide and manage the members of the Professional Development Team.
TSL Academy Alignment Lead	0.100	\$114,504	\$11,450	MPS	MPS	MPS	\$0	Director of School Improvement Eric Moore @ as a key member of the TSL PI Team will lead the team on evolving ATPA strategies into Pathway PD into other Pathway PD
Principal Supervisor for Turnaround Schools	1.000	\$114,504	\$114,504	MPS	MPS	MPS	\$0	Associate Superintendent Laura Cavallaro @ member of the TSL PI Team and provide coaching and mentoring for principals at SIG and turnaround schools
Principal Supervisors for Non-SIG/SE Schools	0.600	\$114,504	\$68,702	MPS	MPS	MPS	\$0	6 Supervisors @ 0.10 FTE each to provide coaching and leadership development to non-SIG and turnaround schools
TSL Coaching Content Leads	1.250	\$91,603	\$114,504	MPS	MPS	MPS	\$0	5 Leads @ 0.25 FTE each to serve on the TSL Project Implementation Development Team to provide direct support to participants in each of the three pipeline
TSL Evaluation Lead	0.100	\$114,504	\$11,450	MPS	MPS	MPS	\$0	REA Director Eric Moore @ 0.10 FTE to lead the TSL PI Team; create and implement the evaluation and progress monitoring tools; monitor progress toward outcome objectives; and provide weekly status updates to the TSL PI Team
TSL Project Director	0.750	\$120,000	\$90,000	\$90,000	\$91,800	\$93,636	\$275,436	TSL Project Director TBD: 0.75 FTE to lead the TSL PI Team; manage all aspects of the project; work with the Project Lead to set project goals; create and implementation of the project plan and progress monitoring tools, and provide weekly status updates to the TSL PI Team
TSL Evaluation and Data Specialist	0.200	\$93,978	\$18,796	\$18,796	\$19,172	\$19,555	\$57,523	TSL Evaluation and Data Specialist TBD: 0.20 FTE to support the Project Director by collecting, interpreting, and analyzing data; assists project staff to integrate data into the project plan; encourage data-based decision making
TSL Academy Principal Salaries	4.000	\$91,603	\$366,412	MPS	MPS	MPS	\$0	TSL Academy (Pathway One) Principals @ 1.0 FTE each year @ 1.0 FTE during the year
Clerical Support	0.250	\$45,000	\$11,250	\$11,250	\$11,475	\$11,705	\$34,430	To support communications, scheduling, and other administrative tasks
Subtotal Salaries				\$120,046	\$122,447	\$124,896	\$367,389	
PERSONNEL, EXTENDED TIME & SUBS								

Special School District No. 1
 Minneapolis Public Schools
 Turnaround School Leaders Program
 Budget Narrative

Budget Narrative - IMPLEMENTATION	FTE On Project	Rate	Annual \$ On Project	YR1	YR2	YR3	3YR Total	Justification
Faculty for summer intensive (all pathways)			\$40,000	\$40,000	\$40,000	\$40,000	\$120,000	To collaborate in the design and delivery of program participants in all Pathways
Faculty for school year professional development (all pathways)			\$35,000	\$35,000	\$35,000	\$35,000	\$105,000	To collaborate in the design and delivery of program participants in all Pathways
Coaches/Mentors (\$2,500/participant)			\$2,500	\$72,500	\$105,000	\$105,000	\$282,500	Stipends for mentors for Pathway Two
Pathway One TSL Academy Principal Mentor Stipends and Incentives			\$2,500	\$12,500	\$12,750	\$13,005	\$38,255	Stipends for Pathway One (TSL Academy) \$2,500 X 5 (and 2% COL in years 2 and 3) to be determined by design team
Pathway Two SIG/SE Principal Stipends and Incentives			\$2,500	\$72,500	\$73,950	\$75,429	\$221,879	\$2,500 X 29 (and 2% COL in years 2 and 3) incentives to be determined by design team
Pathway Three Teacher Leader Stipends/Subs and Incentives			\$2,500	\$32,500	\$33,150	\$33,813	\$99,463	\$2,500 X 13 (and 2% COL in years 2 and 3) incentives to be determined by design team
Subtotal Extended Time				\$265,000	\$299,850	\$302,247	\$867,097	
Subtotal PERSONNEL: POSITIONS + EXTENDED TIME				\$385,046	\$422,297	\$427,143	\$1,234,486	
FRINGE								
Salaried positions at regular rate 31%				\$37,214	\$37,959	\$38,718	\$113,890	
All extended and sub time at 20% rate				\$53,000	\$59,970	\$60,449	\$173,419	
Subtotal FRINGE				\$90,214	\$97,929	\$99,167	\$287,310	
Travel								
Training for faculty			\$5,000	\$5,000	\$5,000	\$5,000	\$15,000	
Study Trips for participants (1/participant at 1500)			\$1,500	\$1,500	\$1,500	\$1,500	\$4,500	
Subtotal Travel				\$6,500	\$6,500	\$6,500	\$19,500	
Equipment								
Computers for pathway one					\$7,500	\$7,500	\$15,000	
Subtotal Equipment				\$0	\$7,500	\$7,500	\$15,000	
Supplies								
Materials for participants			\$7,500	\$7,500	\$7,500	\$7,500	\$22,500	
Office/Phone/Communication			\$3,000	\$3,000	\$3,000	\$3,000	\$9,000	
Marketing/recruiting			\$4,000	\$4,000	\$4,000	\$4,000	\$12,000	
Subtotal Supplies				\$14,500	\$14,500	\$14,500	\$43,500	
Contractual								
Program Design Support				\$25,000	\$15,000	\$0	\$40,000	Support for evidence-based practice of core PD curriculum and coaching; Principal Mentors, and Coaching Team Principal Supervisor in coaching and
Technical Assistance				\$10,000	\$10,000	\$10,000	\$30,000	Technical assistance for alignment and development within Human Capital s
University Partner for Pathway One Licensure				\$40,000	\$40,000	\$40,000	\$120,000	Principal licensure costs for 5 Pathways each year
Research/Evaluation				MPS	MPS	MPS	\$0	Ongoing data collection and analysis
5E Assessment				MPS	MPS	MPS	\$0	Administration of 5 Essentials survey
VAL-Ed Assessment				MPS	MPS	MPS	\$0	Administration of VAL-Ed survey ann

Special School District No. 1
 Minneapolis Public Schools
 Turnaround School Leaders Program
 Budget Narrative

Budget Narrative - IMPLEMENTATION	FTE On Project	Rate	Annual \$ On Project	YR1	YR2	YR3	3YR Total	Justification
<i>Subtotal Contractual</i>				\$75,000	\$65,000	\$50,000	\$190,000	
Other								
N/a				\$0	\$0	\$0	\$0	
<i>Subtotal Other</i>				\$0	\$0	\$0	\$0	
TOTAL DIRECT				\$571,260	\$613,726	\$604,810	\$1,789,795	
Indirect @ 7.6				\$43,416	\$46,643	\$45,966	\$136,024	
TOTAL ALL COSTS				\$614,676	\$660,369	\$650,775	\$1,925,820	

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Special School District No. 1

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	385,046.00	422,297.00	427,143.00			1,234,486.00
2. Fringe Benefits	90,214.00	97,929.00	99,167.00			287,310.00
3. Travel	6,500.00	6,500.00	6,500.00			19,500.00
4. Equipment	0.00	7,500.00	7,500.00			15,000.00
5. Supplies	14,500.00	14,500.00	14,500.00			43,500.00
6. Contractual	75,000.00	65,000.00	50,000.00			190,000.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)	571,260.00	613,726.00	604,810.00			1,789,796.00
10. Indirect Costs*	43,416.00	46,643.00	45,965.00			136,024.00
11. Training Stipends						
12. Total Costs (lines 9-11)	614,676.00	660,369.00	650,775.00			1,925,820.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2013 To: 06/30/2014 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 7.60 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Special School District No. 1	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	(b)(4)					
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix: Mr.	First Name: Eric	Middle Name:	Last Name: Molho	Suffix:
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Address:

Street1:	1250 West Broadway
Street2:	
City:	Minneapolis
County:	Hennepin
State:	MN: Minnesota
Zip Code:	55411-2533
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(612) 668-0549	

Email Address:
eric.molho@mpls.k12.mn.us

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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