

Race to the Top Webinar

Florida Department of Education
February 23, 2010



Agenda

1. Welcome and Introductions – Holly Edenfield 1:00-1:05
2. Remarks and Timeline – Commissioner Smith 1:05-1:15
3. Potential Technical Assistance – Chancellor Haithcock 1:15-1:20
4. Summary of Florida’s Proposed Budget – Linda Champion
1:20-1:25
5. Participating LEA Final Scope of Work – Chancellor Haithcock
1:25-1:30
6. Summary of Florida’s Application/Context of MOU
 - (B) Standards & Assessments – Mary Jane Tappen & Kris Ellington
1:30-1:40
 - (C) Data Systems – Jeff Sellers 1:40-1:50
 - (E) Struggling Schools – Nikolai Vitti 1:50-2:00
 - (F) Charter Schools – Mike Kooi 2:00-2:05
 - (D) Great Teachers and Leaders – Kathy Hebda 2:05-2:35
7. Q&A 2:35-3:00

Reminders

- Your phone is automatically muted.
- Please hold questions until the end of the Webinar.
- Click the “Raise your Hand” icon to join the queue.
- E-mail additional questions to Racetop@fldoe.org.
- The presentation and audio file will be posted at www.fldoe.org/arra/racetop.asp.

Tentative Timeline

- March – State finalists announced
- April – State winners announced
 - If FL is awarded, DOE will release Final Scope of Work template to participating LEAs
- May – Legislative session ends
- July – Final Scope of Work due from LEAs
- August – DOE reviews Final Scopes of Work
- September – Money flows

Potential Technical Assistance

- Frequent District Discussion Groups on topics within each assurance
- Florida's Race to the Top Web site: www.fldoe.org/arra/racetothetop.asp
- Continue to update FAQs
- Possible statewide meeting of district teams in early May
- Regional meetings to further develop statewide initiatives, e.g. growth model
- Future Webinars

Potential Technical Assistance

Topics for District Discussion Groups:

(B) Standards and Assessments

- Implementation of Common Core standards
- Student growth models
- Use of statewide tests in determining student growth in learning
- Resources for developing end-of-course assessments
- Criteria for reviewing third-party products for course tests
- Test quality criteria (e.g., alignment with standards, field testing, statistical characteristics of items and tests, equivalent tests for determining growth, standardized administration procedures)

(C) Data Systems to Support Instruction

- Minimum requirements for an instructional improvement system
- Degree of involvement assisting the state in the improvement to accessing and using state data resources
- What instructional improvement system professional development is required
- How researcher data requests are handled and what is the district responsibility

Potential Technical Assistance

Topics for District Discussion Groups:

(D) Great Teachers and Leaders

- See (B)
- Developing and implementing evaluation systems for teachers and school leaders
- Evaluating the effectiveness of professional development
- Examples for possible components of compensation systems

(E) Turning Around the Lowest-Achieving Schools

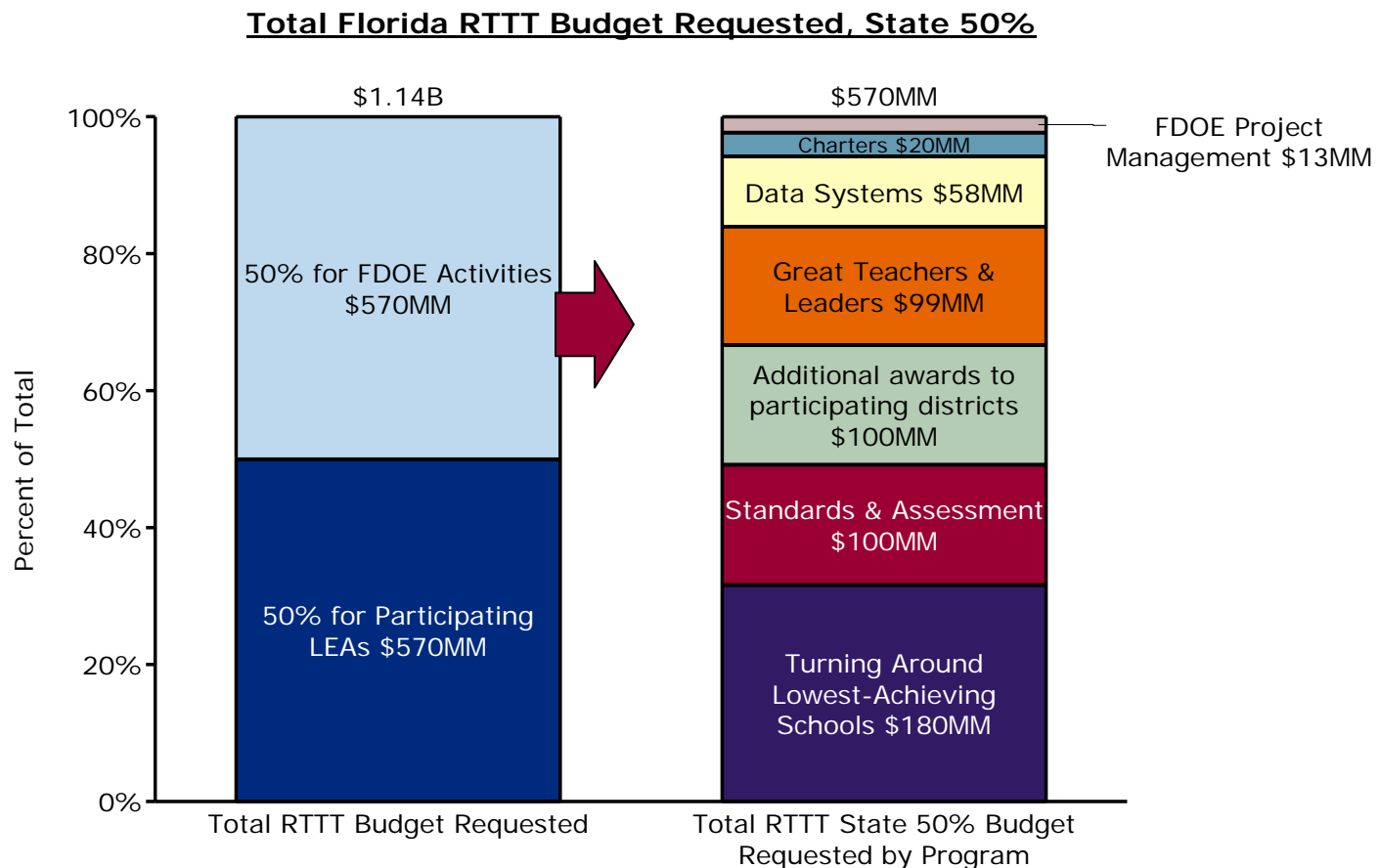
- Understanding the specific requirements of the four school intervention models
- Implementation of CTE STEM Academies
- Expanding Pre-K throughout feeder patterns
- Proven programs to develop college and career ready skills with at-risk students
- Understanding specific requirements for the "community compact" opportunity for districts with Intervene high schools

(F) Charter Schools

- Inclusion of charter schools

Florida's Proposed Budget

- Final figure: \$1,141,622,870 (50% = \$570,811,435)
- State 50% funds will benefit every student in the state, regardless of school attendance in a Participating LEA



Florida's Proposed Budget

					Total
	2010-11	2011-12	2012-13	2013-14	
Standards & Assessments	20,119,000	31,950,000	26,450,000	21,650,000	100,169,000
Data Systems	14,294,457	16,926,979	14,502,930	12,709,413	58,433,778
Struggling Schools	47,104,195	44,271,463	46,067,752	43,024,802	180,468,212
Charter Schools	5,000,000	5,000,000	5,000,000	5,000,000	20,000,000
Great Teachers & Leaders	20,487,440	26,326,467	30,274,467	21,456,087	98,544,461
Additional Support to Participating Districts	25,000,000	25,000,000	25,000,000	25,000,000	100,000,000
DOE Project Management and Oversight	3,354,963	3,280,340	3,280,340	3,280,340	13,195,984
Total	135,360,055	152,755,249	150,575,489	132,120,642	570,811,435

Formula Funds 570,811,435

Total Request 1,141,622,870

Participating LEA Final Scope of Work

- If awarded, DOE will quickly release Final Scope template (“application”)
- Final Scope is due 90 days after award is announced
- Negotiations with union must occur in this window – agreement on all concepts and timelines to be included in Final Scope
- Final Scope will be evaluated by DOE staff and if parts are unsatisfactory, we will work with you until it is approvable

Participating LEA Final Scope of Work

- For each of the nine criteria in the MOU, a plan must be described, including:
 - Detailed Work Plan
 - Goals
 - Activities
 - Timelines
 - Budget
 - Key Personnel
 - Annual Targets for Key Performance Measures

Florida's MOU

Nine Criteria Addressed:

1. (B)(3) Supporting the transition to enhanced standards and high-quality assessments
2. (C)(2) Accessing and using state data
3. (C)(3) Using data to improve instruction
4. (D)(1) Providing high-quality pathways for aspiring teachers and principals
5. (D)(2) Improving teacher and principal effectiveness based on performance
6. (D)(3) Ensuring equitable distribution of effective teachers and principals:
7. (D)(5) Providing effective support to teachers and principals
8. (E)(2) Turning around the lowest-achieving schools
9. (F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools

Summary of Florida's Application/ Context of MOU

- (B) Standards & Assessments – Mary Jane Tappen & Kris Ellington
- (C) Data Systems – Jeff Sellers
- (E) Struggling Schools – Nikolai Vitti
- (F) Charter Schools – Mike Kooi
- (D) Great Teachers and Leaders – Kathy Hebda

Standards & Assessments Initiatives

- Adoption of Common Core English/Language Arts and Mathematics Standards (August 2010)
- Competitively contract for formative assessment system
 - Grades K-8 mathematics, Algebra 1, Geometry
 - Grades K-8 reading
 - Contracts must include teacher professional development (lesson study toolkits) to implement formative assessment practices

Standards & Assessments Initiatives

- Competitively contract for interim assessment item bank.
 - Grades 5-8 science and biology; grades K-8 mathematics, Algebra 1, and geometry; grades 3-8 social studies, and 2 high school courses
 - Bank will include secure items for district use and secure school/teacher-level items for monitoring student progress
 - Contracts will include teacher professional development resources (lesson study toolkits)

Standards & Assessments Initiatives

- STEM Student Plan for Gifted and Talented
 - Competitive contract with regional consortia to build individualized student plans utilizing the electronic gifted student plan, virtual courses, internships, research opportunities, and high school programs
- Increase access to rigorous coursework through AP, IB, AICE, Dual Enrollment, and STEM Industry Certification Career and Technology Programs

Standards & Assessments Budget

Project	Total Budget	Procurement
Curricular tools to implement the common core	\$29,619,000	Competitively bid contracts
Support for the transition to high-quality assessments (interim and formative), international assessment comparisons	55,350,000	Competitively bid contracts
Increased access to STEM courses	4,500,000	Competitive grants to consortia
Classroom support for lesson study	10,700,000	Included in assessment contracts
Total	\$100,169,000	

Supporting the Transition to Enhanced
Standards and High-quality
Assessments

State Board of Education Adoption of Common Core – July 2010 DOE Activities

2010-11	2011-12	2012-13	2013-14
Expert and alignment study for State Board of Education Adoption of Common Core State Standards (CCSS)	Transition implementation of CCSS; develop learning progressions, performance descriptions, and exemplars	Transition implementation of CCSS; complete learning progressions development, performance descriptions, and exemplars for the CCSS	Transition implementation of CCSS
Revise the student tutorial content in Algebra, Geometry, and 10 th grade reading to reflect CCSS	Revise the student tutorial content to reflect CCSS in reading and mathematics in grades 3-5	Revise the student tutorial content to reflect CCSS in reading and mathematics in grades 6-8	Revise the student tutorial content in mini-assessments of CCSS for all grades in reading and mathematics
Place the CCSS in Florida's standards database paired with related NGSSS and rate each for level of complexity; add K-3 math formative assessment resources	Build course descriptions to reflect CCSS aligned to Florida's current approved courses; add lesson study toolkits	Begin adding formative assessment resources for remaining grades in math and reading	Complete formative assessment resource loads, to include validated scoring guidelines/sample work
Survey high school texts and postsecondary texts to determine alignment for college readiness	Survey high school texts and postsecondary texts to determine alignment for college readiness		

MOU: (B)(3) Supporting the Transition to Enhanced Standards and High-quality Assessments

- “The LEA will modify school schedules to allow for **common planning** time by grade level (elementary) or subject area (secondary) **for lesson study** focused on instructional quality, student work, and outcomes, without reducing time devoted to student instruction. The LEA will devote a minimum of one lesson study per week for each grade level or subject area.”
- “The LEA will ensure that **professional development programs** at all schools focus on effective instruction consistent with new common core standards, while **employing the principles of lesson study and formative assessment**. The LEA will implement a **system to evaluate the fidelity of lesson study and formative assessment implementation that is tied to interim and summative student assessments.**”

DOE Support Activities

2010-11	2011-12	2012-13
<p>Begin development of K-3 Math Formative Assessment Lesson Study Toolkit</p>	<p>Finalize K-3 Math Formative Assessment Lesson Study Toolkit; begin development of Math Formative Assessment Lesson Study Toolkits for grades 4-5, 6-8, Algebra 1, and Geometry and Reading Formative Assessment Lesson Study Toolkits for grades K-3, 4-5, and 6-8</p>	<p>Finalize development of Reading and Math Formative Assessment Lesson Study Toolkits</p>
<p>Begin development of Use of Reading Data Lesson Study Toolkit</p>	<p>Begin development of Use of Mathematics Data Lesson Study Toolkit and Use of Science Data Lesson Study Toolkit; finalize Reading Data Toolkit</p>	<p>Finalize Mathematics Data Toolkit; finalize Science Data Toolkit</p>

MOU: (B)(3) Supporting the Transition to Enhanced Standards and High-quality Assessments

- “The LEA will implement at least one additional **high school career and technical program that provides training for occupations requiring science, technology, engineering, and/or math (STEM)**. The LEA will pay, or secure payment for the industry certification examination for graduates of such programs. These programs must lead to a high-wage, high-skill career for a majority of graduates that supports one of the eight targeted sectors identified by Enterprise Florida and result in an industry certification. The LEA will ensure that these programs will include at least one Career and Technical Education course that has significant integration of math or science that will satisfy core credit requirements with the passing of the course and related end-of-course exam.”
- “The **LEA will increase the number of STEM-related accelerated courses**, such as Advanced Placement, International Baccalaureate, AICE, dual enrollment, and industry certification.”

DOE Support Activities

- Identification and approval of Career and Technical Programs that meet requirements
- Approval of revised career and technical course descriptions that meet core requirements in Algebra 1, Geometry and Biology

2010-11	2011-12	2012-13	2013-14
Develop and release an RFP for the STEM Program for Gifted and Talented Students	Competitive grants are awarded to up to 3 consortia; model programs are initiated	Consortia develop and refine model program and processes	STEM Program for Gifted and Talented Students results disseminated for replication

MOU: (B)(3) Supporting the Transition to Enhanced Standards and High-quality Assessments

- “The LEA will ensure that each school **possesses the technology**, including hardware, connectivity, and other necessary infrastructure, to provide teachers and students sufficient **access to strategic tools for improved classroom instruction** and computer-based assessment.”

Timeline for Common Assessment

2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Form Consortium; Consortium identifies management entity; Consortium submits RTTT Common Assessment Grant	Common Assessment Grant Award; begin test design; release RFP and award contract(s); begin item and technology system Development	Test item review and piloting; Test item bank and delivery system user acceptance testing; field test some grades/subjects	Test item bank and delivery system completion; roll out some operational tests and set common proficiency standards	Roll out additional operational tests and set common proficiency standards	All grades and subjects of Common Assessment are operational

2010-11	2011-12	2012-13	2013-14
	Revise reading interim assessment system to align with CCSS	Continue alignment of reading interim assessment with CCSS	Field test and statewide rollout of reading interim assessment
Release and award RFP; begin development of interim assessment item banks; begin work on technology platform	Complete development and begin field testing of interim test items; work on technology platform	Complete field test and develop additional items as needed; items available for state/district/school use; work on platform/user testing	Develop additional interim assessment items as needed; finalize and roll out platform
Develop and award RFP for reading formative assessment system; design system, revise learning progressions, begin task development	Continue development of reading formative assessment tasks; create model for scoring of tasks and decision trees	Finalize development of reading tasks, including scoring rules and decision trees; pilot in volunteer schools	Revise as needed, statewide rollout
Develop and award RFP for mathematics formative assessment system; K-3 Math: finalize development of tasks; pilot in volunteer schools; Other grades: design system; revise learning progressions; begin task development	K-3 Math: revise as needed, statewide rollout; other grades: continue development of classroom tasks; create model for scoring of tasks and decision trees	Finalize development of classroom tasks, including scoring rules and decision trees; pilot in volunteer schools	Revise as needed; statewide rollout

Data Systems to Support Instruction Initiatives

State Improvements

- *Make it **easy to find**.* Create a **customer-friendly interface** to state data resources that is intuitive and easy to navigate.
- *Make it **easy to get in**.* Integrate state data and technology resources and provide **single sign-on** access from the customer-friendly interface.
- *Make it **easy to use**.* Provide **relevant reports** and information. **Pre-populate state applications and reports** with state data.
- *Make it **available to districts**.* **Publish state data** for incorporation into district systems.

Data Systems to Support Instruction Initiatives

District Improvements

- **Equip districts.** Districts will select or upgrade their systems to support instruction and operations.
- **Train district staff.** Provide **extensive training** opportunities around the use of data and technology resources, including:
 - Train-the-trainer professional development specialists
 - Multi-media professional development materials
 - Common Planning Time (Standards and Assessments)
 - Lesson Study Toolkits (Standards and Assessments)
 - Leadership Training (Turning Around the Lowest-Achieving Schools)
 - Teacher Preparation and Induction Support (Great Teachers and Leaders)

Data Systems Budget

Project	Total Budget	Procurement
Increase and streamline access to data and information from state resources	\$44,378,740	Competitively bid contract(s)
Provide professional development for district personnel	4,079,750	Competitively bid contract(s)
Support for Longitudinal Data System (LDS) initiatives included in separate USED application	9,975,288	Should an LDS grant be awarded to Florida, the RTTT budget will be reduced by this amount
Total	\$58,433,778	

MOU: (C)(2) Accessing and Using State Data

- “The LEA will assist in the **design, testing, and implementation of initiatives to improve customer-friendly access** and information to district leaders, teachers, principals, parents, students, community members, unions, researchers, and policymakers to effectively use state data systems. Examples of areas where the LEA will be required to assist the Department include providing assistance on defining state-level educational data that can be used to augment local data systems, implementing a single sign-on to access state resources, providing data to the Department, and testing other mechanisms that will enhance the usability of existing state-level applications to improve instruction and student learning.”
- “The LEA will **use state-level data** that is published for use, along with local instructional improvement systems, **to improve instruction.**”

MOU: (C)(3) Using data to improve instruction

(i) Use of local instructional improvement systems

- “The LEA will **use customer-friendly front end systems** that are easy for students, teachers, parents, and principals to use and that show growth of students, teachers, schools, and districts disaggregated by subject and demographics. **An LEA that has an instructional improvement system will ensure that the system is being fully utilized; an LEA that does not have an instructional improvement system will acquire one.**”

(ii) Professional development on use of data

- “The LEA will provide effective professional development to teachers and administrators on the **use of its instructional improvement system.**”
- “The LEA will provide effective professional development to teachers and administrators on the **use of state level data systems** developed during the term of the grant.”

(iii) Availability and accessibility of data to researchers

- “The LEA will **provide requested data** from local instructional improvement and longitudinal data systems to the Department to support the Department’s efforts to make data available to researchers for the purpose of evaluating the effectiveness of instructional materials, strategies, and approaches for educating different types of students and to help drive educational decisions and policies.”

Turning Around the Lowest-Achieving Schools Initiatives

- Expand DA Region Support to all Lowest 5% Schools
- Partner with National Organization to Provide Teachers to Miami-Dade and Duval Counties
- District Leadership Training for Rural Districts
- Principal/AP Development
- DA Summer Academy
- Career Technical Expansion/Improvement (STEM)
- DA Reading/STEM Coordinators
- Community Compact
- Algebra I Incentives for Middle Schools
- Cultural Competency Training
- College Public Awareness Campaign
- Expanding Charter Options

Struggling Schools Budget

Project	Total Budget	Procurement
Recruit high-quality teachers	\$14,400,000	Competitively bid contract(s)
Leadership pipeline for turnaround principals and assistant principals	8,704,674	Competitively bid contract(s)
Build district-level capacity for turnaround in rural districts	1,719,384	Competitively bid contract(s)
Provide DA summer academy for lowest 5% schools and their feeder patterns	8,008,000	Subgrants to fiscal agent districts for regional DA program
Partner with effective charter school operators	30,000,000	Competitively bid contract(s)
Improve and expand STEM career and professional academies	10,046,000	Combination of contracts and subgrants to districts
Provide regional reading coordinators	14,396,000	Subgrants to DA fiscal agent districts

Struggling Schools Budget (continued)

Project	Total Budget	Procurement
Provide regional STEM coordinators	\$14,396,000	Subgrants to DA fiscal agent districts
Implement community compacts in 3 districts	68,000,000	Subgrants to selected districts
Provide a public awareness campaign to promote college readiness culture	2,864,906	Competitively bid contract
Provide a middle grades algebra incentive	7,077,078	Subgrants to districts
Provide cultural competency training for leadership teams	856,170	Competitively bid contract
Total	\$180,468,212	

MOU: (E)(2) Turning around the lowest-achieving schools

- “The LEA will select and implement one of the four school intervention models described in the grant application in all persistently lowest-achieving schools located in the district (see Appendix A to the MOU). The Department will identify the schools based upon the school categories devised for school accountability under s. 1008.33, F.S., and set forth in proposed Rule 6A-1.099811, F.A.C. (see Appendices B and C to the MOU).”
- “An LEA with more than nine persistently lowest-achieving schools will not select the transformational option for more than one-half of the schools.”
- “All actions undertaken by the LEA under this element of the grant will be in accordance with the requirements of s. 1008.33, F.S. (Differentiated Accountability).”

MOU: (E)(2) Turning around the lowest-achieving schools

- “The LEA will submit a plan for the Department’s approval that **implements one or more of the following programs** in each persistently lowest-achieving school and within the **feeder pattern** of each persistently lowest-achieving high school:
 - In Intervene schools, the LEA will implement a schedule that provides increased learning time beyond the minimum 180 days and/or implement an extended school day, beyond the current hours of instruction.
 - The LEA will offer **prekindergarten on a full day basis** using the Department’s Title I Full Day PreK model, for children residing in the attendance zone of such schools.
 - The LEA will **expand opportunities for students to attend career and professional academies**, especially STEM academies, under s. 1003.493, F.S.
 - The LEA will expand or introduce **proven programs to encourage advanced classes, positive behavior support systems, mentoring, and curriculum that provide high-need students with college-ready skills.**
 - The Department may approve other programs that demonstrate a strong record of improving student achievement in these district schools.”
- “The LEA will use effectiveness data from annual evaluations to determine **incentives for the most effective teachers** to work in the district’s elementary, middle, and high schools that are the persistently lowest-achieving.”
- “The LEA will **only assign new teachers (those in their first and second year) in the district’s schools that are the persistently lowest-achieving if these teachers have completed or are participating in a high-performing teacher preparation program**, as defined in the grant application. The LEA will ensure that such teachers are provided additional support by staffing a mix of new and proven teachers across all content areas and grade levels in the school.”

Charter Schools Initiatives

- Struggling Schools budget includes \$30,000,000 that will be competitively awarded to high-quality charter operators for the purpose of opening charter schools in the feeder patterns of the lowest 5%.
- The overall budget includes \$20,000,000 to be used to make competitive awards to charter schools for the purpose of implementing unique innovations that align with one or more of the four assurances.

MOU: (F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools

- “The LEA will offer charter schools located within their district the **opportunity to participate** in the grant on the same terms as any other district school.”
- “Consistent with federal requirements, the LEA will ensure that participating charter schools receive a **commensurate share** of any grant funds and services funded by the grant.”
- “The LEA will **provide data and reports necessary for the evaluation of the grant** conducted by the Department’s evaluation team and will require charter schools to provide the LEA with the data necessary for such evaluations.”

Great Teachers & Leaders

- Improving evaluation systems for teachers and principals
- Using evaluation results to inform decisions about employment, assignment, promotion, retention, dismissal, and professional development
- Using evaluation results to inform decisions about compensation
- Providing Support to teachers and leaders
- Improving teacher preparation

Great Teachers and Leaders

Professional
Student-Centered
Environment

Targeted **Support**
and Resources

Preparation and
Certification

Professional and
Leadership
Development

Recruitment,
Selection and
Placement

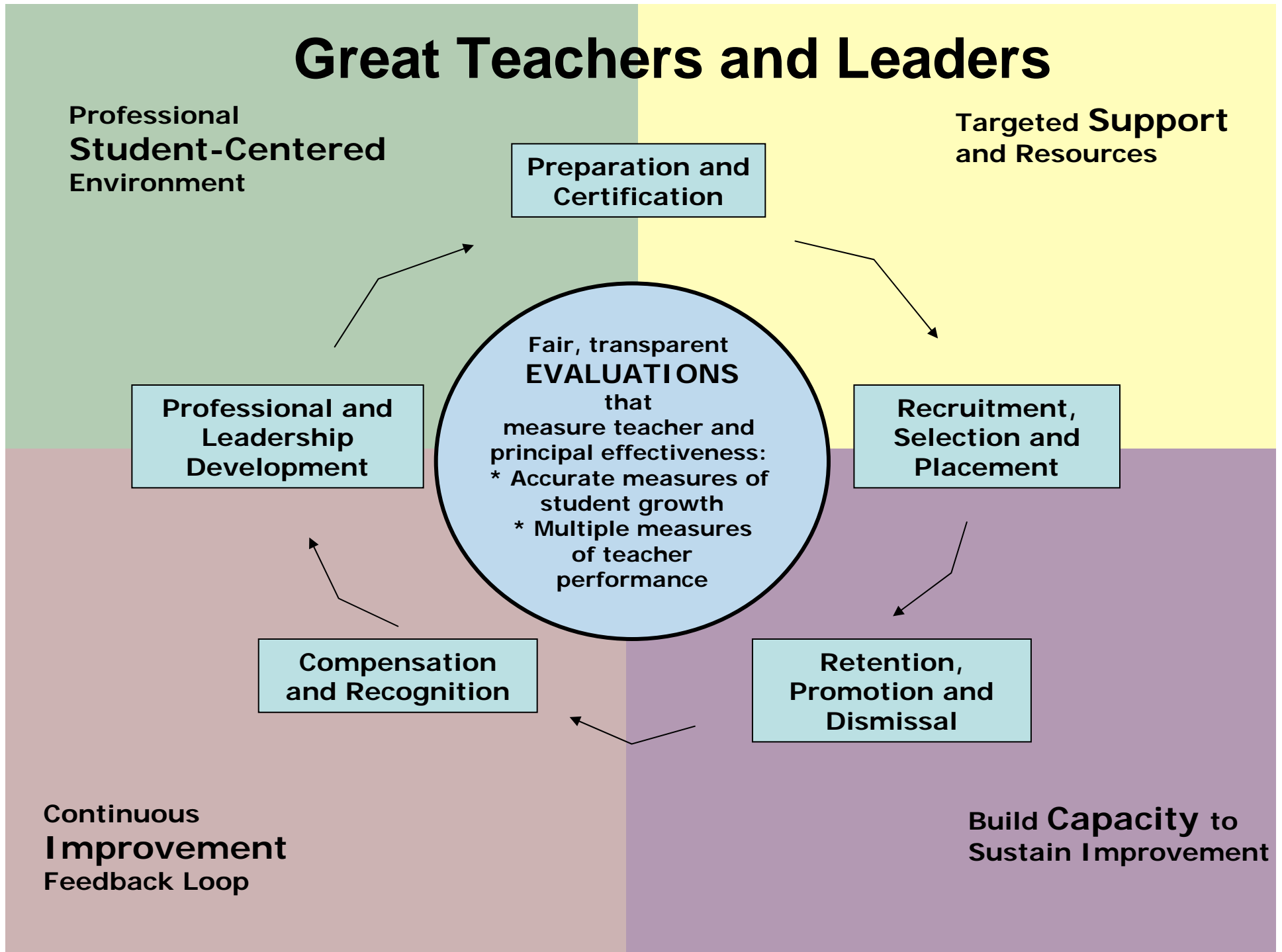
Fair, transparent
EVALUATIONS
that
measure teacher and
principal effectiveness:
* Accurate measures of
student growth
* Multiple measures
of teacher
performance

Compensation
and Recognition

Retention,
Promotion and
Dismissal

Continuous
Improvement
Feedback Loop

Build **Capacity** to
Sustain Improvement



Great Teachers and Leaders

Improving Evaluation Systems

- What does the RTTT application say about new evaluation systems?
 - Rigorous, fair, transparent
 - Differentiate performance with multiple rating categories
 - Take into account student growth as a significant factor
 - Designed and developed with teacher and principal involvement
 - Provide timely and constructive feedback, including student growth data

Great Teachers and Leaders

Improving Evaluation Systems

- What are some key points in the MOU about new evaluation systems?
 - “Primary” means >50%
 - “Core practices” will need to be used consistently in the district for observations
 - Need one additional evaluation metric for new teachers and teachers just before a milestone career event
 - Includes comprehensive set of ratings beyond satisfactory and unsatisfactory

Great Teachers & Leaders

Improving Evaluation Systems: *Student Growth*

- DOE will research and adopt an accurate calculation for student growth that can be utilized for courses associated with the statewide assessment system
 - Provide teachers, principals, and districts with a transparent process for using the state measure
 - Work with districts and teachers to ensure accurate data reporting, improve analysis capabilities, and make best use of data results at all levels
- Provide models for measuring student growth in courses and grades not associated with state assessments
 - Advanced courses and courses with district EOCs

Great Teachers & Leaders

Improving Evaluation Systems: *Student Growth*

- Steps in the process:
 - Selecting the state student growth calculation:
 - Communication and participation throughout the process
 - Accuracy
 - Transparency
 - Application across classrooms
 - Using the state calculation:
 - Model, select, evaluate the actual calculation
 - Continue to improve the information returned from the calculation and its classroom applications

Great Teachers & Leaders

Improving Evaluation Systems:

Observation Feedback

- State will revise rule 6A-5.065, F.A.C., *Educator Accomplished Practices*, by July 2010
 - Rule development notice in March FAW
 - Will request association and other group feedback before first draft released first week of April
 - First draft posted on Web site for public comment; public workshops held via conference call
 - Revised draft posted in FAW for rule notice late May
- Under RTTT, state will issue competitive contract for statewide district technical assistance in development and implementation of evaluation systems

Great Teachers & Leaders

Improving Evaluation Systems: *Timelines and Expectations*

- Districts will work through the first year of the grant to improve systems to include:
 - Observations based on practices closely linked with **improved student outcomes**
 - **Multiple observations** by knowledgeable others
 - **Timely feedback** on observation results
 - Aligned **professional development** including coaching
 - **Other data sources** that increase quality of performance feedback
 - **Comparable student growth** measures for as many teachers as possible
- Additional student growth measures should be incorporated over the grant period as they become available in the district

Great Teachers & Leaders

Using Evaluation Results for Decision-making: *Employment*

- What employment decisions does the RTTT application require evaluation results to be used for?
 - Relevant professional development, including coaching/mentoring and induction support
 - Retention (FL: annual and multi-year contracts)
 - Tenure (FL: professional services contracts)
 - Equitable distribution of highly effective teachers and principals
 - Promotions/additional responsibilities for highly effective educators
 - Removal for ineffective “tenured and untenured” teachers
- MOU sets thresholds specific to Florida statutes, policies, and other portions of the state’s RTTT proposal
- District work plans will specify milestones and activities to incorporate these decisions district policies over the four-year grant period

Great Teachers & Leaders

Using Evaluation Results for Decision-making: *Compensation*

- How does the RTTT application require evaluation results to be used for compensation decisions?
 - In compensating and promoting teachers and principals
 - To provide opportunities for highly effective teachers and principals to earn additional compensation
- What does the MOU set as the threshold?
 - Most significant salary gains for performance
 - Why “salary” and not bonuses under FL’s RTTT proposal?
 - Implement differentiated pay statute
 - Promotional opportunities for teacher leadership

Great Teachers & Leaders

Using Evaluation Results for Decision-making: *Compensation*

- District-designed compensation plans will:
 - Include a **salary differential** based on performance that is more significant than other differentials
 - Incentivize working in **high-need schools** and subject areas, including **STEM** (under equitable distribution of highly effective teachers and principals)
 - Provide **promotional opportunities** for teachers and leaders based on performance
- District work plans will reflect incorporation of these components over the four-year period of the grant
- DOE will provide technical assistance to all participating districts on compensation components, models, and options

Great Teachers & Leaders

Effective Support for Teachers and Principals

- How does the RTTT application describe effective support?
 - Data-informed professional development
 - Coaching
 - Induction
 - Common planning and collaboration time
 - On-going and job embedded, when appropriate
- What else is required of the state and districts?
 - Measure, evaluate, and continuously improve supports to improve student achievement

Great Teachers & Leaders

Effective Support for Teachers and Principals

- District work plans will include:
 - Use of the state's *Protocol Standards* for Prof. Dev.
 - IPDPs for teachers and ILDPs for principals
 - Using new evaluation data
 - Lesson study
 - Beginning Teacher support program
 - PD on Common Core Standards when available
 - Methods of evaluating professional development implemented under RTTT grant

Great Teachers & Leaders

Effective Support for Teachers and Principals

- DOE statewide initiatives (in addition to those already listed in other assurance areas):
 - Provide technical assistance for all participating districts (bid through competitive contract) on evaluating professional development
 - Training for school board members on human capital and school improvement strategies
 - Commissioner's Leadership Academy for building state and regional, and district leadership
 - Publish state guidelines for beginning teacher support programs and instructional coaching
 - Improve sharing of best PD practices

Great Teachers & Leaders

Teacher Preparation

- Establishing performance targets for teacher preparation programs; improving reporting
- Evaluating Florida teacher certification exams in STEM and reading for rigor in content and cut scores
- Running competitions in:
 - STEM programs
 - Job-embedded or residency programs
 - Fast-track dual-level certification programs for school principals

Great Teachers & Leaders

Other State Assistance

- Improving reporting and use of staff data
- Competitive contract bid for an evaluator with experience in human capital specifically for Great Teachers & Leaders projects and initiatives
- Monitoring and Community of Practice “meetings” and communication for all participating districts

See Appendix for
Great Teachers & Leaders
MOU Language

Great Teachers & Leaders Budget

Project	Total Budget	Procurement
Improve measurement of academic gain	\$5,800,000	Competitively bid contracts
Implement rigorous, transparent, and fair evaluation systems for teachers and principals	14,980,000	Competitively bid contracts
Incorporate evaluation results into making career decisions (including financial consultants)	20,725,941	Competitively bid contracts
Assignment of effective teachers and principals to high need schools	25,642,000	Competitive grants to teacher preparation programs, contracts for principal preparation programs
Improve access to teachers in hard to staff subjects and assignment of teachers to high-poverty/minority schools	7,700,000	Competitively bid contract(s)

Great Teachers & Leaders Budget (continued)

Project	Total Budget	Procurement
Use performance measures to improve contributions of teacher and principal preparation programs	\$2,600,000	Competitively bid contract(s) and/or grants
Improve districts ability to provide effective professional development	18,606,760	Competitively bid contract(s)
Establish a Community of Practitioners	489,760	Competitively bid contract(s) and/or grants
Great Teachers & Leaders Assurance Evaluation	2,000,000	Competitively bid contract with national consulting firm
Total	\$98,544,461	

Q&A

- Press the “Raise your Hand” icon to join the queue.
- We will un-mute your line and call your name one at a time.
- Please identify your district at the start of your question.

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APPENDIX

MOU: (D)(1) Providing high-quality pathways for aspiring teachers and principals

(ii) Alternative routes to certification that are in use

- “The LEA will coordinate with institution preparation programs to provide effective district personnel to supervise pre-service teacher and educational leadership candidates. Such district supervising personnel will be highly effective teachers.”
- “The LEA will use data from student performance and other continued approval standards in Rule 6A-5.066, F.A.C., to annually review and improve its alternative certification program and will deliver any professional development associated with the program in accordance with the state’s protocol standards for professional development.”

MOU: (D)(2) Improving teacher and principal effectiveness based on performance

(i) Measure student growth

- “The LEA will measure student growth based upon the performance of students on all state required assessments. For content areas and grade levels not assessed on state required assessments, then the LEA will use district-developed assessments aligned to state standards under s.1008.22, F.S.”

MOU:(D)(2) Improving teacher and principal effectiveness based on performance

(iii) Conduct annual evaluations

For Teachers:

- “The LEA will conduct multiple evaluations for each first-year teacher that are integrated with the district’s beginning teacher support program and include observations on the core effective practices described in (D)(2)(ii)2. and reviews of student performance data.”
- “The LEA will conduct “multi-metric” evaluations as described in (D)(2)(ii) for teachers who are in the year prior to a milestone career event, such as being awarded a multi-year contract, a promotion, or a significant increase in salary. The LEA plan will include a definition of milestone career event.”
- “The LEA will conduct evaluations as described in (D)(2)(ii)1, 2, and 4. for all other teachers at least once per year.”

For Principals:

- “The LEA will conduct evaluations as described in (D)(2)(ii) for principals at least once per year.”

MOU: (D)(2) Improving teacher and principal effectiveness based on performance (continued)

(iv)(a) Use evaluations to inform professional development

- “The LEA will use results from teacher and principal evaluations as described in (D)(2)(ii) in its professional development system as follows:

For Teachers:

- Establish an Individual Professional Development Plan (IPDP) for each teacher that is, in part, based on an analysis of student performance data and results of prior evaluations.
- Individualize the support and training provided to first-and second-year teachers and determine the effective teachers who will provide coaching/mentoring in the district’s beginning teacher support program.

For Principals:

- Establish an Individual Leadership Development Plan (ILDLP) for each principal that is based, in part, on an analysis of student performance data and results of prior evaluations.”

MOU: (D)(2) Improving teacher and principal effectiveness based on performance

(ii) Design and implement evaluation systems

- “The LEA will design and implement a teacher evaluation system with teacher and principal involvement that:
 - Utilizes the Department-selected teacher-level student growth measure cited in (D)(2)(i) as the primary factor of the teacher and principal evaluation system. Primary is defined as greater than 50% of the evaluation. However, an LEA that completed renegotiation of its collective bargaining agreement between July 1, 2009, and December 1, 2009, for the purpose of determining a weight for student growth as the primary component of its teacher and principal evaluations, is eligible for this grant as long as the student growth component is at least 40% and is greater than any other single component of the evaluation.
 - Includes the core of effective practices that have been strongly linked to increased student achievement for the observation portion of the teacher evaluation. The principal, direct supervisor, and any other individual performing observation will use, at a minimum, this same core of effective practices.
 - Includes at least one additional metric to combine with the student performance and principal observation components to develop a “multi-metric” evaluation system for, at a minimum, the teachers who are in the year prior to a milestone career event, such as being awarded a multi-year contract, a promotion, or a significant increase in salary. Examples of additional metrics include, but are not limited to, observations by master teachers or instructional coaches, student input, peer input, and parental input.
 - Includes a comprehensive range of ratings beyond a simple satisfactory or unsatisfactory.”

MOU: (D)(2) Improving teacher and principal effectiveness based on performance

(ii) Design and implement evaluation systems (continued)

- “The LEA will design and implement a principal evaluation system with teacher and principal involvement that:
 - Utilizes the Department-selected teacher-level student growth measure as the primary factor of the teacher and principal evaluation system. Primary is defined as greater than 50% of the evaluation.
 - Utilizes the Florida Principal Leadership Standards with an emphasis on recruiting and retaining effective teachers, improving effectiveness of teachers, and removing ineffective teachers as the basis for the remaining portion of the evaluation.”

Note: Each LEA will have the first year of the grant to develop and revise its evaluation system to meet these requirements. The Department will provide the core of effective practices by the end of the 2009-10 school year and other evaluation components as described above.

MOU: (D)(2) Improving teacher and principal effectiveness based on performance

(ii) Design and implement evaluation systems (continued)

- “The LEA will submit teacher and principal evaluation systems to the Department for review and approval.”
- “The LEA will utilize student performance data on statewide assessments as a significant factor in the annual evaluations of district-level staff with supervisory responsibilities over principals, curriculum, instruction, or any other position directly related to student learning.”
- “The LEA will report the results of evaluations of each teacher, principal, and district-level supervisor [as described in (D)(2)(ii)] to the Department during Survey 5.”

Note: Each LEA will have the first year of the grant to develop and revise its evaluation system to meet these requirements. The Department will provide the core of effective practices by the end of the 2009-10 school year and other evaluation components as described above.

MOU: (D)(2) Improving teacher and principal effectiveness based on performance

(iv)(b) Use evaluations to inform compensation, promotion, and retention

- “The LEA will implement a compensation system for teachers that:
 - Ties the most significant gains in salary to effectiveness demonstrated by annual evaluations as described in (D)(2)(ii), rather than to degree level or years of experience.
 - Implements statutory requirements of differentiated pay in s. 1012.22(1)(c)4., F.S., through bonuses or salary supplements. Categories for differentiated pay are additional academic responsibilities, school demographics, critical shortage areas (including STEM areas), and level of job performance difficulties (including working in high-poverty, high-minority, or persistently lowest-achieving schools).
 - Provides promotional opportunities for effective teachers to remain teaching in addition to moving into school leadership positions and bases promotions on effectiveness as demonstrated on annual evaluations as described in (D)(2)(ii), including a multi-metric evaluation in the year prior to promotion.”

MOU: (D)(2) Improving teacher and principal effectiveness based on performance

(iv)(b) Use evaluations to inform compensation, promotion, and retention (continued)

- “The LEA will implement a compensation system for principals that:
 - Ties the most significant gains in salary to effectiveness demonstrated by annual evaluations as described in (D)(2)(ii), rather than to degree level or years of experience.
 - Implements statutory requirements of differentiated pay in s. 1012.22(1)(c)4., F.S., through bonuses or salary supplements. Categories for differentiated pay are additional academic responsibilities, school demographics, critical shortage areas, and level of job performance difficulties (including working in high-poverty, high-minority, or persistently lowest-achieving schools).”
- “The LEA will provide annually to the Department its salary schedule indicating how this requirement has been met.”

MOU: (D)(2) Improving teacher and principal effectiveness based on performance

(iv)(c) Use evaluations to inform tenure and/or full certification

- “The LEA will base decisions to award employment contracts to teachers and principals on effectiveness as demonstrated through annual evaluations as described in (D)(2)(ii).”

(iv)(d) Use evaluations to inform removal

- “The LEA will base decisions surrounding reductions in staff, including teachers and principals holding employment contracts, on their level of effectiveness demonstrated on annual evaluations as described in (D)(2)(ii). When this factor yields equal results, seniority and other factors may be used in decisions.”
- “The LEA will hold principals, their supervisors, and all LEA staff who have a responsibility in the dismissal process accountable for utilizing the process and timeline in statute (ss. 1012.33 and 1012.34, F.S.) to remove ineffective teachers from the classroom.”
- “The LEA will report annually to the Department through Survey 5 the teachers and principals who were dismissed for ineffective performance as demonstrated through the district’s evaluation system.”
- “The LEA will report annually to the Department through Survey 5 the highly effective teachers and principals who have resigned or who are no longer employed by the District.”

MOU: (D)(3) Ensuring equitable distribution of effective teachers and principals:

(i) High-poverty and/or high-minority schools

- “The LEA will develop a plan, with timetables and goals, that uses effectiveness data from annual evaluations as described in (D)(2)(ii) to attract and retain highly effective teachers and principals to schools that are high-poverty, high-minority, and persistently lowest-achieving. The LEA plan may also be designed to attract and retain new teachers from high performing teacher preparation programs as defined by the Department in the grant to these schools.”
- “The LEA will implement a compensation system as described in (D)(2)(iv)(b) to provide incentives for encouraging effective teachers and principals to work in these schools.”
- “The LEA will present a plan that includes strategies in addition to compensation to staff these schools with a team of highly effective teachers led by a highly effective principal, including how the success of these individuals will be supported by the district.”
- “The LEA will report the effectiveness data of all teachers and principals annually during Survey 5.”

(ii) Hard-to-staff subjects and specialty areas

- “The LEA will implement a compensation system as described in (D)(2)(iv)(b) to provide incentives for the recruitment of effective teachers in these subjects and areas.”
- “The LEA will implement recruitment and professional development strategies to increase the pool of teachers available in the district in these subject areas.”

MOU: (D)(5) Providing effective support to teachers and principals

(i) Quality professional development

- “The LEA will implement a district professional development system that utilizes the state’s protocol standards for effective professional development as follows:

For Teachers:

- The LEA will modify school schedules to allow for common planning time by grade level (elementary) or subject area (secondary) for lesson study focused on instructional quality, student work, and outcomes, without reducing time devoted to student instruction. The LEA will devote a minimum of one lesson study per week for each grade level or subject area.
- The LEA will ensure that professional development programs in all schools focus on the new common core standards, while employing the principles of lesson study and formative assessment.
- Implement IPDPs for teachers based on analysis of student performance data and results of prior evaluations as described in (D)(2)(ii).
- Implement a beginning teacher support program for teachers in the first and second year that integrates data from multiple evaluations, coaching/mentoring, and assistance on using student data to improve instruction; builds in time for observation of effective teachers; includes collaboration with colleges of education, as appropriate; and defines a clear process for selecting and training coaches/mentors.”

MOU: (D)(5) Providing effective support to teachers and principals

(i) Quality professional development (continued)

- “The LEA will implement a district professional development system that utilizes the state’s protocol standards for effective professional development as follows:

For Principals:

- Implement professional development programs at all schools that focus on the new common standards.
- Implement professional development based on the principles of lesson study and formative assessment as described by the Department in this grant and the process needed to implement lesson study in a school.
- Implement ILDPs for principals based on analysis of student performance data and results of prior evaluations as described in (D)(2)(ii).”

MOU: (D)(5) Providing effective support to teachers and principals (continued)

(ii) Measure effectiveness of professional development

- “The LEA will evaluate professional development based on student results and changes in classroom/leadership practice (as appropriate for the teacher/principal).”

Toward the absolute priority of comprehensive education reform:

- “The LEA will document the use of Title II A funds specifically to supplement and enhance the initiatives implemented in this grant, including documentation in the district’s budget for the first year and each subsequent year of the grant.”