Teacher Incentive Fund
Self-Evaluation Form
Cohort 2 Grantees

Due **NOVEMBER 2, 2007**
Please submit via email to CECR@Westat.com

Grantee: ______________________________________
Contact name: __________________________________
Contact email: __________________________________
Contact phone: _________________________________

Each TIF grantee will be held accountable in meeting its own goals and objectives. This form will be used to help you and the CECR monitoring team assess the progress that has been made, on a quarterly basis, towards meeting the goals and objectives that were established in your proposal. The self-evaluation process aims to establish your project's baseline, to monitor progress, and to develop and work with quantifiable goals and a clear timeline. Once you complete the self-evaluation for the first reporting period, you will only have to update sections for the remaining periods. Please contact your CECR monitor with questions.

- Section 1 deals with your project's performance. In this section you will list your goals and objectives and establish a project baseline and interim timeline(s) that will then be used to measure progress.

- Section 2 documents your incentive structure.

- In Section 3 you will address the Government Performance and Results Act (GPRA) indicators.

- Section 4 of this self-evaluation examines implementation issues that are key to your project's success.

2007-2008 Self Evaluation Reporting Schedule
First Quarter No report required
Second Quarter November 2, 2007
Third Quarter February 4, 2008
Annual Performance Report May 1, 2008

Section I: Goals, Objectives and Timeline

Section 1 contains the Detailed Project Timeline (Table 1.1) and the Projected Timeframe for Goals and Objectives (Table 1.2). Please reference the *Quick Guide for Transforming Program Goals into Measurable Objectives and Action Items* for assistance.

Instructions

Table 1.1 Detailed Project Timeline

The Detailed Project Timeline asks for overarching project goals, objectives you must accomplish with that goal, and action steps you'll take to complete the tasks. This document should serve as a comprehensive work plan and should capture all activities associated with the development and execution of the grant. These include the hiring of personnel, development of data collection and warehousing, outreach to local stakeholders, teachers, union officials, the media and parents, and any other targets, objectives and activities necessary to implementation.

(a) Provide project GOALS for the **five-year** span of the project.

(b) Provide OBJECTIVES to accomplish those goals for the **five-year** span of the project.

(c) Provide ACTION STEPS for any objective you are addressing in **year one** of the grant.

Table 1.2 Projected Timeframe for Goals and Objectives

Fill in Table 1.2 with the Goals and Objectives you create in Table 1.1. For each Goal and Objective, indicate the years in which you will work toward completing the tasks. You <u>do not</u> need to complete this checklist at the action step level.

Table 1.1 Detailed Project Timeline							
Goal/Objective/Action Steps	**Responsible party/ organization**	**Baseline target date(s)** (mm/dd/yyyy)	**Current or revised target date(s)** (mm/dd/yyyy)	**Date met** (mm/dd/yyyy)	**Status** (in progress, delayed, complete)	**Measures/ documentation/ evidence of completion**	**Notes**
GOAL 1. Improve student achievement at high-need schools so that increasing numbers of schools, administrators, and teachers qualify for existing performance-based compensation systems (i.e., M-DCPS' Managerial Exempt Personnel [MEP] Incentive Plan and the Florida School Recognition Program).							
Objective 1.1: By the end of each project year, increase by 20% the number of principals and assistant principals in Project RISE schools who improve their scorecard by a minimum of 10%, as measured by the categories linked to student achievement on the district's score card.							
Action step 1. Identify scorecard categories that focus on student achievement.							
Action step 2. Develop a scorecard template that includes RISE schools and the categories related to student achievement.							
Action step 3. Determine baseline data (2006-2007) for the student achievement categories.							
Action step 4. Assist principals and assistant principals to assess their own areas of need relative to student achievement.							
Action step 5. Work with administrators and the Site Implementation Team to determine methods and strategies to be used to impact student achievement as specified in the school's "Project RISE Implementation Plan."							
Action step 6. Commit resources to RISE schools to help them implement their program strategies.							
Action step 7. Determine student achievement category data for 2007-2008 in order to compare them with the baseline data.							
Objective 1.2: Each year (years 2-5) two additional participating high-need schools will receive recognition dollars through the Florida School Recognition Program.							
Objective 1.3. By the end of the five year grant, students in participating schools will have statistically significant higher achievement test scores on the Florida Comprehensive Assessment Test (FCAT) than students in carefully matched comparison schools.							
Action step 1. Work with Indiana University to determine what demographics and related statistics to use to match RISE schools with other schools for comparison purposes.							

Action step 2. Facilitate the cooperative relationship between Indiana University and the Miami-Dade County Public offices that maintain student records (including schools testing information) to identify the data needed.							
Action step 3.							

GOAL 2. Increase teacher effectiveness in participating high-need schools.							
Objective 2.1: Each project year (years 1-3), increase the number of effective teachers (with a three year commitment) in targeted high-need schools by one at the elementary level and two at the secondary level.							
Action step 1. Obtain a current (updated yearly) list of NBC Teachers from the M-Dade county Public Schools NBCT office							
Action step 2. Send information to each new NBCT explaining the program and include an application							
Action step 3. Follow up initial contacts with emails, telephone and/or fax to prospective Project RISE participants							
Action step 4. Include new NBCT's in one Project RISE Principal's meeting in years 1-3 in order to learn about the program and have principals explain each schools initiatives.							
Action step 5. Assist the NBCT Office in a yearly staff survey of prospective NBCT candidates in selected high needs schools.							
Objective 2.2: By the end of years 2-5, increase the number of effective teachers at each school as measured by the number of teachers pursuing and completing NBCT.							
Objective 2.3: By June of each project year, increase the knowledge and skills of faculty attending professional development workshops as measured by pre-post test scores administered at the beginning and end of the school year.							
Action step 1. Using individual site implementation plans, determine each school's needs and how they will be addressed by professional development procedures.							
Action step 2. Determine what activities need to be completed by the schools for their respective targeted areas.							
Action step 3. Collaborate with Indiana University to develop a pre test for each school to determine base knowledge and skill level of staff.							
Action step 4. Coordinate and record each school's administration of the pretest as soon as it is developed.							
Action step 5. Assist the NBCT's in the planning of the professional development workshops at their schools.							

Action step 6. Monitor the professional development activities designed by the NBCT's at each school so that each is unique to the site.							
Action step 7. Insure that various professional development activities are offered at each school and include modeling, class visits, demonstration lessons, collaborative planning and current research.							
Action step 8. Coordinate and record the administration of the post test in May, of each school year of the grant at each school.							
Action step 9. Assist in the calculation of the growth between the pre and post evaluations. Assist in the calculation of the growth between the pre and post evaluations.							
Objective 2.4: By the end of each grant year increase the teaching effectiveness of NBCT mentees as measured by repeated classroom observations using carefully constructed rubrics.							
Action step 1. Create a rubric , in collaboration with CEEP, that is consistent with the NBCT guidelines for effective instruction.							
Action step 2. Identify teachers at each site who are aspiring NBCTs.							
Action step 3. Include the specialized rubric in classroom observations for aspiring NBCT candidates.							
Action step 4. Gather all classroom observation rubrics and assess growth.							

GOAL 3. Increase principal leadership skills and the numbers of effective school leaders at targeted high-need schools.							
Objective 3.1: By June of each year, principals will demonstrate an increase in leadership competencies and skills as measured by Florida's Principal Leadership Standards and assessment using Baldridge Criteria							
Action step 1. Assign professional partners to Project RISE Schools							
Action step 2. Collaborate with school site administrative staff to understand Baldridge criteria in relation to Florida Principal competencies.							
Action step 3. Address those competencies that indicate greatest need at each school site.							
Action step 4. Determine increase in Baldridge competencies.							
Objective 3.2: By the end of the grant, the percentage of respondents (parents, students, staff) on the annual School Climate Survey who "Strongly Agree" or "Agree" on items regarding principal leadership skills will increase by 20% over the baseline responses from year 1.							
Action step 1. Identify items on the School Climate Survey that reference principal leadership skills.							
Action step 2. Record baseline data on those items for each of the participating RISE schools.							
Action step 3. Share the data with the school administration.							
Action step 4. Have project RISE staff work with school site administrative staff to identify strategies to increase perception on principal competencies.							
Action step 5. Utilize individual school's RISE communication plan to integrate strategies selected to increase leadership perception.							
Action step 6. Compare the baseline data each year to determine growth.							

GOAL 4. Increase student access to rigorous coursework.							
Objective 4.1: By the end of each grant year, increase the rigor of courses being taught by the teachers pursuing NCBT (i.e., mentees of the current NCTB teacher) as measured by comparative analyses of lesson plans and curriculum from the end of the grant year to both the beginning of the grant year, and previous years prior to the start of the grant.							
Action step 1. identify those characteristics of NBCT to determine the rigor of the instructional strategies that would be found I classroom activities, teacher lesson plans, and curriculum taught.							
Action step 2. Analyze lesson plans from previous years of the aspiring NBCT's in order to determine the rigors of the course work.							
Compare those plans with each succeeding year of instruction to determine growth.							
Objective 4.2: By the end of each grant year, increase the rigor of courses being taught by the teachers pursuing NCTB (i.e., mentees of the current NCTB teacher) as measured by multiple classroom observations conducted throughout the school year.							
Action step 1. Incorporate the characteristics of rigorous course offerings into the classroom observation rubric for NBCT candidates.							
Action step 2. Analyze observations in order to determine the effect of the NBCT candidate lesson plans on the vigor of the school's curriculum.							
Action step 3. Compare those plans with each succeeding year of instruction to determine growth.							

Table 1.2 Projected Timeframe for Goals and Objectives (check all that apply)					
Goal/Objective	**YEAR 1**	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**
Goal 1					
Objective 1.1					
Objective 1.2					
Objective 1.3					
Objective 1.4					
Goal 2					
Objective 2.1					
Objective 2.2					
Objective 2.3					
Goal 3					

Add additional rows as necessary

Section 2: Incentives Structure and Payout schedule

In this table, detail the approved reward structure in your TIF program, noting incentives available for (A) teachers, (B) administrators (please list principals, assistant principals and other administrators separately), and (C) other instructional staff (please list).

Instructions

For each group eligible to receive an incentive, provide the proposed payout date; the actual payout date (if applicable); the measure on which the award is based
-- for example, schoolwide achievement data, grade-level data, classroom data or other; the amount of incentive; and what method(s) you are using to determine incentive eligibility and amount in Table 2.1. If incentives are not monetary, please provide additional detail. Provide additional explanation in the space provided. Add additional rows as needed.

If your project will pay incentives this program year (07-08), complete the tables with up to date information.

If your project will not make incentive payments this year, please provide information on incentives as will apply for the first payout year.

Table 2.1 Incentive Structure

(A) Teachers	Proposed payout date(s)	Actual payout date(s)	Measure				Amount (if a range, list lowest and highest award possible)	Methods for determining incentive (check all that apply)				
			Schoolwide	Grade-level	Classroom	Other (detail below)		Valued-Added	Other growth	Attainment	Observation	Other (describe below)
List incentives for teachers	MM/DD/YY	MM/DD/YY										
1												
2												
3												
4												
5												
6												

Additional detail:

Table 2.1 Incentive Structure

(B) Administrators	Proposed payout date(s)	Actual payout date(s)	Measure				Amount (if a range, list lowest and highest award possible)	Methods for determining incentive (check all that apply)				
			Schoolwide	Grade-level	Classroom	Other (detail below)		Valued-Added	Other growth	Attainment	Observation	Other (describe below)
List incentives for administrators. Please list principals, assistant principals and other administrators separately.	MM/DD/YY	MM/DD/YY										
1												
2												
3												
4												
5												
6												

Additional detail:

Table 2.1 Incentive Structure

(C) Other instructional staff	Proposed payout date(s)	Actual payout date(s)	Measure				Amount (if a range, list lowest and highest award possible)	Methods for determining incentive (check all that apply)				
			Schoolwide	Grade-level	Classroom	Other (detail below)		Valued-Added	Other growth	Attainment	Observation	Other (describe below)
List incentives for other instructional staff. Please note staff position titles.	MM/DD/YY	MM/DD/YY										
1												
2												
3												
4												
5												
6												

Additional detail:

(D) TOTAL FINANCIAL INCENTIVES *(Total financial incentive possible)*	**Amount (if a range, list lowest and highest award possible)**
Teachers	
Administrators (please list principal, assistant principal and others separately)	
Other instructional staff (please list)	

(E) Do you have other existing alternative compensation systems that are not funded with TIF dollars? If yes, please briefly describe.

Section 2: Government Performance and Results Act (GPRA) Indicators

As was indicated in the TIF grant application (page 20), each grantee must submit an annual performance report. You will report on the program's GPRA indicators as well as your progress in meeting project specific goals and objectives. Your annual performance report will be due on May 1, 2008. You will be receiving a "Dear Colleague" letter from April Lee explaining the online process for submitting your GPRA data.

The TIF program GPRA indicators are:

- Changes in LEA personnel deployment practices, as measured by changes over time in the percentage of teachers and principals in high-need schools who have a record of effectiveness; and

- Changes in teacher and principal compensation systems in participating LEAs, as measured by the percentage of a district's personnel budget that is used for performance-related payments to effective (as measured by student achievement gains) teachers and principals.

$$\frac{\text{(TIF Incentive + District or other Incentive Payouts)}}{\text{TOTAL DISTRICT PERSONNEL BUDGET \$\$}}$$

Please report how you plan to address these objectives. If you have not yet decided how to address these indicators, please note that in the appropriate boxes.

GPRA Indicator 1 Changes in LEA personnel deployment practices, as measured by changes over time in the percentage of teachers and principals in high-need schools who have a record of effectiveness.
First Quarter
Second Quarter
Third Quarter

GPRA Indicator 2 Changes in teacher and principal compensation systems in participating LEAs, as measured by the percentage of a district's personnel budget that is used for performance-related payments to effective (as measured by student achievement gains) teachers and principals.
First Quarter
Second Quarter
Third Quarter

Section 4: Progress on Program Implementation

In this portion of your self-evaluation you will document progress made by your project in key areas addressed in the Implementation Checklist that you completed as part of your needs assessment. Note your progress on each for the current period. If there has been no activity in an area, enter N/A.

Instructions

Report on activity from the most recent quarter only. Please provide an overview with supporting details of recent grant activities, including any challenges you are facing in that area. Also provide an update and describe changes from the previous quarter.

Be sure to address all bulleted items in your response as well as any relevant additional information.

4a. Staffing • Note any changes in staffing (hires, resignations, reassignment of responsibilities, etc.) and positions that remain unfilled.
First Quarter
Second Quarter
Third Quarter

4b. Stakeholder engagement
- List the major stakeholders for your project.   - Were these stakeholders involved in your grant application process?   - Indicate whether, and to what degree, they are currently participating in the project.   - Indicate whether continuity of leadership is expected among these groups (e.g. teacher unions, district administration, your own staff, etc.).
First Quarter
Second Quarter
Third Quarter

4c. Communications   - Do you have a written communications plan? If not, do you plan to create one?   - Please describe how you have communicated your program to the local community.   - How has this been received?   - If you have not yet begun roll-out your communication plan, detail your strategy.   - What are your future plans for communication?
First Quarter
Second Quarter
Third Quarter

4d. Budgeting • Identify funding sources. • Are you on track with your sustainability plan? • Have you encountered any unexpected expenditures? • Document any other changes to you budget.
First Quarter
Second Quarter
Third Quarter

4e. Information technology • List the necessary data elements for successful implementation of the project. • Do you have the necessary data systems in place capable of tracking student and teacher data? • Does your current data system have the capacity to accommodate your payout system? • Is your data housed within one group or divided among multiple groups? • Have you included data and IT staff in project planning? • If you are doing payouts based on classroom-level data, are the student assessment and teacher links in place? • Are you creating, expanding or upgrading your systems to meet the needs of this project?
First Quarter
Second Quarter
Third Quarter

Section 4f. Changes to your scope of work • Has your scope of work (action plan) changed from what is in your application? If so, please provide as much detail as possible. • When did the U.S. Department of Education approve these changes?
1st Quarter
2nd Quarter
3rd Quarter

Section 4g: Challenges • Detail any challenges you encountered. • Detail any potential challenges. • Describe any technical assistance the CECR may be able to provide to help you solve these issues.
1st Quarter
2nd Quarter
3rd Quarter

Section 4h: Strengths • What are the greatest strengths of your project? • Please provide any project successes that you would like to share with other grantees.
1st Quarter
2nd Quarter
3rd Quarter

Section 4i. Technical Assistance • Have you requested technical assistance through the CECR? If yes, please describe. • Have you requested technical assistance from organizations other than CECR? • Has the TA issue been resolved? If not, please describe.
1st Quarter
2nd Quarter
3rd Quarter