

Sheridan School District 48J

435 South Bridge Street
Sheridan, Oregon 97378



Phone (503) 843-2433
Fax (503) 843-3505

A.J. Grauer, Superintendent

www.sheridan.k12.or.us

GRANT APPLICATION COVER SHEET

1. Project Title: Class Project
2. Project Director(s): A.J. Grauer Phone: _____
3. Funding Agency: Chalkboard New ☐ Renewal ☐
4. Submission Due Date: MAY 3 2013 emailed ☐ Postmark ☐ Receipt ☐
5. Submission Address: _____
6. Project Operation Dates: August 2013 - June 2014
7. Requested Amount: 30,000 District Match Amount (if any): ND
8. Project Description (for public communications):
Teacher Evaluation Syst
9. SIGNATURES: see attachment grant for signatures
 - a) Project Director: A.J. Grauer Date: 5-3-13
 - b) Supervisor (of Director): _____ Date: _____
 - c) Superintendent: _____ Date: _____
 - d) Business Manager: _____ Date: _____

☐ Board Situation/Resolution Required for _____ Board Meeting

NOTE: Submit **all** copies and complete ORIGINAL grant application with signatures 9a) and 9b) to the District Business Office at least one week prior to the grant submission due date. **Additional time** may be necessary if school board signatures are required.

SIGNED COPY DISTRIBUTION: Business Office, Supervisor of application, Applicant

Application

I. Commitment

The undersigned officers commit their support that will be required to successfully conduct Phases 1 of Chalkboard Project's CLASS Project.

Our signatures below indicate that we have read the application packet, and we understand the details and requirements of our district's participation in this pilot project.

District(s) Board of Education Chair(s):

Judy Breiden

Date: 5/1/13

Date: _____

Date: _____

District(s) Superintendent(s):

G. F. Tran

Date: 5-1-13

Date: _____

Date: _____

District(s) Education Association Representative(s):

Maureen Walter

Date: 4/29/13

Date: _____

Date: _____

In the space below, if applicable, please identify the OEA UniServe representative assigned to the local association. Have local association leaders informed the UniServe representative of their interest in CLASS work? How would you characterize the relationship of the district and the UniServe representative? Is there a willingness to support collaborative, teacher-driven design in within the CLASS grant framework?

Roxanna Fonoimona

CLASS Project:

Creative Leadership Achieves Student Success

Empowering Educators, Improving Student Achievement



Request for Proposals

Individual or Collaborating School Districts

CLASS Project Pilot Program

March 2013 To be awarded in

May/June 2013

District(s) Name(s):	Sheridan School District 48J
Superintendent(s):	A.J. Grauer
Superintendent(s) Phone(s):	503-843-2433

Table of Contents

<u>Section</u>	<u>Page</u>
CLASS Project Overview, Resource Commitment & Criteria	3
How to Apply, Including Timeline	7
Application	8
I. Commitment	8
II. District Profile	9
III. District Readiness	11
IV. Components of Your Plan	12
V. Teacher Incentive Fund (TIF) – Federal Grant Opportunity	14
VI. Appendix	15

Project Overview

CLASS (Creative Leadership Achieves Student Success) Project

Research clearly indicates that classroom teachers influence student achievement more than any other school variable. CLASS is an educational improvement movement that empowers Oregon educators to lead the way to higher student achievement. It aims to transform the teaching profession with better career paths, performance evaluations, professional development and pay—all defined by teachers themselves.

The Chalkboard Project is pleased to announce a new round of planning grants to support up to three new school districts, or several districts collaborating together, to take part in our expanding CLASS Project. Grant monies will be awarded for designing expanded career paths, targeted professional development, performance evaluation, and new compensation models for educators who are committed to raising student achievement.

The Chalkboard Project is an independent, non-profit organization working to improve Oregon's K-12 public schools. Chalkboard aims to help create a more informed and engaged public that understands and addresses the tough choices and trade-offs required to build strong schools. We assist local school districts in developing improvement programs that can scale statewide. We also work towards improved school accountability and funding.

Since March 2007, Chalkboard has funded CLASS pilot projects in seventeen districts, an ESD consortium, and one alternative school. Indicators of success are very encouraging, showing increased student achievement, higher rates of recruitment and retention of effective teachers, and new career paths for all teachers.

Chalkboard wants Oregon's schools to be among the best in the nation. We think the most effective way to achieve that goal is to pursue collaborative teacher effectiveness strategies like CLASS. Our hope is that every school district in Oregon that wants to do this work has an avenue of funding and coaching available to them to do so. To that end, we are seeking all relevant funding sources -private, federal and state -to create broad based opportunity for school leaders.

For more information on the CLASS Project, please visit <http://cbclassproject.org>

We invite Oregon school districts to apply for selection as our next CLASS pilot programs. Chosen applicants will be granted up to \$30,000 each to fund design and planning phases of the CLASS Project.

Overview of Phase 1 Work – Planning & Design (August 2012 – June 2013)

Designing the CLASS Project pilot is phase one, and will consist of seven steps that will be carried out by the pilot districts in partnership with Chalkboard:

1. Lay groundwork for the project by reviewing best practices in educator career enhancement and compensation.
2. Establish a strategy for educator career enhancement and compensation including measurable objectives for all design and program elements.
3. Confirm that current teacher pay levels are within competitive compensation range of other local districts.
4. Conduct a gap analysis to see where current district professional development and compensation practices fall short in light of the strategy developed in step 2. The result will be a compelling business case for making change.
5. Explore and study multiple measures of student achievement including value-added measures to help inform performance evaluation.
6. Develop detailed blueprints for: 1) new advancement career paths, 2) professional development, 3) performance evaluation, and 4) differentiated compensation programs. These four blueprints will detail what new programs will include.
7. Develop the recommendations for change required by the new career enhancement and compensation strategies.
8. Prepare for piloting the new career enhancement and compensation programs.

Basic Criteria for Application

Chalkboard is seeking up to three Oregon school districts, or groups of collaborating districts, to participate as CLASS Project pilots.

In order for projects to be successful, it is critical to involve local teacher leaders, teachers' unions and school boards in the application, design and planning phase. **To demonstrate that partnership, applicants should fully discuss the implications of district participation with all parties prior to submitting a proposal.** *Section 1, Resource Commitment* of this RFP includes required signatures from the appropriate leadership.

Chalkboard Project Commitment of Support

Chalkboard is committed to the long-term sustainability of this project. We want to assist participants in designing a high-quality plan. To that end, each selected district will receive a grant of up to \$30,000 to offset the costs of design and planning work. In addition, Chalkboard will provide the chosen districts with in-kind support equaling up to \$30,000 for high-quality technical assistance, coaching and expertise.

School District Resource Commitment

For CLASS pilot projects to succeed, Chalkboard will need continuing contact and access to administrative staff to obtain information and clarify questions throughout all phases of the pilot.

The Planning and Design Phase will require the district to provide release time for the administrators, teachers, and/or union leaders participating in the CLASS Project Pilot Design Team. We anticipate that the design team meetings will extend from August 2012 through June 2013. Additional time may be required of the district and educator leadership to develop district consensus and support for the pilot.

Planning and design team deliverables will include blueprints for implementing expanded career paths, targeted professional development, performance evaluation, and new models for compensation.

NOTE: This grant application is for funding for the CLASS Project Round IV planning and design phase only. Chalkboard will assist participating school districts in fundraising from federal, state, and philanthropic sources for implementation funding. Districts interested in additional federal funding are encouraged to carefully review Section V – Teacher Incentive Fund (pg. 14).

More About Chalkboard

Foundations for a Better Oregon (FBO) was formed in 2003 by five of Oregon's leading foundations: The Collins Foundation, The Ford Family Foundation, JELD-WEN Foundation, Meyer Memorial Trust and The Oregon Community Foundation. In January 2008, The James F. and Marion L. Miller Foundation joined the foundation collaborative. FBO was formed to better engage Oregon's philanthropic community in discussions about – and ultimately, solutions to – the many challenges facing our state. Member foundations have different individual giving philosophies and priorities, and their participation in FBO allows them to combine some of their resources to effect change they cannot make on their own.

Since forming in 2003, FBO's efforts have been devoted primarily to improving Oregon's K-12 public education system through an initiative it created called the Chalkboard Project. Launched in March 2004, the Chalkboard Project exists to unite Oregonians to do what it takes to make our K-12 public schools among the nation's best. Chalkboard aims to help create a more informed and engaged public who understands and addresses the tough choices and trade-offs required to build strong schools. Chalkboard has promoted a comprehensive school improvement agenda based on "best practices" research and unprecedented efforts to engage Oregonians. Chalkboard plays a unique leadership role by tracking opinions of Oregonians about schools and soliciting their ideas for improvement, and providing a neutral, independent voice to citizens, educational stakeholders and decision makers around educational practices and policies. Chalkboard has filled a critical role in the educational dialogue by designing and implementing pilot programs around proposed reforms.

More information about Chalkboard can be found here: www.chalkboardproject.org

How To Apply

CLASS Project Round IV Pilot Program Grant Application Creative Leadership Achieves Student Success

Empowering Educators, Raising Student Achievement

Please provide the information requested in Sections 1, 2 and 3. Use this application form and add any pages as necessary. You may submit your application via email or mail to the following:

Email: info@chalkboardproject.org, Attention: Dan Jamison

Mail: Chalkboard Project
Attention: Dan Jamison
221 NW 2nd Avenue, Suite 203
Portland, OR 97209

We may also conduct phone interviews with select superintendents and other key administrators after we have received your application package.

Review Process

A review panel consisting of representatives from Chalkboard Project and national education experts will evaluate all applications and make recommendations for selection by Chalkboard. Applications will be judged on evidence of:

- Compelling reasons and objectives for participation in the CLASS Project pilot
- Readiness and commitment of the district board, administration, and union leadership to provide the support and resources necessary for a successful pilot
- Deliverables --blueprints for implementing expanded career paths, professional development, performance evaluation, and new compensation models
- Assessment tools adequate to measure future impact on student achievement.

Project Timeline

Date	Action
May 3, 2012	Completed applications must be received either by email or mail to the Chalkboard Office
May-June, 2013	Chalkboard to announce selected pilot districts
August 13, 2013-June 30, 2014	Phase I: Design of CLASS Project

Application

I. Commitment

The undersigned officers commit their support that will be required to successfully conduct Phases 1 of Chalkboard Project's CLASS Project.

Our signatures below indicate that we have read the application packet, and we understand the details and requirements of our district's participation in this pilot project.

District(s) Board of Education Chair(s):

Judy Breeden	Date: 5/01/13
_____ see attachment for signature _____	Date: _____
_____	Date: _____

District(s) Superintendent(s):

A.J. Grauer	Date: 5/01/13
_____ see attachment for signature _____	Date: _____
_____	Date: _____

District(s) Education Association Representative(s):

Maureen Walters	Date: 4/29/13
_____ see attachment for signature _____	Date: _____
_____	Date: _____

In the space below, please identify the OEA UniServe representative assigned to the local association. Have local association leaders informed the UniServe representative of their interest in CLASS work? How would you characterize the relationship of the district and the UniServe representative? Is there a willingness to support collaborative, teacher-driven design in within the CLASS grant framework?

Roxann Fonoimoana

II. District(s) Profile

1. District(s) Name:	Sheridan School District 48J
2. Superintendent(s):	A.J. Grauer
3. Contact Information:	
a. Telephone Number(s):	503-843-2433
b. Fax Number(s):	503-843-3505
c. Mailing Address(es):	435 S. Bridge St. Sheridan, OR 97378
d. Email Address(es):	aj.grauer@sheridan.k12.or.us
e. Website(s):	www.sheridan.k12.or.us
4. Number of Students:	1015
5. Number of Teachers:	54
6. Number of Administrators:	4
7. Annual Operating Budget (\$):	\$7,103,809
8. Number of High Schools:	1 – Sheridan High School
9. Number of Middle Schools:	N/A
10. Number of Elementary Schools:	1 – Faulconer Chapman School (K-8)
11. Number of Other (Specify Type):	1 – Spartan Academy (Alternative)
12. Current Title II Federal Dollar Amount:	\$53,042
13. As a district(s), how are you allocating Title II dollars? (Use below for breakdown)	
a. Lowering Class sizes (amount):	-0-
b. Professional Development (specify those activities and amounts):	\$9,591.00 – New Teacher Mentors, Sub time & Non-Highly Qualified teacher plans (Charter School) \$43,050.00 – staff training: "Capturing Kids Hearts", PLC Training, AVID Training
c. Other:	

14. Please tell us about your schools (fill out those sections that apply) and attach Oregon Report Card Data for each school.

High Schools

School	Student Count	% Ethnic/Minority Students	% Free & Reduced Lunch	Avg. Class Size	No. of Certified Teachers
SHS	225	23%	59%	20	14
Spartan Academy	66.5	29%	54%	8	2

Middle Schools

School	Student Count	% Ethnic/Minority Students	% Free & Reduced Lunch	Avg. Class Size	No. of Certified Teachers
N/A					

Elementary Schools

School	Student Count	% Ethnic/Minority Students	% Free & Reduced Lunch	Avg. Class Size	No. of Certified Teachers
FCS (K-8)	643.5	30%	75%	24	35

Other Schools (Please Specify)

School	Student Count	% Ethnic/Minority Students	% Free & Reduced Lunch	Avg. Class Size	No. of Certified Teachers
Charter	Schools				
SJS	88	28%	20%	19	7
AllPrep	65	26%	-0-	N/A	4

III. District Readiness

Please assess your district's readiness for piloting the CLASS Project. Using one to two pages for each section (a-g), with a maximum of ten pages, please give us your reasoning and any data relevant to the following issues.

- a. ***Your district's/districts' reasons and objectives for participation in the pilot.*** Discuss your two or three most important objectives, including specific impacts on student achievement.

Sheridan School District 48J is located in rural Yamhill County. The school district has one high school, one K-8 elementary school, one alternative school grades 6-12 and two charter schools with total of 1015 students. Students are from following racial and economic backgrounds: minority 26% percent, Free & Reduced for the high school is 66%percent and K-8 elementary school is 75%. Students meeting state standards have not improved in reading and have decreased in math, with the elementary school designated as a Focus School by the Oregon Department of Education. These challenges motivated SSD to research a performance-based evaluation system and career path system with reward incentives, which will be tied to the evaluation system in the future, to raise student achievement. Through a collaborative process SSD and the local teacher union (OSEA Chapter 98) have agreed in March of 2012 to form a Professional Growth Design team. The design team has attended the "Educator Effectiveness Regional Training", OSPA and Hungerford SB 290 workshop, as well as read several of Charlotte Danielson books. The Design Team has initiated the implementation plan for the new evaluation system, including training of all teachers on the changes required under SB 290.

Currently, teacher evaluation and compensation at Sheridan School District reflects a very traditional approach. SSD negotiates with our local teacher union to establish a salary schedule that sets the base rate for teacher pay with increments for "steps" and "lanes" that respond to years of experience and continuing education. The evaluation system is based on the traditional goal setting, formal and informal observations with a summative evaluation to formalize the process.

Objective #1: To review and update SSD evaluation system to reflect requirements in SB 290, with the goal of utilizing student data by providing meaningful and proficiency-based evaluation systems. Through a collaborative process, our design team hopes to research and recommend for implementation a PBCS (performance-based compensation system) for teachers and administrators.

Sheridan School District believes that all students can learn and have the right to develop to their full potential. Teachers are the major influence student learning. Through this process we hope to improve the consistency of curriculum delivery, assessments and data analysis. SSD implemented PLC groups (Professional Learning Communities) four years ago and started providing early release time for collaboration on student data, instructional best practices and student achievement. Our teachers have shared a need for more assistance and feedback. Both the science (the sharing and use of relevant and timely student data) and the art of teaching are essential in maximizing student learning. SSD teachers are compassionate, highly qualified, skilled and motivated. The Design and Administrative Team recommended the implementation of Talent Ed. The contract for Talent Ed was signed in April of 2013 and we are currently in the set-up stages and will train teachers in the fall of 2013. Included in this stream line process includes; self-reflections, goal setting and portfolio of evidence. Teachers were trained on what constitutes portfolio data and artifacts including; CFA's, data analysis and reflections and progress monitoring on student data. It is important to retain and recruit effective teachers to provide continuity of instruction and support of continuous school improvement. SSD teachers have expressed interest in an enhanced performance evaluation system that promotes feedback for improvement of instruction and increased student learning.

Objective #2: With the collaboration of teachers and administrators, SSD will create a career path model with a connection to compensation and evaluation system to improve the recruitment and the retention of effective teachers and administrators. The career path model will provide opportunities for teacher leadership to improve student academic achievement and teacher professional growth.

Sheridan School District teachers and administrators are life-long learners that need to be supported with relevant and sustainable professional development that supports student learning and professional growth. SSD continues to use a single-salary schedule rewarding experience and education for teachers and administrators. The current compensation system does not offer any financial incentive to encourage teachers to improve their instructional expertise and effectiveness. Teachers and administrators have expressed a need for incentives and recognition to encourage professional growth to improve student achievement. They have expressed the need for a professional evaluation system that is fair in the utilization of student performance measures with additional compensation opportunities. Teachers who assume responsibilities that include leadership roles should have the option for additional compensation opportunities that are identified with specific requirements, outcomes and incorporates professional development programs. As teachers and administrators work through the multiple compensation methods it will be important to identify data quality and data measures, program education, staff support, communication and sustainability in determining the best method for Sheridan.

SSD has utilized research based professional development to provide collaboration and team building so that best practices can be shared and mutual learning from each other can take place. The opportunity to advance through a variety of career options is important to our staff. Research shows that teacher moral is improved through the participation in an intellectual environment that includes opportunities for growth, leadership and advancement. We hope to create a model that allows teachers to advance and grow professionally and remain in the classroom.

b. *Your assessment of the district's/districts' current educator career enhancement and compensation program.* Description should include a response to this question: *Do teachers in your district have a clear definition of what their career will look like and what opportunities exist when they are first employed?*

Sheridan School District in cooperation with Sheridan Educators Association conducted a sixteen-question survey asking teachers questions related to evaluation system, career paths, compensation and professional development. The majority of teachers reported that SSD has a traditional career path model, with opportunities for advancement requiring administrative licensure or specialist endorsement. They do not have a clear understanding of a career model or their opportunities for leadership. In addition they see no correlation between leadership, evaluations and compensations.

To date the district has made minor adjustments to the performance evaluation system and professional development, but has not completed any work on a compensation model. Sheridan school district does not currently use performance-based assessments in our evaluation process. With the introduction of PLC groups, teachers analyze student data to improve instruction and this new process may have caused confusion. Teachers and administrators have introduced a professional growth group this winter and of the

Survey Questions:	Reponses:
1. District has a traditional career path for teachers and administrators?	76.9% agreed that a traditional career path exists and 23.1% believe we are researching a career path system
2. District has researched alternative career paths for teachers and/or administrators tied performance evaluation results, strategic professional development and compensation?	76.9% believe we have begun the process of implementation
3. District has designed an alternative career path for teachers and/or administrators tied to a least one of the following: performance evaluation results, strategic professional development, and compensation?	76.9% believe we are in the beginning stages of implementing an alternative career pathway Other's didn't know what the threes areas are about
4. District is implementing an alternative career path for teachers and/or administrators tied to a least one of the following: performance evaluation results, strategic professional development, and compensation?	85% believe we have started the beginning stages of implementation. The remaining are unclear of what the district is working on.
5. District has an evaluation system in place for teachers and administrators completely detached from any performance based assessment?	70% reported that our system is detached from any performance-based assessment. 30% were not sure
6. District has researched performance based evaluation systems?	75% believe we are in the process researching new performance based evaluation system.
7. District has designed a performance based evaluation system linked to student achievement?	85% of teachers surveyed agree we are in the beginning stages.
8. District is implementing a performance based evaluation system linked to student achievement?	91.7% agree we have not implemented a performance based evaluation system linked to student achievement
9. District has a compensation program for teachers and administrators built on years of experience and education?	83.3% of teachers surveyed agreed that is our compensation system
10. District has researched alternative compensation program for local teachers and administrators?	100% believe we are in the beginning stages of research
11. District has designed a compensation program connected to career paths for teachers and/or administrators tied to performance evaluation results and professional development?	91.7% believe we are in the beginning stages of researching and designing a compensation program connected to career paths
12. District is implementing a compensation program connected to career paths for teachers and/or administrators tied to performance evaluation results and professional development?	91.7% know we have not implemented a compensation program connected to career paths for teachers
13. District teachers and administrators participate in professional development for licensing PDU's and personal goals?	91.7% reported that we are implementing a professional development process for licensing PDU's and personal goals
14. District has researched professional development tied to performance evaluation and professional growth?	58.3% report the district is in the implementing stages, 40% believe we have used a system on a small scale
15. District has designed a professional development program for teachers and administrators that are job embedded and tied to performance evaluation and professional growth?	83% report the district is in the beginning stages
16. District is implementing a professional development program for teachers and administrators that are job embedded and tied to performance evaluation and professional growth?	91% reported that the district is in the beginning stages

- c. **Your assessment of the readiness of the teachers themselves to participate in the CLASS Project.** Rate the following readiness issues on scale of 1 to 5 (1 = Extremely Disagree, 5 = Extremely Agree) provide evidence for your ratings, and answer the following questions: *What do you perceive as the major challenge to successful participation in the pilot? The major support for successful participation?*

Readiness Issue	Evaluation (1-5)
1. Do teachers believe that they can have a strong impact on student learning gains?	(5) 95.2% agree/strongly agree
2. Teachers will be open to new career enhancement and compensation ideas.	(3) 66.6% agree / strongly agree

When asked what major challenges would cause an unsuccessful participation in a pilot study, teachers reported reluctance, time consuming, how will student data be used, burned in the past, singled out, teachers only teach to test, already overloaded, change comes with reservations, administration does not deem certain teachers worth investing in and fair compensation. However, through the process of the Design Team, teachers are not as stressed about the changes and understand the importance of student data to direct instruction and how that will be reflected in their evaluations.

The major support for SSD participation is the agreement from the Sheridan Teachers Association to participate and the teachers who have already joined the design team last year. During the 2011-2012 school the Design team applied for the ODE Collaboration Grant, Chalkboard Collaboration Grant and the Consortium for a TIF grant. Though we did not get any of the grants the research and process help guide team in the structure of our current draft of the evaluation system for the fall of 2013. The design team reviewed the survey data and discussed among their group that they are either part of the process or let the process be a part of them. To ensure successful participation and teacher by in the design team will create an atmosphere of open communication and promote teacher awareness and involvement in the creation of the performance-based compensation system

- d. **Your assessment of the commitment of your district's/districts' leadership to this pilot CLASS Project.** How would you describe the district's/districts' school improvement strategy and vision for increasing student achievement? At what stage of development is it? What are the district's/districts' major school improvement initiatives?

Sheridan School District has a long tradition of being an innovative and goal-driven school district. The District has used the strategic planning process to shape the educational programs and services provided in our schools. The process of planning and managing improvements has allowed the district to meet the academic needs of our students.

Each year, the District updates its strategic plan, including a review of the District's **mission, values, and strategic directions**. An internal and external data analysis is a key component of the plan's update. The analysis guides the development of the District's yearly improvement goals and the respective action plans. A review of the improvement goals is completed at the end of each school year.

The board and administrative team review school-wide and district wide data to determine goals or to review the results of current goals. PLC teams review student data toward the common core standards, specific student learning objectives, and develop student achievement goals that are a reflection of school-wide goals. The emphasis is the implementation of the "Common Core Standards" within the state timeline.

At what stage of development is it?

Sheridan School District completed their strategic planning for the 2011-2015 school years in anticipation of the changes toward the common core standards and to improve student achievement. (See Appendix A)

What are the district's/districts' major school improvement initiatives?

Sheridan School District's Faulconer Chapman School was identified as a FOCUS school by the Oregon Dept. of Education. Through this process building administrators have established a leadership team, to assess and plan indicators for improving student achievement. Key focus areas of improvement are on educator and administrator effectiveness, instructional alignment to the CCSS, common formative assessments and professional development related to high yield strategies for student achievement.

All district staff will implement the common core standards within their curriculum. Teachers have received training in the areas of; curriculum mapping, curriculum pacing and standards based grade level assessments. We began the process last spring with the training of our administrative team as trainers in order to provide professional development to our staff. Teachers have received training in the common core and the unwrapping process. In addition we have sent grade level teams to a variety of common core training opportunities, including expository nonfiction writing workshops. SSD is working closely with the WESD to implement "Build Your Own Curriculum" in order to manage curriculum changes and the improvement process. In addition we have contracted the WESD to survey and consult on the effectiveness of our PLC team in order to build action plans for the next school year. The SSD School Board voted to participate in the "Lighthouse Project" so that they can better understand the needs of staff and students.

How well has the district's/districts' school improvement strategy and vision for increasing student achievement been communicated and accepted?

SSD communicates the school improvement strategy through a variety of venues and opportunities including; SSD website, newsletters, posters, staff meetings, PLC team meetings and professional development opportunities. Teacher review student data regularly and know the target for their grade level and school building and the importance of meeting the goal. Faulconer Chapman School K-8 and Sheridan High School staff have both been in school improvement status and received extensive training on data analysis and meeting achievement goals.

SSD has chosen to move ahead with the implementation of the common core standards and will experience a decrease in student performance scores during the transition period.

What is the evidence that it is part of teachers' daily life?

All teachers are assigned to a PLC Team. Each PLC team is assigned by their administrator areas of study for professional improvement related to student achievement. Those areas of study include; book studies, portfolio documents, data team analysis and sharing best practices. Teachers work together to look at the standards and plan instruction and assessments. Using data, teachers assess student achievement toward district goals in reading and math. Teachers also meet in PLC groups to analyze student achievement data, with discussion and action plans to meet student academic needs around best instructional practice.

Is it embedded in the teacher assessment process?

Yes, our teachers understand the importance of teaching and assessing to the standards. Teachers have the opportunity to work with their grade level teams, PLC teams and grade range teams to work toward the goals of student achievement in core subjects.

e. Your assessment of your district's/districts' working environment including other major school improvement efforts. What is the district currently using as a supervision and evaluation process for teachers?

SSD teacher evaluation is a very traditional approach. Teachers and administrators determine their goals for the school year in the fall. Administrators follow up with "walk through", informal and formal observations. As a small school district SSD administrators know their teachers and work with them very closely to meet the needs of the students. We implemented a "Professional Growth" model system for contracted teachers that provided for alternatives to classroom observations. However, teachers still prefer the traditional method of evaluation. Each teacher has a formal summative evaluation at the conclusion of the school year.

How are school and district teams utilizing student achievement measures to inform school improvement efforts?

The district, schools and PLC grade level teams utilize student achievement data to monitor progress toward goals and objectives, curriculum improvements, improve instructional practices, connect and implement teacher and principal professional development to student data and implementation of improvement strategies for sustainability.

How would you describe opportunities for professional development?

All professional development is designed toward instructional needs gathered through student achievement data. SSD utilizes administrators and teacher leaders, whenever possible, to be trained as trainers to provide professional development and support. In addition, we utilize consultants whenever an expertise is needed. SSD has provided professional development in the areas of; PLC, data team, common core standards, "Capturing Kids Hearts", technology, AVID, "Write Tools" differentiated instruction, unwrapping standards, and instructional best practices.

How much time is provided per week?

During the 2009-2010 school year the SSD board of directors approved early release Mondays, which equates to 1-3 hours per week depending on the grade level. Early release Monday's provides one hour of time, with additional time provided during four regularly scheduled in-service days. Administrators developed a Monday schedule that all PLC teams must follow. Monday PLC time is dedicated to review student achievement data, curriculum, instructional best practices and student interventions. Staff meetings do not occur on Mondays, we have worked hard to protect the time period for teacher collaboration. Each PLC team must report the School Board on their goals and the process they utilized to achieve their goals.

Are professional opportunities embedded in teachers' jobs?

Are there other working conditions that would enhance teachers' ability to perform?

Early release Monday's has pressure from other areas of school improvement, including EBIS team meeting, subject area meeting, etc. Many PLC teams report a need for additional time to be more productive. We have developed a new schedule for the 2013-2014 school year. The 2013-2014 schedule will provide for an increase the PLC release time for all grade levels.

Are there other working conditions that would enhance teachers' ability to perform?

Administrators will provide common planning time around teacher specials and PLCs. The time will be focused and directed with clear objectives and outcomes, through the use of Google Docs and the mandatory sharing of all meeting notes to administrators.

Detract from ability to perform? Please explain or give examples.

1. Observations: informal and formal – new teachers are observed more often
2. PLC's – review student data
3. Early release Monday's provide time for professional development, workshops,
4. NO
5. More prep / more professional time
6. Lack of time / lack of schedule

□

f. Expectations of key stakeholders for the success of the CLASS Project. On a scale of 1 to 5 (1 = Extremely Disagree, 5 = Extremely Agree) assess each of the following and briefly describe evidence for your ratings.

Readiness Issue	Evaluation (1-5)
1. The District(s) has a strong, positive relationship with the teacher's union leadership.	5
2. The District's/Districts' teachers will support our participation in the pilot.	5
3. The community (including parents) will support the pilot.	4
4. The District's/Districts' Board will support the pilot.	5

□

g. Commitment of district's/districts' resources to achieve a successful pilot. Identify conditions of strength and support that now exist in your district that will assist in successful planning and implementation of the CLASS Pilot Project.

SSD and the STA (Sheridan Teacher Association) have been meeting monthly in discussions on how to meet the changes within SB 290. Many of the teachers and administrators are familiar with Charlotte Danielson's work and this has provided a topic to formulate our discussions. The outgrowth of the monthly meetings was the creation of the "Professional Growth Design Team" to research evaluation

process changes, career path for teacher leaders and ties a new compensation system to reward teacher leadership and teacher outcomes. The strength and support that exist in our district include: the development of our PLC groups, administrative leadership, board support, available funds, staff willingness.

IV. Components of Your Plan

During the CLASS planning phase, districts will explore each of the following opportunities. Although each district will make choices on what they wish to pilot, please indicate all of the model components that are of initial interest by checking the boxes that apply below.

Model Components	Description	Interest In Exploring (ü)
Professional Development	Time and resources for ongoing, research-based, job-embedded professional development for educators, built into the teaching day or week	
Expanded Career Opportunities and Definitions	Explicit definition and recognition of professional career achievement (e.g., Novice, Emerging Professional, Accomplished Professional, Master Teacher) or specialized roles (e.g. Mentor Teacher)	X-3
Standards-Based Performance Evaluation	Educator performance evaluation incorporating standards-based grading on professional practice, linked to student achievement	X-1
Career-Based Pay and Salary Ladders	Salary increases associated directly with career advancement (e.g., Beginning Professional, Professional, Accomplished Professional, Master) and salary adders for additional responsibilities	X-2
Alternative Salary Schedules	Alternatives to the traditional compensation paths (20 to 30 steps, nine-12 lanes) that get teachers to career high pay faster, and are weighted towards rewarding student and teacher achievement	X-4

Performance-Based Awards – School Level	Additional pay (incentives) for teachers whose students meet or exceed learning improvement goals tied to NCLB or the district's/districts' school improvement goals. Could also include administrators and classified employees
--	---

V. Teacher Incentive Fund (TIF) – Federal Grant Opportunity

In 2010, Chalkboard and a consortium of seven Oregon school districts were granted a total of \$13.2 million dollars from the federal Teacher Incentive Fund (TIF) to locally design and implement career and compensation reforms in the CLASS Project: Teachers & Principals PBCS (Performance Based Compensation System). The full TIF grant award will provide funding for five years. This award was increased to \$24.4 million in April 2011. Six districts are currently midway through the second year of TIF, during which time they are deciding: how to take multiple measures of student achievement into account as one part of a meaningful evaluation; how to recognize and reward effective teaching; how to provide leadership opportunities for educators; and how to integrate their efforts to best serve students. The participating districts (LEAs) are: Albany, Bend-La Pine, Crook County, Lebanon, Redmond, and Salem-Keizer.

The US Department of Education has announced that it will be conducting another round of the Teacher Incentive Fund grant program this spring. As of the posting of this RFP, the Department of Education has not yet posted the notice for this grant opportunity; however we believe that the upcoming round will be somewhat similar to the eligibility requirements, priorities and core elements of the current grant cycle:

Eligibility Requirements

- Applications must demonstrate that schools that will be served by the project are high need schools: 50% or more of the school's students are eligible for free or reduced price lunch
- Need for the project must include:
 - High need schools that are underperforming academically as compared to comparable schools
 - High need schools that have difficulty recruiting and retaining highly effective teachers and principals, particularly for hard-to-staff subjects

Priorities

- Differentiated levels of compensation for individual teachers and principals
- Fiscal Sustainability
- Comprehensive approach
- Use of Value-Added Models
- Increase recruitment and retention of effective teachers in high needs schools

Core Elements – implemented by end of planning period

- Plan for effectively communicating with teachers, administrators, etc.
- Involvement and support of teachers, principals, including involvement and support of unions

- Rigorous, transparent, and fair evaluation system for teachers and principals that differentiate effectiveness using multiple rating categories
- Data management system that can link student achievement data and teacher principal data systems, including payroll and HR
- Ensure that teachers and principals understand the PBCS and receive professional development that enables them to use data to improve their practice.

The Teacher Incentive Fund federal grant program represents a stable and large funding source for innovative approaches to the career enhancement work already happening in the CLASS Project.

Check here if you are interested in learning more about partnering with Chalkboard in this funding opportunity: ☒ YES ☐ NO

VI. Appendix

Detailed Description of Phase I Work

The following provides additional detail on pilot program design and planning to inform your application. Chalkboard is also available to answer questions that come up as you complete your proposal.

A Chalkboard consultant will work with school district “design teams” to accomplish the following critical steps and outcomes. Design teams will participate in about ten planning meetings, co-facilitated by a Chalkboard CLASS coach. In addition to facilitating the work of the School District Design Teams, Chalkboard will also provide on-demand technical assistance and help in building consensus among school board, administration and teachers’ union leadership on CLASS Project components.

Critical Step	Outcome
1. Lay Groundwork – In partnership with Chalkboard, districts review best practices in four CLASS areas: career paths; embedded professional development; performance evaluation; and new compensation models (including achievement-based pay, school-based performance awards).	The school district design teams will be working from a common base of understanding about educator career enhancement and compensation best practice. All areas of study are referenced to improving student achievement with study of multiple measures including value added.
2. Establish Educator Career Enhancement and Compensation Strategy – Chalkboard will work with School District Design Teams to establish local strategies to guide career enhancement and compensation. We help define measurable objectives for what you want to achieve with professional development and teacher pay. We also help draw up a new career path architecture incorporating key features of the proposed new professional development and educator compensation program.	Objective standards to assess proposals for alternative career development and teacher compensation and guide decisions.
3. Conduct Compensation Comparison – Districts, with technical assistance from Chalkboard, confirm the competitiveness of current pay levels against external benchmarks.	Confirmation that the districts have competitive teacher pay levels as a foundation for career enhancement.

4. Survey Internal Pay Systems – Chalkboard will work with the Design Teams in a data-driven review of current career development and teacher pay systems (including professional development practices, base pay, base pay progression, variable pay, career opportunity). This information will be evaluated in light of the Career Enhancement Strategy (established in Step 2). The result is a gap analysis, telling us if current programs have shortcomings and need to change.
- Diagnosis of where the current career/professional development and teacher pay program can be enhanced. Detailed vision for an improved work tied to student achievement and rewards program. Each participating district will have developed the business case for making changes in professional development and teacher pay.

Critical Step	Outcome
5. Incorporate Findings into Written Plan Chalkboard will work with the School District Design Teams to develop a detailed blueprint for Career Opportunities, Professional Development, Performance Evaluation, and Differentiated Compensation.	Detailed design blueprints specifying: Design features ("What will it look like?"). Operating Features ("How it will work?"). A new teacher salary schedule with operational and transitional policies
6. Conduct Financial Modeling -Conduct data-based forecasts of the costs of the new career enhancement and pay program.	Accurate cost estimates for the new salary system. Costs modeled under various scenarios. The business case for introducing a new pay system.
7. Build Capacity –Design Teams conduct internal outreach to assure successful introduction of the standards-based educator performance evaluation model. Chalkboard provides support.	Common understanding of performance standards for teachers and schools linked to multiple measures of student achievement. Standards and rubrics that can be readily adapted in the pilot
8. Prepare for Launch of Pilot – Chalkboard will assist the School District Design Teams in preparing for a pilot of the CLASS Project. We will help districts to design the pilot, determine who will participate, and prepare a detailed pilot plan.	CLASS Project pilots ready to go in participating districts

The deadline for submitting your application by e-mail or hard copy is May 3, 2013.