

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

TIF General Competition

CFDA # 84.374A

PR/Award # S374A120066

Grants.gov Tracking#: GRANT11189548

OMB No. , Expiration Date:

Closing Date: Jul 27, 2012

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

Application for Federal Assistance SF-424

*** 1. Type of Submission:**

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

*** 2. Type of Application:**

- ☒ New
☐ Continuation
☐ Revision

*** If Revision, select appropriate letter(s):**

*** Other (Specify):**

*** 3. Date Received:**

07/27/2012

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

N/A

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

*** a. Legal Name:** Los Angeles Unified School District

*** b. Employer/Taxpayer Identification Number (EIN/TIN):**

95-6001908

*** c. Organizational DUNS:**

0752849010000

d. Address:

*** Street1:** 333 S. Beaudry Avenue, 14th Floor

Street2:

*** City:** Los Angeles

County/Parish: Los Angeles

*** State:** CA: California

Province:

*** Country:** USA: UNITED STATES

*** Zip / Postal Code:** 90017-1466

e. Organizational Unit:

Department Name:

Talent Management

Division Name:

Talent Management

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

Prefix:

Dr.

*** First Name:**

Andrew

Middle Name:

*** Last Name:** Furedi

Suffix:

Title: Executive Director Talent Management Division

Organizational Affiliation:

*** Telephone Number:** 213-241-5878

Fax Number: 213-241-8920

*** Email:** drew.furedi@lausd.net

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.374

CFDA Title:

Teacher Incentive Fund

* 12. Funding Opportunity Number:

ED-GRANTS-061412-001

* Title:

Office of Elementary and Secondary Education (OESE): Teacher Incentive Fund (TIF): TIF General Competition CFDA Number 84.374A

13. Competition Identification Number:

84-374A2012-1

Title:

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

CALIFORNIA CITIES WITHIN LAUSD.pdf

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Los Angeles Unified School District Teacher Incentive Fund Initiative

Attach supporting documents as specified in agency instructions.

Add Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:**

* a. Applicant 25, 27,

b. Program/Project 25, 27

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

CALIFORNIA CONGRESSIONAL DISTRICTS WITHIN

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date: 10/01/2012

* b. End Date: 09/30/2017

18. Estimated Funding (\$):

* a. Federal	12,736,376.00
* b. Applicant	(b)(4)
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

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

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

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

☒ ** I AGREE

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

Authorized Representative:

Prefix: Dr. * First Name: Andrew

Middle Name:

* Last Name: Furedi

Suffix:

* Title: Executive Director Talent Management Division

* Telephone Number: 213-241-5878

Fax Number: 213-241-8920

* Email: drew.furedi@lausd.net

* Signature of Authorized Representative: Andrew Furedi

* Date Signed: 07/27/2012

CALIFORNIA CITIES ENTIRELY WITHIN LAUSD

Cudahy
Gardena
Huntington Park
Lomita
Maywood
San Fernando
Vernon
West Hollywood

CALIFORNIA CITIES PARTIALLY WITHIN LAUSD

Alhambra
Bell
Bell Gardens
Beverly Hills
Calabasas
Carson
City of Commerce
Culver City
Downey
El Segundo
Hawthorne
Inglewood
Long Beach
Lynwood
Montebello
Monterey Park
Rancho Palos Verde
Rolling Hills Estates
Santa Clarita
Santa Monica
South Gate
South Pasadena
Torrance

CALIFORNIA CONGRESSIONAL DISTRICTS WITHIN LAUSD

25
27
28
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31
32
33
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35
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39
46

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Andrew Furedi</p>	<p>* TITLE</p> <p>Executive Director Talent Management Division</p>
<p>* APPLICANT ORGANIZATION</p> <p>Los Angeles Unified School District</p>	<p>* DATE SUBMITTED</p> <p>07/27/2012</p>

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="Los Angeles Unified School District"/> * Street 1 <input type="text" value="333 Beaudry Avenue"/> Street 2 <input type="text"/> * City <input type="text" value="Los Angeles"/> State <input type="text" value="CA: California"/> Zip <input type="text" value="90017"/> Congressional District, if known: <input type="text" value="25, 27,"/>		
6. * Federal Department/Agency: <input type="text" value="N/A"/>	7. * Federal Program Name/Description: <input type="text" value="Teacher Incentive Fund"/> CFDA Number, if applicable: <input type="text" value="84.374"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Andrew Furedi"/> * Name: Prefix <input type="text" value="Dr."/> * First Name <input type="text" value="Andrew"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Furedi"/> Suffix <input type="text"/> Title: <input type="text" value="Executive Director Talent Management Division"/> Telephone No.: <input type="text" value="213-241-5878"/> Date: <input type="text" value="07/27/2012"/>		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Optional - You may attach 1 file to this page.

LAUSD TIF GEPA.FINAL.pdf

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Los Angeles Unified School District (LAUSD)
Teacher Incentive Fund (TIF) Project
Information Addressing the Department of Education's General Education Provisions Act
(GEPA)

The LAUSD intends that all qualified persons shall have equal opportunities for employment and promotions. In compliance with Section 427 of GEPA and the District's nondiscrimination policy, LAUSD assures that all program beneficiaries will have equitable admission or access to, or treatment or employment in, all District programs and activities, including the proposed TIF project, without any regard to their ancestry, race, color, national origin, marital status, religion, sex, sexual orientation, gender, age, disability, or any other basis protected by federal, state, or local law, ordinance, or regulation.

Through the TIF project, LAUSD seeks to implement a system of human capital management practices aimed at improving the effectiveness of its educators and, ultimately, increasing the academic achievement of its students, particularly those who are already struggling to meet performance standards. The 243 schools identified for participation in the proposed TIF program are among the highest-poverty and lowest-performing schools in the district, including 145 elementary schools, 39 middle schools and 59 high schools. All 243 schools serve high-poverty student populations, in which 50% or more of the students are eligible for free or reduced-price lunch, and 125 of the schools have student poverty rates at 100%. The majority (87%) are Watch or Focus schools, and more than half have been in school improvement status for four or five years.

A key strategy of the proposed TIF project is to develop and implement a performance-based compensation system (PBCS) that rewards effective educators with access to differentiated career pathway options and/or financial incentives for remaining in or transferring to a high-need school. Using an application process, the high-need schools on our TIF eligibility list will be invited to submit an application for funds to support a differentiated PBCS at their school site based on their specific human capital needs and priorities. TIF-eligible schools will provide rationale for their requests, based on a menu of recruitment and retention incentives and peer support career pathways. Additionally, applicant schools must demonstrate capacity to implement the PBCS and evidence of support from the school faculty. Selection for the recruitment and retention incentives and career ladder positions will ultimately be based on educator performance, as assessed through a multiple measure evaluation system that includes observations as well as valid measures of student growth. The selection process will adhere to LAUSD's policies for non-discrimination in its hiring practices, as articulated and safeguarded by its Equal Employment Opportunity Section.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

Los Angeles Unified School District

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr.

* First Name: Andrew

Middle Name:

* Last Name: Furedi

Suffix:

* Title: Executive Director Talent Management Division

* SIGNATURE: Andrew Furedi

* DATE: 07/27/2012

Close Form

**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS**

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Andrew		Furedi	

Address:

* Street1:	333 S. Beaudry Avenue, 14th Floor
Street2:	
* City:	Los Angeles
County:	
* State:	CA: California
* Zip Code:	90017-1466
* Country:	USA: UNITED STATES

* Phone Number (give area code) Fax Number (give area code)

213-241-5878	213-241-8920
--------------	--------------

Email Address:

drew.furedi@lausd.net

2. Applicant Experience:

Novice Applicant ☒ Yes ☐ No ☐ Not applicable to this program

3. Human Subjects Research

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

☒ Yes ☐ No

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

☐ Yes Provide Exemption(s) #:

--

☒ No Provide Assurance #, if available:

--

Please attach an explanation Narrative:

LAUSD Human Subjects Review.pdf

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LAUSD Human Subjects Review

When LAUSD selects an independent evaluator for this project through a competitive procurement process, our selection will include a requirement that the evaluator comply with all Federal Policy for the Protection of Human Subjects as well as ED Protections for Children Involved as Subjects in Research including the Family Educational Rights and Privacy Act (FERPA: 34 CFR Part 99) and the Protection of Pupil Rights Amendment (PPRA: 34 CFR Part 98). This independent evaluator will also be required to obtain certification of Institutional Review Board approval.

LAUSD also has a Committee for External Research Review within the Research Unit of the district's Office of Data and Accountability and a District Research Priorities committee comprised of district leadership and department heads. Although ~~these~~^{is} ~~committees~~ ^{does} not function as an institutional review board, ~~the committee~~^{they} conducts a district review and approval process to ensure that all research using LAUSD student and personnel data follows legal and ethical principles and will have a clear, direct, and immediate benefit to the district in terms of informing practice. All proposed research must identify the protections relevant to working with students and student data and offer persuasive evidence that the researcher has carefully considered the potential risk to human subjects. Dr. Katherine Hayes, the committee chair, may be contacted for additional details at Kathy.Hayes@lausd.net.

Abstract

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

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

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

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Los Angeles Unified School District Teacher Incentive Fund Project

Proposal Abstract

The Los Angeles Unified School District (LAUSD) is applying to the U.S. Department of Education for funding under the General Competition of the Teacher Incentive Fund (TIF) grant program. As a local educational agency (LEA) that has not previously participated in a TIF-supported project, LAUSD meets one of the two criteria associated with Competitive Preference Priority 4.

LAUSD is the nation's second-largest public school system, serving more than 664,000 students across 763 K-12 schools with 85,000 employees. In 2011-12, 631 of our schools were Title I-eligible, with enrollments totaling 433,922 low-income students eligible for Free and Reduced Price Lunch (FRPL) participation (65% of the total student population). Although great strides have been made in recent years to improve the quality of instruction in all LAUSD schools, the District continues to serve students in schools that are in need of vast improvement. For example, over two-thirds of all LAUSD schools (N=525) were identified as among the state's persistently lowest-achieving by the California Department of Education in 2011. The 243 schools identified as eligible to participate in the proposed Performance Based Compensation System (PBCS) component of the TIF initiative are among the highest-need and lowest-achieving schools in the District. All 243 schools serve high-poverty student populations, in which 50% or more of the students are eligible for FRPL, and 125 of the schools have student poverty rates at 100%. More than half have been in school improvement status for four or five years. In addition, students receiving special education services account for between 3% and 24% of the student populations in these schools, and anywhere from 2% to 69% of students in the target schools are English Language Learners.

We believe in the fundamental right of all students to be taught by an effective teacher, in a school led by an effective school leader, surrounded by an effective team working at all times and in all ways on behalf of students. Understanding and making decisions based on the effectiveness of our educators is a critical lever to ensuring that all students graduate college and career-ready. To do this, we have made critical investments in educator support and development with the creation of new frameworks for both teaching and learning and school leadership. We have invested time and resources into the development and initial implementation of a robust, multiple measure teacher and principal performance review and support system that includes observations and student outcome measures as key elements. Through the smarter use of human capital data, we are implementing systems that allow us to: 1) identify current gaps and future personnel needs, 2) attract top talent to fill those needs, 3) identify high caliber pathways for training and developing our employees throughout their careers, and 4) create incentives and structures to retain the very best of our employees.

With TIF funding, LAUSD can accelerate the current momentum in our district behind these human capital reforms and align these efforts into a comprehensive human capital management strategy designed to bring us to our goal of 100% effective teachers and school leaders in LAUSD schools. We have two priorities for the use of TIF funding. First, we seek to support the continued development and implementation of an LEA-wide human capital management system with a multiple measure educator evaluation system at its core. Second, in order to target and

focus this work in schools with the greatest need and evidence of the potential for growth, we seek to implement a PBCS that rewards effective educators with access to differentiated career pathway options and/or financial incentives for remaining in or transferring to a high-need school. LAUSD's proposed PBCS includes an enhanced salary structure based on principal and teacher effectiveness in its high-need schools, thereby addressing Competitive Preference Priority 5. Furthermore, we plan to leverage these career ladder positions for school-led instructional improvements by positioning these exemplary educators in high-need schools as providers and developers of job-embedded, relevant, and timely professional development that advances effective teaching.

Four project objectives and aligned outcome measures have been established in support of the LAUSD TIF initiative: 1) Refine, scale and sustain an LEA-wide multiple measure evaluation system that includes a valid measure of student growth; 2) Implement, test, refine and scale a PBCS that increases the number of effective educators in high-needs schools; 3) Develop, implement, and sustain a human capital management system that bases key human capital decisions on educator effectiveness data; and 4) Provide timely, high-quality professional development opportunities to educators in high-needs schools that are aligned to their individual growth needs.

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:**

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

Los Angeles Unified School District Teacher Incentive Fund (TIF) Initiative

Project Narrative

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INTRODUCTION

It is a fundamental right of all students to be taught by an effective teacher, in a school led by an effective leader, surrounded by an effective team working at all times and in all ways on behalf of students. Similarly, educators deserve a system that identifies, celebrates and learns from excellence, providing reliable, consistent feedback for growth and development while offering clear career pathways. In the Los Angeles Unified School District (LAUSD) we have high-need, consistently -if slow- improving schools positioned for dramatic academic growth when this system is fully realized. For these reasons, LAUSD is applying to the U.S. Department of Education for funding under the General Competition of the Teacher Incentive Fund (TIF) grant program.

We face a confluence of circumstances internal and external to the school district that have us not only poised to answer TIF's clarion call, but already making rapid progress to do so. We have a School Board, a Superintendent, a parent constituency base, a district senior leadership team, a wide range of community partners, and teachers, principals and other educators throughout our district demanding that LAUSD redesign the ways in which we approach human capital – how we recruit, prepare, select, place, evaluate, support, develop and retain the very best educators for our students. We are several years into a long-range plan to develop and implement a multiple measure system of evaluation (including student outcome data) tightly aligned to better ways to develop our educators, and used to inform the way we manage the talent of our educators. This work has meant the commitment of significant resources, made easier by aligning this work to the instructional vision for LAUSD. Adding to the urgency of our initiatives is the legal mandate under which LAUSD is compelled to include student outcome data as part of a teacher's and principal's yearly review mechanisms.

Yet, in this time of diminishing resources, TIF funding is critical to accelerate the current momentum in our district behind the development and implementation of a human capital management system that includes a Multiple Measure Evaluation System (MMES), a Learning Management System (LMS) to deliver targeted and differentiated professional development, a Performance-Based Compensation System (PBCS) to align career ladder opportunities to educator effectiveness data, and a human capital analytic capacity that equips District leaders and school sites with the information and tools needed to make data-driven human capital decisions. These LEA-wide improvements, coupled with new provisions for autonomy within our teacher and administrator contracts, will allow us to deliver major human capital investments in our high-need schools that demonstrate capacity to implement school-led strategies to improve instructional practice and to attract and retain talent to build that capacity.

We have two priorities for the use of TIF funding. First, we seek to support the continued development and implementation of an LEA-wide Human Capital Management System (HCMS) with an MMES at its core. Second, in order to target and focus this work in schools with the greatest need and evidence of potential for growth, we seek to increase the number of effective school leaders and teachers serving LAUSD's highest-need schools and empower them to leverage career ladder opportunities for instructional improvements. As described throughout this proposal, when designed and deployed, the LAUSD HCMS will fully align with Absolute Priorities 1 and 2 of the TIF program as well as all of the requirements for Design Model 2. Furthermore, LAUSD's proposed PBCS includes an enhanced salary structure based on principal and teacher effectiveness in high-need schools, thereby addressing Competitive Preference 5. As a local educational agency (LEA) that has not previously participated in a TIF-supported project, LAUSD meets one of the two criteria associated with Competitive Preference Priority 4.

SELECTION CRITERIA

(A) Coherent and Comprehensive Human Capital Management System (HCMS)

This proposal envisions a pipeline of high-quality, talented educators, using smart data systems to determine how best to deploy these educators. In such an HCMS , we identify and learn from outstanding performance, deliver effective support to develop increased capacity and provide differentiated support and interventions when necessary, and plan and monitor for long-term district staffing goals and successes.

LAUSD has outdated legacy data systems and evaluation practices that do not help us understand or act on performance information about our employees or the programs designed to develop and support them. Too often, we miss opportunities to plan for workforce needs in a coherent and integrated fashion, in part because our professional development systems are mostly disconnected from educator growth priorities, leaving the district with a nonstrategic and ineffective process to identify talent at all levels. However, over the past few years, we have made significant strides in transforming the district to a culture of performance management:

- We have made critical investments in educator support and development with the creation of new frameworks for both teaching and learning and school leadership, setting LEA-wide expectations for performance. In the last year we began the training of all educators on these frameworks.
- We have invested time and resources into the development and initial implementation of a robust, multiple measure teacher and principal performance review and support system that includes both teacher and school leader observation as well as student outcome measures as key elements.
- Using the common performance expectations articulated in our School Leadership

Framework and Teaching and Learning Framework (see copies in Attachments Part A), we have begun redesigning the way we equip teachers and school leaders to realize high levels of academic success.

- Through the smarter use of human capital data, we are implementing systems that allow us to identify current gaps, project future personnel needs, attract top talent (both internal and external) to fill those needs, identify high caliber pathways for training and developing our employees throughout their careers, and create incentives and structures to retain the very best of our employees.

With TIF funding, LAUSD aims to align these efforts into a single, comprehensive human capital management system that includes an MMES, an LMS to deliver targeted and differentiated professional development, a PBCS to align career ladder opportunities to educator effectiveness data, and human capital analytic capacity that equips District leaders and school sites with the information and tools needed to make data-driven human capital decisions.

(1) *The extent to which the HCMS is aligned with the LEA's clearly described vision of instructional improvement.*

LAUSD is the nation's second-largest public school system, serving more than 664,000 students across 763 K-12 schools and with 85,000 employees. In 2011-12, 631 of our schools were Title I-eligible, with enrollments totaling 433,922 low-income students eligible for FRPL participation (65% of the total student population). Although great strides have been made in recent years to improve the quality of instruction in all LAUSD schools, including double-digit gains in Academic Performance Index (API) scores in 2011 (LAUSD, 2011), the District continues to serve students in schools that are in need of improvement. For example, over two-thirds of all LAUSD schools (N=525) were identified as among the state's persistently lowest-

achieving by the California Department of Education in 2011, including 235 elementary schools, 96 middle schools and 158 high schools.

In recent years, LAUSD has launched several reforms as part of a strategic plan to improve academic outcomes for all students. LAUSD's All Youth Achieving agenda, articulated under the leadership of Superintendent John Deasy, is aimed at fulfilling the basic right of all students to have access to a high quality K-12 educational pathway. The overarching goals of All Youth Achieving are to: 1) Transform teaching and learning so that we prepare all youth to graduate college and workforce ready; 2) Ensure there is an effective employee at every level of the organization focused on improving student outcomes; 3) Provide a portfolio of high quality schools for youth, families, and communities; 4) Ensure a safe, caring, and nurturing environment for all youth; and 5) Operate an effective, efficient, and transparent organization in order to assure the public trust.

A key instructional reform taking place as part of this effort is the move to more autonomous school governance models to promote student learning and school improvement (aligned with Goal 3 of All Youth Achieving). Over the past several years, LAUSD has collaborated with the exclusive representatives of LAUSD's teachers and administrators—United Teachers Los Angeles (UTLA) and Associated Administrators of Los Angeles (AALA)—to develop new, innovative school turnaround models aimed at empowering school personnel with greater decision-making authority over staffing, funding and resources. For example, Pilot Schools were established as models of educational innovation and as research and development sites for effective teaching and learning in urban public schools. These small schools have autonomy over their budget, curriculum/assessment, governance, schedule, calendar, and staffing in exchange for increased accountability. Additionally, in late 2011, LAUSD signed landmark agreements

with UTLA and AALA establishing Local Initiative Schools. These schools engage in a process, led by educators and community stakeholders, to develop new operational models designed to further expand school-site autonomies, particularly in some key staffing areas (explicitly allowing waivers from onerous district policies or restrictive collective bargaining agreement stipulations), such as hiring decisions.

Other key strategies aligned with All Youth Achieving are aimed at using data more strategically and effectively to measure school performance and to assign interventions and supports accordingly. For example, the new LAUSD School Performance Framework (SPF) uses multiple student achievement measures to classify schools among five tiers: Excelling, Achieving, Service and Support, Watch, and Focus. Focus and Watch schools receive additional resources and supports, and are eligible for school turnaround initiatives. In addition, the District recently unveiled the LAUSD Performance Meter, a scorecard to measure and guide our performance as a District, with indicators centered on the District's goals.

Critical to the accomplishment of these and other goals under All Youth Achieving are high-quality school leaders and teachers. Responding to a pressing need for effective educators across the system, the LAUSD Board of Education passed a resolution in April 2009 calling for the creation of a Teacher Effectiveness Task Force (TETF) to examine successes and challenges related to employee performance and development. The TETF, including educators, labor representatives and parents, made recommendations in five connected areas: evaluation, support mechanisms, tenure, differentiated compensation, and legislation. These recommendations called for a more meaningful performance review system that is tightly aligned to professional development available to educators, which informs a broader talent development/human capital framework. The district responded by developing and implementing the **Educator Growth and**

Development Cycle (EGDC), an annual teacher and principal performance review and support process that employs multiple sources of information and data to measure teacher and school leader effectiveness. The foundation of the EGDC is the **Teaching and Learning Framework** and the **School Leadership Framework**, which describe common performance expectations for teachers and school leaders, respectively. The Frameworks were developed in collaboration with local educators and national experts in the field of educator development and serve as the foundation for all LAUSD human capital initiatives. (See Section B for more information on the EGDC and related Frameworks.) As part of our multiple measure approach to understanding performance levels, LAUSD has also begun producing classroom, grade and school level reports on **Academic Growth over Time (AGT)**, a value-added measure that examines a teacher's individual contribution to student learning.

In order to better support school communities in their efforts to implement instructional reform efforts, recent organizational changes enacted under All Youth Achieving now put service and support resources closest to our classrooms and students. The District has been restructured into five education service centers, each led by an Instructional Superintendent and staffed by a cadre of Instructional Directors responsible for building the leadership capacity of school principals. Starting in 2012-13, schools (and their school leaders) will be supervised by these Instructional Directors in ratios designed to create closer connections and better alignment of resources, service, and support. One of these Education Service Centers, the Superintendent's Intensive Support and Innovation Center, will have a particular focus on high-need schools (including those referenced in the attachments to this proposal). It has lower ratios of schools per Instructional Director to allow for increased support for those schools and their administrators.

A critical path to ensuring that all students graduate college and workforce ready is the work

of the Instructional Directors in supporting the implementation district priorities. Three instructional focus areas will guide all LEA-wide professional development and curriculum alignment work for the foreseeable future: (1) implementation of effective teaching strategies, lessons and units aligned with the Common Core State Standards, (2) the District's newly adopted Master Plan for English Learners, and (3) the continued move to full inclusion of students with disabilities. Each of these priorities is reflected in the Teaching and Learning Framework, which describes the system's view of effective instructional practice as well as the underpinning of the observation-based component of the MMES. A fourth priority for professional development in the 2012-13 academic year is preparing administrators to use the Teaching and Learning Framework to conduct classroom observations and conference discussions with teachers and guiding educators in self-assessment, professional development planning, and daily instructional p.

In sum, the tight alignment of LAUSD's HCMS and instructional agenda begun in recent policy making, has continued through structural reform and is increasingly reflected in our professional development practices and in the daily work of teaching and learning.

(2) The extent to which the HCMS is likely to increase the number of effective educators in the LEA's schools, especially in high-need schools.

The LEA-wide human capital improvements described in this application are designed to bring us to our goal of 100% effective teachers and school leaders in LAUSD K-12 schools, nearly all of which meet the federal definition of high-need (i.e., high-poverty and/or persistently low-achieving). These high-need schools are often hard to staff by virtue of their low-performing status. Like many other districts, LAUSD faces challenges in attracting qualified teachers and principals to work in high-need schools, and the need for such teachers is particularly acute in shortage areas such as math, science, and special education. In 2011, 268 teachers were hired in

LAUSD, 79% of whom possessed a regular teaching credential. All 57 provisionally-credentialed teachers were hired to teach math, science or special education. Concerns about working conditions and inadequate pay deter qualified candidates from applying for positions and contribute to turnover at hard-to-staff schools (Glennie, 2004). In some of the LAUSD's lowest-performing schools, the teacher turnover rate is as high as 32%.

As part of the TIF initiative, we have identified a subset of 243 high-needs schools to receive more targeted interventions aimed at increasing the number of effective educators (see documentation to address Requirement 3 in Attachments Part C). The list of eligible schools includes 145 elementary, 39 middle and 59 high schools. All 243 schools serve high-poverty student populations, in which 50% or more of the students are eligible for free or reduced-price lunch, and 125 of which have student poverty rates at 100%. The majority (87%) are Watch or Focus schools, and more than half have been in school improvement status for four or five years. In addition, students receiving special education services account for up to 24% of the student populations in these schools, and up to 69% of students in the target schools are English Language Learners.

To address concerns related to the recruitment, retention and development of effective educators, LAUSD plans to implement the following strategies in the pool of high-needs schools targeted for TIF-sponsored initiatives:

- Develop career pathways that promote effective teachers and effective teaching practice;
- Restructure the delivery of professional development in a way that advances effective teaching and benefits students; and
- Create incentives and conditions to attract and retain effective teachers and principals in high-need schools and/or positions.

With TIF funding we intend to launch a competitive opportunity for eligible high-need schools to develop school-led plans to leverage teacher leadership career pathways to support school site professional development and instructional improvement. Eligible schools will demonstrate: 1) a high level of need based on their classification as Focus or Watch according to the School Performance Framework; 2) a high-leverage context in which school leaders and teachers display, through the application process, the capacity and willingness to build differentiated career pathways; and 3) high potential for change and improvement amidst their challenging landscape. Below we describe the categories of schools within this eligibility pool.

Using a competitive application process, the schools on our TIF eligibility list will be invited to submit an application for funds to support a differentiated PBCS at their school site based on their specific human capital needs and priorities. Beginning in Year 3 of the grant, we will allocate performance-based compensation opportunities to the 40 schools that best demonstrate readiness and capacity for implementing differentiated career opportunities for teacher leaders to support job-embedded professional development for effective teaching at their school sites.

TIF-eligible schools will provide rationale for their requests, based on a menu of recruitment and retention incentives and peer support career pathways (these are described in detail in Section A.2.v below). The application will consist of a Statement of Intent and a Role Preference Worksheet. Additionally, applicant schools must demonstrate capacity to implement and evidence of support from the school faculty.

- (i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness based on the educator evaluation systems described in the application**

LAUSD firmly believes that strengthening our human capital is the single greatest lever to

ensure that we provide high-quality instruction to all our students (Curtis & Wurtzel, 2010). The thrust of this TIF proposal is to transform the way in which LAUSD makes human capital decisions by shifting away from criteria established through outdated practices (e.g., district assignment policies) to criteria based on educator performance and effectiveness. To address this priority, LAUSD is moving toward a system that will base all key human capital decisions (recruitment, hiring, selection and placement, development, retention, tenure, promotion and dismissal) on multiple measure educator effectiveness data.

TIF funding will support and accelerate LAUSD's creation of a human capital management system that addresses all these stages of an educator's career.,

Recruitment/Hiring: As a system, we are already moving to better understand the relative impact of educators from different recruitment sources and exploring new opportunities to make staffing decisions based on this information. LAUSD has been working consistently with roughly 10 Institutes of Higher Education and other teacher preparation programs since December 2011 (which collectively have been the source of more than 50% of the district's new hires from SY 2004-05 to SY 2010-11), with the goal of building partnerships to conduct collaborative research/analysis under our shared vision to strengthen teacher preparation, instruction and drive student learning. As the district plans to make decisions about future recruitment efforts, candidate quality indicators along with information about which preparation pathways have delivered the most effective employees will be vital.

Placement/School Site Selection: Information from the HCMS will allow LAUSD to better identify and manage the distribution of effective teachers and principals with a more data-informed mutual consent process. LAUSD is already using AGT data to identify new teacher characteristics that are correlated with high performance, including their teacher preparation

pathways. This information allows school sites to select the best candidates, with priority given to high-need schools.

Development: The District will be able to understand trends of educator strengths and development needs at a far more granular level with the use of performance data generated through the EGDC process, including observation notes and scores and AGT data. All educator performance data will be entered into My Professional Growth System (MyPGS), the district's new web-based platform for recording, scoring, and monitoring the annual EGDCs. This information will be used to identify professional development needs of individual educators, and to determine the focus for school-wide, grade level and/or professional learning community activities.

LAUSD is requesting TIF funds to support the development of an enhanced Learning Management System (LMS) that will allow us to catalog, assess, and manage PD content. The LMS will be fully integrated with MyPGS and will provide educators with instantaneous access to Framework-aligned PD resources to support their individual growth needs. Other training content accessible through the LMS will include seminars, digital or e-learning courses, and social networking functionalities that allow educators to connect with peers who have the same learning interests. Users will also have access to mentors who can support their growth and development and find recommendations for external resources such as books, articles, seminars, webinars, or websites that are aligned to the LAUSD frameworks. The LMS will also allow for systematic information sharing across central office departments (i.e., talent management, human resources, curriculum and instruction, and data and accountability departments), to ensure the success of our HCMS.

As a part of the strategy to continuously improve the PD offered in the district, LAUSD will

also develop a district-wide PD evaluation system that will use educator evaluation data to ensure that these investments are improving educator practice. This evaluation system will include vetting the alignment of PD opportunities to the LAUSD Frameworks, the impact of PD on teacher performance, and the usefulness of the content as measured by participants.

Retention/Tenure/Dismissal: In January 2011, LAUSD shifted to an affirmative decision process that requires administrators to use teacher performance information as the most influential factor in tenure decisions. During this time period we have also invested in principal support processes and legal resources to actively dismiss underperforming educators, as identified by the district's current binary evaluation ratings. Since the 2009-10 school year, 574 teachers have been dismissed or voluntarily resigned to avoid dismissal, compared with 164 teachers total in the prior four years combined. Through the new structure that puts Instructional Directors closer to schools combined with the use of the School Leadership Framework and associated evaluation processes, decisions about school leader retention and dismissal (or demotion) will be clear and actions will be evidence-based.

Promotion: The career pathways established under the proposed PBCS will include substantive opportunities for teacher leadership, whereby highly effective teachers will be promoted to leadership roles such as peer reviewers and professional development coaches.

By the 2014-15 school year, LAUSD plans to use educator performance data generated through the EGDC to inform all human capital decisions. That data will allow us to better allocate resources in high-need schools for incentives, staffing, new strategies and interventions, and to identify key weak points in schools' staffing patterns. To reach that goal, we will need to address gaps in our current employee data system; as such, we are requesting TIF funds to support the development of the district's human capital analytic capacity. During SY 2012-13,

we will contract with a service provider to assist us in the creation of a robust data architecture that will allow us to link disparate sources into a comprehensive, longitudinal human capital data warehouse. In SY 2013-14 we will launch a set of reporting tools linked to the data warehouse that will provide central office and school-based decision makers with real time access to human capital data.

(ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made

LAUSD's redesigned educator evaluation process (i.e., the EGDC) was piloted with a subset of educators and schools in SY 2011-12 (referred to as the Initial Implementation Phase, or IIP) and will be implemented in all schools in SY 2012-13. By SY 2014-15, we anticipate that all educators in LAUSD will receive annual overall effectiveness ratings, meeting Absolute Priority 1. As we acquire this information, beginning with half of our teachers and all principals by SY 2013-14, we intend to use overall effectiveness ratings as the most significant, in determining which educators are eligible for tenure approval, retention incentives, career ladder opportunities, and additional compensation.

(iii) The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience using information from the educator evaluation systems described to inform human capital decisions, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions

The development of the LAUSD Human Capital Management System has been an ongoing process that has leveraged best practices in other school districts, the collection of educator input (see Section D), consultation with nationally recognized researchers, and partnerships with

leading experts such as Teaching & Learning Solutions, the Value-Added Research Center (VARC) at University of Wisconsin-Madison, the Strategic Data Partnership at Harvard University's Center for Education Policy Research, the Urban Schools Human Capital Academy and New Leaders for New Schools. Our work with these partners, combined with the district's own focus on building capacity to address fundamental challenges of educator effectiveness has strengthened our capacity to produce quality data for use in human capital decision-making processes. To highlight a few examples, in the past 18-24 months, LAUSD has begun producing classroom, grade and school level reports on AGT (a value-added measure developed in partnership with VARC); has developed analyses examining the impact of teachers based on teacher preparation programs; and has begun the process of training and calibrating every administrator in the district on evidence-based observation techniques. The work we have done on analyzing student outcome data as a measure of effectiveness and as a reflection and PD tool is also beginning to receive notice and support nationally (Colvin, 2012).

The District has garnered high levels of support and buy-in from educators and community partners around our work on educator effectiveness, as well as other district priorities. These include support from AALA and policy groups led by LAUSD teachers and community-based organizations such as the United Way of Greater Los Angeles, Alliance for a Better Community, Families In Schools and Communities for Teaching Excellence, all of whom have called for a better way to evaluate, support and develop our educators (see Section D and Attachments Part D). Moving forward, LAUSD will continue to prioritize educator input and feedback into all human capital work. Feedback and adjustments made as a result of information gathered from participants in the 2011-12 IIP include changes to MyPGS to make it more user-friendly and increased communication and support for participants on the roles and procedures of the EGDC

process.

Finally, recent court decisions underscore LAUSD's legal obligation to consider student growth as a component of an educator's effectiveness and to address teacher quality and turnover at high-need schools. Although efforts to revamp the educator evaluation system to include a student growth measure have been under way in LAUSD for two years, a recent ruling in the court case Doe vs. Deasy now legally compels the system (1) to revise principal and teacher evaluation systems to include evidence of student progress and achievement based on state and district standards for all classes, whether or not there is state standardized assessment data available; and (2) to engage in necessary negotiations with labor partners to finalize the system, including the weighting of each of the multiple measures in the evaluation system. In addition, a recent settlement between LAUSD, UTLA, and plaintiffs in Reed vs. State of California, et al. compels our district to develop financial incentives that will address teacher turnover in the District's highest-need schools. The plaintiffs argued that the impact of teacher layoffs at certain schools was so severe that the destabilization of the teaching force at those campuses compromised the constitutional rights of their students. Under the settlement terms, 45 designated "Reed" schools are protected from budget-based layoffs, receive additional support from the District to fill teacher vacancies with quality candidates, and will have access to incentives that increase the retention of effective teachers and administrators. All Reed schools are included in the pool of TIF-eligible high-need schools.

LAUSD's Certificated Human Resources Division, through its service structure and policy focus areas, has been specifically focused on addressing the needs of those schools within the district that are most impacted by issues around equitable distribution of effective educators, stability of faculty, and adoption of policy and legislative agendas that advance and support tools

to better staff high need schools. In recent years, the Human Resources Division led the formation and development of the LAUSD Teacher Effectiveness Task Force and has been at the forefront of developing lay-off and rehiring strategies to best maximize well-trained and effective educators (to the extent possible given state education code parameters) and providing targeted support opportunities.

(iv) *The commitment of the LEA's leadership to implementing the described HCMS, including all of its component parts*

In Los Angeles, multiple factors have culminated to create an environment ripe for change even in the face of severe budget constraints. The LAUSD Board of Education has recognized the importance of and need for human capital reforms, passing the 2009 resolution to create the Task Force that catalyzed this work, and issuing a set of Board Principles explicitly supporting a multiple measure performance review that includes student growth measures. District leadership has committed to this educator effectiveness agenda with urgency, placing human capital at the core of our approach to instructional improvement.

Under the leadership of Superintendent Deasy, the LAUSD Talent Management Division was created to implement the recommendations of the TETF, thereby institutionalizing this work at the district level. The core responsibility of the Talent Management Division is to implement a strategic plan for building the effectiveness of our educator force, aligned to differentiated professional development and support. LAUSD also launched an initiative to build a performance culture throughout the district, forming a Performance Management Unit to bring greater accountability and transparency to the way that district offices deliver support to schools.

Finally, the structure of the District's newly formed education service centers further supports the implementation of the HCMS. Centers are led by Instructional Superintendents and

Instructional Directors hired specifically for their commitment and ability to implement human capital work and support school leaders as managers of human capital. (See Attachments: Part A for Project Management Staffing Chart).

(v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools.

As we have recognized with Goal 1 of All Youth Achieving, for our students to succeed we must increase the number of effective school leaders and teachers in the district's highest-need schools. The key levers for this goal will be creating incentives for recruitment to and retention for our most effective educators and the concurrent development and implementation of a differentiated PBCS that provides incentives to highly effective educators willing to take on additional responsibilities and leadership roles in these high-need schools (Goldhaber, et. al., 2010; Center for Teaching Quality, 2011; Glazerman, et. al., 2012), thereby addressing Competitive Preference Priority 5 (Educator Salary Structure Based on Effectiveness).

Currently in LAUSD, we differentiate roles and associated compensation (i.e., for coaches, support providers, professional development creators, etc.), but we do so without a coherent system of support or an aligned set of performance criteria for eligibility for these differentials. Our TETF called for a re-examination of the way in which the district makes these career ladder decisions, and for the District to move to a system that considers performance as the determining factor in these decisions. Furthermore, as noted earlier, the recent Reed settlement compels our District to develop financial incentives that will address teacher turnover in the district's highest-need schools.

With an MMES in place, we will address the TETF recommendations to develop a PBCS

with multiple career pathways and differentiated compensation opportunities. The proposed PBCS includes all required elements of PBCS Design Model 2, as well as optional design elements. Our system will extend the reach of our most effective educators with the following goals in mind: 1) Ensure that our most effective educators are teaching in classrooms that need them most; 2) Provide individualized, and job-embedded professional development opportunities in our highest-need schools; 3) Build a professional learning environment at school sites; 4) Empower effective school and teacher leaders with greater autonomy to improve instruction at the school site; and 5) Create career pathways to retain effective educators seeking additional leadership responsibilities and career ladder opportunities.

To meet these goals, we will pursue the following twofold strategy within our defined subset of high-need schools: Empower high leverage school teams to **build career pathways** with a school-based competitive application process, and build capacity in high potential schools for strong instructional leadership teams with **incentives that attract and nurture talent**. In accordance with Absolute Priority 1, the PBCS incentives will begin by Year 3 of the grant. With educator input, we will refine the PBCS strategies and develop the competitive application process described in Section A.2 in Year 1. In Year 2, we will use EGDC educator effectiveness data to identify, recruit and select schools and individual educators for participation in the PBCS. In Year 3, we will fund the career ladder positions and begin recruitment and retention incentives in the selected schools.

PBCS Strategy 1: Career Pathways

Offering teachers true opportunities to ascend a career ladder by increasing school-site responsibilities, with commensurate pay, while remaining closely tied to the classroom can be a powerful mechanism for comprehensive change and improving student outcomes (Jerald, 2009).

Our PBCS is designed to provide career differential opportunities that will keep the majority of our effective teachers in the classroom, working with students. To begin with, we will target our schools that have the highest need, leverage, and potential to make change, through the competitive application process described above.

Expert Teachers will remain in the classroom as full-time teachers, receiving salary differentials for taking on career opportunities that support school-wide or peer support and development. To be eligible for Expert Teacher positions, teachers must receive an overall EGDC rating of Highly Effective or Effective, and be rated Highly Effective in Teaching and Learning Framework Standard 5b (Collaboration with Colleagues). TIF funding will offer 180 opportunities annually (in Years 3-5 of the grant) for these teacher leaders to earn differentials of \$5,000 as well as an average of 50 hours of release time annually so that Expert Teachers can provide job-embedded peer support.

Master Teachers will assume full-time release positions to bring concentrated, individualized observation and coaching support to their peers. To be eligible for Master Teacher positions, teachers must receive an overall rating of Highly Effective or Effective, and be rated Highly Effective in Teaching and Learning Framework Standard 3 (Delivery of Instruction) or have achieved high levels of student academic growth (based on AGT results). They must also exhibit skills in adult learning and leadership. Master Teachers will be selected through an application process for each career ladder role. They will be earning an increased salary rate, and may assume out-of-classroom roles for up to two years at which point they will resume full-time teaching duties. TIF funding will support the salaries for 30 Master Teacher positions in SY 2014-15 and SY 2015-16, building up to 40 in SY 2016-17.

In addition to the Expert and Master Teacher positions, principals on the TIF school

eligibility list who receive an overall effectiveness rating of Highly Effective can earn a salary differential up to \$10,000 to serve as an **Expert Principal**. These principals will commit additional hours to working with 1-2 aspiring teacher leaders who have demonstrated interest and potential in becoming a school leader through job-embedded mentoring.

As part of the TIF evaluation process, LAUSD will carefully assess the effectiveness and impact of these career ladder positions. At the conclusion of the federal funding period, schools can make the decision to allocate their Per-Pupil Funding or other funding sources (e.g., Title II allocations) to support these positions.

PBCS Strategy 2: Incentives to Attract, Retain and Nurture Talent

To increase human capital capacity in our high needs schools, we will also employ a focused strategy of incentives to attract and nurture talent. Our intention is to create fertile ground for additional school-based instructional teams prepared to utilize greater autonomy to develop teacher leaders.

The proposed PBCS provides an opportunity to expand and improve upon promising practices with performance-based compensation, thereby leveraging TIF funds to significantly impact the outcomes of some of LAUSD's highest need students. In 2010, a group of 10 teachers in LAUSD participated in a national, federally sponsored Talent Transfer Initiative study with the National Institute of Sciences that aimed to understand if and to what extent financial recruitment (\$20,000) and retention (\$10,000) incentives can have an impact on improving student achievement in high-need schools. Early implementation reports by Mathematica indicate positive signs of potential impact at the targeted schools (Glazerman, et. al., 2012), and other research studies have found similar results (Shapiro & Laine, 2005; Wheeler & Glennie, 2007).

We will scale this opportunity with a focus on STEM and Special Education subjects to recruit and retain effective teachers and principals in LAUSD’s highest need schools. Although LAUSD is applying for the 2012 TIF General Competition, we are aligning this initiative with the U.S. Department of Education’s priorities to increase the number of effective STEM teachers in high-need schools, as LAUSD consistently faces the challenge of hiring adequate numbers of effective science and math teachers and qualified special education teachers.

Based on the Talent Transfer Initiative pilot, we will offer recruitment incentives to two cohorts of 40 effective or highly effective teachers in high-need subjects (\$20,000) and to two cohorts of 10 effective or highly effective principals (\$30,000), with a minimum commitment of two years of service in a high-need school. In addition, we will offer \$10,000 in retention incentives two cohorts of 60 effective or highly effective teachers and \$15,000 to two cohorts of 30 effective or highly effective principals over two years’ service, based on outcomes of the MMES. These incentives will be offered to the first cohort beginning in SY 2014-15 (Year 3) and to the second cohort in SY2015-16 (Year 4). We also plan to explore the possibility of a shift away from the step-and-column salary schedule with our collective bargaining partners to include performance consideration, thus freeing up additional resources to direct towards strategies like this if they prove effective.

The proposed PBCS includes all required elements of PBCS Design Model 2 as well as optional PBCS design elements. A summary of the required LAUSD PBCS design features are displayed in the table below.

LAUSD PBCS Design Matrix – Model 2 (Required and Optional Elements)

Required Elements	LAUSD Project Design
Additional compensation for <u>teachers</u>	-\$5,000 differential for 180 Expert Teachers in

who receive an overall rating of effective or higher and take on career ladder positions.	school-based teacher leadership roles -14.6% increase over the average teacher salary for 40 FTE Master Teachers
Additional compensation for <u>principals</u> who receive an overall rating of effective or higher and who take on additional responsibilities and leadership roles.	-\$10,000 differential for 20 Expert Principal roles
Optional Elements	LAUSD Project Design
Additional compensation for <u>teachers</u> who receive an overall rating of effective or higher and transfer to or are hired to work in a high-need school.	-\$20,000 recruitment incentive for a total of 80 Talent Sharing Initiative teachers to be dispersed in 2 rounds (\$10,000/year for two years). -\$10,000 retention incentive to 200 teachers to be dispersed in 2 rounds (\$5,000/year for two years).
Additional compensation for <u>principals</u> who receive an overall rating of effective or higher and transfer to or are hired to work in a high-need school.	-\$30,000 recruitment incentive for two cohorts of 10 principals (\$15,000/year for two years). -\$15,000 retention incentive to two cohorts of 30 principals (\$7,500/year for two years).

The incentive amounts of the proposed PBCS are substantial enough to motivate highly-qualified educators to take on the additional responsibilities required of these roles in order to ultimately promote increased student achievement in high-need schools. Case studies suggest that bonus awards of 5–8% of annual base salary should be large enough to influence teacher behavior (Odden, 2001). Under the proposed PBCS, participating principals who are deemed

“highly effective” based on annual performance reviews can receive a salary differential up to \$10,000 to serve as an Expert Principal, representing a 10.2% increase over the average principal salary of \$98,482. Teachers who receive an overall performance rating of “effective” or higher may be eligible for increased compensation for taking on Expert Teacher or Master positions that support school-wide or peer support and development. Participating Expert Teachers will receive a salary differential of \$5,000, representing a 7.3% increase over the average teacher salary of \$68,430. Participating Master Teachers will receive a salary differential of \$10,000, representing a 14.6% increase over the average teacher salary.

Other studies suggest that incentives to recruit and retain highly effective educators in high-needs schools would need to constitute between \$4,440 and \$11,100 in addition to base salary (Kowal, et al, 2008). The recruitment and retention incentive awards proposed under the PBCS (\$10,000 to \$20,000 for teachers and \$15,000 to \$30,000 for principals) are well above these thresholds, and we are confident that the amounts are substantial enough to attract and retain the most qualified candidates to work in our identified schools.

(B) Rigorous, Valid, and Reliable Educator Evaluation Systems

LAUSD designed and is in its second year of implementing an MMES aimed at developing, growing and supporting our educators. Our **Educator Growth and Development Cycle (EGDC)** is an annual process whereby educators engage in a continual cycle of personalized growth and development informed by data gathered through multiple sources to measure teacher and school leader effectiveness. The EGDC includes both the Teacher Growth and Development Cycle (TGDC) and the School Leader Growth and Development Cycle (SLGDC) (See Attachments: Part G for TGDC graphic).

As noted earlier, the foundation of the TGDC is the **LAUSD Teaching and Learning**

Framework, based on Charlotte Danielson's Framework for Teaching, aligned to the California Standards for the Teaching Profession and the Common Core State Standards, and adapted to reflect the LAUSD context. This robust Framework articulates clear expectations for effective teaching practices that, in turn, provide a common foundation for such key items as self-assessment, lesson design, classroom observations, and professional development. The **LAUSD School Leadership Framework** describes the actions that leaders take to improve student achievement, to develop teacher effectiveness, and to facilitate centers of academic excellence. The Framework provides common language regarding the elements of effective school leadership and embeds the Teaching and Learning Framework within it, acting as the instructional anchor for our school leaders.

The EGDC incorporates multiple measures aligned to the Frameworks to assess educator effectiveness, including: Observation of Practice, Contributions to Student Learning Outcomes, Stakeholder Feedback, and Contributions to School Community (for Teachers).

- The **Observation of Instructional Practice** measure includes multiple direct observations of teacher and school leader practice (formal and informal), conducted by certified observers, to provide educators with specific, unbiased, and timely feedback for improving instructional practice (see section B.3 for more details on the observation process).

- The **Contributions to Student Outcomes** measure assesses a school's and individual educators' impact on their students' academic growth over time using a statistically valid and reliable method (see section B.2 for more details on the student growth measure).

- **Stakeholder Feedback** includes surveys of parents and students regarding a teacher's performance in specific elements of the Teaching and Learning Framework. As a district, we value the unique perspectives that parents and students can provide to educators regarding their

communication with families and their ability to build a positive classroom environment that supports learning. In addition, early research suggests that students give valid and reliable feedback that is correlated with a teacher's impact on student outcomes (MET, 2010).

- The **Contributions to School Community (CSC)** measure supports and extends the vision of local school empowerment by giving schools a tool with which to emphasize school teams as units of collective change for improvement. Through this model, teachers engage in job-embedded professional development activities, including classroom walkthroughs, team-based meetings, peer observations and peer surveys. These professional teaming models have shown promising results in improving teacher effectiveness and in building the capacity of teachers to think critically about solving specific student learning problems (Elmore and Burney 1997, Desimone, 2009). The CSC measure requires that school leaders use EGDC data on teacher practice to determine the focus for their school-wide professional learning activity each year.

Information from the EGDC is used to identify educator **support and development** needs and opportunities. By capturing a more accurate understanding of the range of practice among our educators, we can better identify areas of need and align support and development opportunities throughout their careers (see section C for more details on the professional development systems).

(1) LEA has finalized a high-quality evaluation rubric, with at least three performance levels, under which educators will be evaluated.

Under the new evaluation system, teacher practice is evaluated using the LAUSD Teaching and Learning Framework. The rubric in the Framework allows evaluators to assess teacher practice using four levels of performance: ineffective, developing, effective, and highly effective. The Framework was developed in early 2011 through a stakeholder-led process involving

hundreds of educators—including leadership from both the teacher’s union (UTLA) and the administrators union (AALA), —as well as parents and students (see Section D for a detailed description of stakeholder input into the development process). The Framework and associated tools were piloted during SY 2011-12 , and will be further refined and finalized during SY 2012-13. To develop this Framework, LAUSD worked with Teaching and Learning Solutions (TLS), a nationally recognized leader in evidence-based observation practices with correlation to student outcome gains (See Attachments: Part A for the T&LF).

The School Leadership Framework (SLF) serves as the foundation of our efforts to support and develop school administrators. This research-based framework was developed in partnership with New Leaders for New Schools and is aligned with the 2008 Interstate School Leaders Licensure Consortium Standards and the California Professional Standards for Educational Leaders. Like the T&LF, the SLF includes a rubric that allows evaluators to assess school leader practice across four levels of performance: ineffective, developing, effective, and highly effective. The SLF was developed in 2011, was piloted during SY2011-12, and will be further refined and finalized during SY 2012-13 (See Attachments: Part A for SLF).

Although our current practice with final teacher evaluation ratings has been to use a binary rating system (meets standards/below standards), in addition to the introduction of the Framework, we have also begun negotiations with UTLA to explicitly authorize the use of additional final evaluation rating categories and UTLA has expressed the desire for a multi-level rating system of at least four levels. We are also pursuing a similar change through collective bargaining agreement modifications with AALA.

(2) LEA has presented a clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and evidence supporting the

LEA's choice of student growth models and demonstrating the rigor and comparability of assessments.

In LAUSD, we believe that a critical part of the determination of effectiveness is an educator's contribution to student learning outcomes. Measuring a school's and individual educator's impact on their students' academic growth over time provides a statistically valid and reliable method by which to understand how we are individually and collectively moving LAUSD towards our goal of All Youth Achieving.

LAUSD has embraced a comprehensive system of computing student gains which helps us know how much students have progressed on standardized tests from one year to the next. **Academic Growth over Time (AGT)** allows us to examine the impact of schools and educators on student learning outcomes and uses a value-added methodology that controls for external factors which often influence student test results. To develop our AGT model, LAUSD worked with the Value-Added Research Center (VARC) at the University of Wisconsin-Madison, a national leader in the development and production of value-added metrics. We also gathered input from various stakeholders and engaged a Technical Advisory Group of national and regional experts on these methods (See Attachments: Part G for list).

The LAUSD AGT model uses students' standardized test scores (i.e., the California Standards Tests [CSTs]) combined with student demographic data to create individual growth predictions. The predictions are customized to the students each teacher or school serves, which allows for a fair comparison of student growth for teachers and schools serving different student populations. The predicted results for a group of students are then compared to the actual results in order to calculate the value-added estimate, which can be calculated for individual teachers, grade-level teams, schools or specific student populations (e.g., students with disabilities,

English language learners). This provides a more complete picture of student learning because it compares a student's performance to his/her own expected performance (rather than comparing groups of students from one year to different groups of students the following or preceding year). Each teacher, grade level or school then receives an AGT estimate aligned to one of five levels of performance: far below predicted, below predicted, at predicted, above predicted and far above predicted.

Based on the availability and reliability of current standardized tests, the District can generate AGT results for approximately 55% of the current teaching work force. In order to move towards full coverage, we plan to supplement the CSTs with additional district-wide assessments across all grades and subjects that will allow educators to assess student progress towards grade and subject standards. During the 2012-13 school year, the District plans to engage analysts and assessment experts using matching resources to develop a process for acquiring tests for all subjects and a comparable model for measuring classroom-level student growth for grades and subjects not currently covered by the state's assessment regimen. Identified assessments will be piloted during SY 2013-14 to determine which options are appropriate to take to scale (slated to take effect in SY2014-15). Such decisions will be based upon reliability and validity criteria similar to those currently utilized with our AGT metrics. This approach brings an increased degree of equity and comparability to the way we measure an individual teacher's impact on student growth while also empowering educators as active members of the process through educator working groups described in Section D below.

- (3) LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations, including who will be conducting the observations, the observation tool, the events to be observed, the accuracy of raters in using**

observation tools and the procedures for ensuring a high degree of inter-rater reliability.

Teacher Observations

Research has shown that observations that yield high quality, unbiased feedback can serve as a significant resource in improving teacher practice (Taylor & Tyler, 2011). As such, classroom observations are the cornerstone of our work with teachers in the EGDC, providing an opportunity for teachers to receive specific, evidence-based feedback that will support their professional growth and development. The EGDC for teachers includes at least five classroom observations (3 informal and 2 formal). The formal observation cycles include the teacher's submission of a lesson plan, a pre-observation conference, observation of a full lesson, teacher's reflection on the observed lesson and a post- observation conference

Observer Training and Certification. Classroom observations will be conducted by trained and certified professionals. The majority of classroom observations will be conducted by school site administrators (principal and assistant principals). To ensure that all teachers are observed annually, LAUSD will support school sites to complete the required observations. For some schools, this work will involve the training of peer observers from within the school staff; for others, it might be supported by Instructional Directors from the Local Education Service Center. LAUSD is also proposing the funding of additional out-of-classroom teacher leaders and administrators for the project period to support this work while the existing staff develops necessary capacity to take on annual evaluations.

In an effort to ensure inter-rater reliability in the results teachers receive during the classroom observation component of the EGDC, we have established criteria for observer certification, including evidence and accuracy measures. By the end of SY 2012-13, all administrators in the

District will have completed a five-day initial certification training and conducted a “practice” year with at least one volunteer teacher on their campus. Throughout 2012-13 all administrators will receive in-field support, as well as additional training sessions that will help them earn certification. In-field support will be provided by Teaching and Learning Coordinators, based in each of the regional Education Service Centers throughout LAUSD. Observers will have the opportunity to demonstrate proficiency in evidence collection and accuracy at certification events, during which observers watch a video of a teacher’s lesson, collect evidence and score the teacher practice. Observer evidence is read by certified experts who use a rubric to assess the objectivity, alignment and representativeness of observer evidence. Accuracy of observation scoring includes three measures that compare an observer’s scores for the teacher video to the “true score” (i.e., the score assigned to a certification video from a team of Master Scorers) and to the average score that other observers selected. To be certified, observers must demonstrate consistent skill in objectivity, alignment, and representativeness.

This work is fully blended into the District’s Instructional Division; these coordinators work side-by-side with District Common Core experts and those tasked with implementing our Master Plan for English Learners. All three groups coordinate their work with both the appropriate Instructional Directors and with the Talent Management Division. The Teaching and Learning Coordinators are certified observers and have expertise in supporting teachers and school leaders in the EGDC. In-field support will include paired observations, auditing of evidence and scoring to provide school-site administrators with feedback on their observation practice, and individual or small group coaching sessions. They will also support the Instructional Directors in their coaching and support of principals in their supervision.

Inter-rater Reliability. To ensure sustained accuracy and inter-rater reliability, all observers

must participate in biannual calibration events where they collect evidence on and score a video of a teacher's lesson and are assessed on their accuracy. Observers must maintain a minimal level of accuracy and evidence quality across the five most recent calibration events to maintain their certification status. Administrators' observation skills are reviewed as part of the School Leadership Framework, providing an accountability mechanism and an opportunity for focused growth support (as needed).

Principal Observations

LAUSD Instructional Directors conduct regular site visits and/or meetings with school leaders to assess their instructional leadership practice and to provide feedback that will support their professional growth and development. Example events for observation during site visits include teacher conferencing or classroom observation, parent events, school council meetings, special events, professional development or instructional leadership planning time, departmental or grade-level meetings, and school walkthroughs. The observation protocol used for school leaders, called the Technical Assistance Report, uses the SLF to structure observation of school leaders by Instructional Directors. During each school site visit, Instructional Directors record evidence and comments through the SLF lens.

In the 2012-13 school year, LAUSD will work collaboratively with experts to identify a process for continual calibration of observers of school leadership practice. Instructional Directors and school leaders will develop competencies that will serve as the basis for evidence collection. Instructional Directors have been introduced to, and will be further trained on, the School Leadership Framework as an organizing tool for their work with principals. They will receive ongoing leadership development training and one-on-one monthly coaching to identify, develop, and support the required skill sets, competencies, and dispositions necessary for highly

effective leadership. Simulated and job-embedded learning opportunities will allow Instructional Directors to ensure observer inter-rater reliability on an ongoing basis with support from the locally-based Teaching and Learning Coordinators.

(4) The extent to which the LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems.

After a Research and Development Phase in SY 2010-11, the Initial Implementation Phase of the EGDC took place during SY2011-12 and was used to test out the multiple measure performance review and support system in a no-stakes environment prior to bringing the initiative to district-wide scale for our teachers and school leaders in 2012-13. In this phase, LAUSD worked with nearly 100 schools and their nearly 1,000 teachers, school leaders, and instructional experts who volunteered to pilot the EGDC process, providing critical feedback on the program to inform refinements to the tools and training. The tools and measures piloted in SY 2011-12 included the Observation Cycle with self-assessment and coaching conversations for teachers and principals, AGT measures, school leader and teacher individual growth planning and stakeholder feedback (i.e., staff, parent, and student surveys).

With regard to the student outcomes measure, AGT data have been released for the past two years (reaching about 55% of teachers and 100% of school leaders) but have not been included in formal evaluations. In the past year, classroom-level AGT results of individual teachers were shared with their supervising administrator. The district hosted workshops and provided extensive resources to help educators understand their AGT results and encourage conversations between school leaders and teachers on how this sort of metric helps to inform instruction. As part of our IIP, participating teachers and school leaders used individual, grade-level and school-

wide AGT results in their own growth planning process. This was done in one-on-one conversations with their supervisors and in workshops as participants reflected and discussed their self-assessment tool and individual growth needs.

In accordance with Absolute Priority 2, LAUSD aims to begin LEA-wide implementation of the EGDC process by the Year 2 of the grant. Below is an overview of the timeline for completing the development and implementation of the EGDC process:

- **Year 1 (2012-13):** LAUSD will work toward finalizing all EGDC components, including refining the SLGDC observations and related processes; piloting the Contributions to School Community and Stakeholder Feedback measures; ensuring all site administrators gain observer certification and practice the EGDC cycle with teachers; providing all teachers with training in the T&LF and opportunities to complete the reflection and growth planning processes; identifying and acquiring additional assessments in non-CST subjects to develop the student growth measure; and finalizing the approach to the overall rating, including student growth in significant part.

- **Year 2 (2013-14):** We will begin phase-in of the LEA-wide EGDC with one half of LAUSD's 27,000 teachers and all of our 1,450 site administrators. In addition, we will augment our observer capacity with 25 additional observers of teacher practice, including 15 administrators and 10 peer observers, and pilot and select additional assessments in non-CST subjects.

- **Year 3 (2014-15):** We will begin implementation of the annual, LEA-wide EGDC with multiple observations for all educators. Assessments in the non-CST subjects will be implemented LEA-wide, allowing us to reach 100% coverage in the student growth measure. Further, we will continue support for 15 administrator-level observers of teacher practice.

- (5) In the case of teacher evaluations, the proposed system bases the overall evaluation rating for teachers, in significant part, on student growth; and evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners.**

During year 1 of the TIF project period, LAUSD will work collaboratively with teachers, school leaders, district instructional leaders, experts, and stakeholders to further refine and develop each of our multiple measures of educator effectiveness and ensure that our standards for teaching and school leadership address the diverse community of learners in LAUSD, which commonly include students with disabilities and English learners. We will continue to include Academic Growth over Time (AGT) results at the teacher and school level for special student populations, including students with disabilities and English learners.

Furthermore, we will use a collaborative and data-driven process to determine an approach to calculating an overall effectiveness rating for school leaders and teachers that includes classroom instruction and student growth data in significant part. We firmly believe that how students perform should be a critical aspect of determining the growth and development needs of the educators who work with those students, and also a significant part of the way in which effectiveness is determined. We have also conducted an extensive review of literature and other district practices on the rigor of each measure based upon criteria for validity, reliability, coverage, and connection to improving practice, which indicate that classroom observation and student growth should be the most significant factors of an overall rating (MET, 2010). That said, we do not have a prescribed weight for each of our measures and plan to work towards this end in the coming year. However, to ensure that the significance of student outcomes is clear,

we start from the perspective of needing minimum thresholds in any system developed further in the course of the next year.

It is important to re-state the fact that the district is legally compelled under the state STULL act, as a result of the Doe v Deasy litigation, to include student progress and outcomes in the evaluation of every teacher and principal in the District. As appropriate, the district will negotiate with the relevant unions to arrive at a weighting system for review by the Court to ensure this component is significantly weighted in the formula.

- (6) **In the case of principal evaluation, the proposed system bases the overall rating on, in significant part, student growth; and evaluates, among other factors, a principal's practice in focusing every teacher, and the school community generally, on student growth; establishing a collaborative school culture focused on continuous improvement; and supporting the academic needs of special student populations, by creating systems to support successful co-teaching practices, providing resources for research-based intervention services, or similar activities.**

Once fully developed, the LAUSD principal evaluation system will help us identify a baseline of school leader performance, provide differentiated professional development, and recognize and learn from effective school leader practice. A valid and reliable multiple measure performance review system for school leaders will help develop our principals to be effective instructional leaders and managers of human capital, and ensure that we are maximizing learning on the part of all our students.

We intend to implement a multiple measure evaluation for school leaders that includes an evidence-based assessment of leadership practice, stakeholder feedback measures as well as success in increasing student growth as a significant factor. Serving as an effective human capital

manager, building a professional learning community, and meeting the needs of special student populations as articulated in our Master Plan for English Learners and the district-wide move to full inclusion for students with disabilities are embedded within the School Leadership Framework as responsibilities we hold principals accountable for. We have piloted and intend to incorporate measures of stakeholder feedback, including student, parent, faculty, and staff feedback into the multiple measure principal evaluation process. During the planning year, LAUSD will work collaboratively with school leaders, district instructional leaders, experts, and stakeholders to further refine and develop each of our multiple measures and our approach to an overall effectiveness rating (see Section D).

(C) Professional Development Systems to Support the Needs of Teachers and Principals Identified through the Evaluation Process

As described above, there are several critical instructional priorities for LAUSD – developing capacity and knowledge in the Teaching and Learning Framework as the common definition for effective teaching, the implementation of the Common Core State Standards, implementing our Master Plan for English Learners, and a district-wide move to full inclusion for students with disabilities. LAUSD now has the opportunity to create an individualized professional development system that supports educators in implementing these instructional foci in their classrooms based on their specific needs identified through the EGDC. The newly created Instructional Director role will support principals with the implementation of these district-wide priorities at the school sites. With TIF funding, we also aim to offer differentiated roles for teachers and leaders within the targeted high- needs schools and explicitly position these exemplary educators as providers and developers of structured professional development.

(1) The extent to which the LEA will use the disaggregated information generated by the

proposed educator evaluation systems to identify the professional development needs of individual educators and schools.

Key to our work on educator effectiveness is providing all employees with high-quality, personalized learning opportunities aimed at improving their professional practice. As such, we seek to redesign our system of support and development for educators to ensure it will be individualized for each employee and will be based on the specific needs and opportunities for acceleration identified during an educator's performance review process.

The EGDC process includes a series of activities that help educators gain a very clear understanding of areas where individual growth and development are needed and others that highlight their strengths. This begins with the self-assessment and individual growth planning processes, using the Teaching and Learning Framework as a guide. Through the EGDC process, all educators will develop an **Individual Growth Plan (IGP)** that identifies targeted professional development opportunities tailored to their individual growth needs and aligned with the elements of effective practice outlined in the School Leadership and Teaching and Learning Frameworks.

As described in Section A(2)(i), data generated through the EGDC process will be entered into MyPGS, and its reporting capabilities will facilitate the identification of professional development needs at the individual, grade, department and/or school level. At the participating high-needs schools, principals and/or teacher leaders will be able to use EGDC data on teacher practice to determine the focus for school-wide, grade level and/or professional learning community activities, and data from school leader performance will influence professional development and career-embedded support offered to principals by Instructional Directors. At the central office level, LAUSD will use EGDC data to allocate resources to increasing PD

options for specific elements/components in the School Leadership and Teaching and Learning Frameworks to support the high-needs schools.

Instructional leaders in the high-needs schools will also use information from MyPGS to inform the development of framework-aligned professional development resources that school leaders and teachers can access to support their individual growth needs. These activities are described in greater detail below.

(2) The extent to which the LEA will provide professional development in a timely way.

Via the LAUSD's new online LMS system, school leaders and Instructional Directors will be able to provide timely and targeted support for the educators with whom they work. The LMS will be fully integrated with the MyPGS platform and provide instantaneous data reports that can provide granular data on individual teacher performance as well as information about global trends in schools, school teams and departments. Furthermore, if a teacher or principal needs additional or unique support, they will receive it by accessing framework-aligned PD as a part of their IGP or at any time in their career via the LMS.

(3) The extent to which the LEA will provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices.

In LAUSD, we view professional learning as a portfolio of development and growth opportunities, explicitly linked to an educator's support needs. This belief, and the supporting research that states effective professional learning opportunities must be job-embedded and relevant, forms the foundation for how we plan to approach professional development in the District (Yoon, et. al., 2007; Desimone, 2009; Jerald and Van Hook, 2011).

Supports for Principals in High-Need Schools

Principals in these high-needs schools will receive high quality and differentiated

development and support opportunities (including one-on-one coaching) from Instructional Directors. It is of critical importance that school leaders, particularly those in high-needs schools, are supported in their professional growth through job-embedded experiences aligned to the Framework's leadership standards and focused on cultivating their instructional leadership. Principals will also participate in small networks across the District designed to identify, reflect on, and dialogue about critical leadership issues like challenges of student achievement and building teacher capacity. Principals will have the opportunity share their knowledge, experience, and inspiration, empowering other members to translate problems into effective actions.

Supports for Teachers in High-Need Schools

As noted in Section A.2.iv, the proposed PBCS employs the use of Expert Teachers and Master Teachers to support the professional development of their colleagues in the target high-need schools, thereby acting as a key lever in promoting increased student achievement. To be eligible for these positions, teacher candidates must demonstrate their effectiveness in promoting student achievement gains and in other related areas of practice, including collaboration with colleagues and delivery of instruction. These exemplary educators will be strategically positioned in high-needs schools as providers and developers of structured professional development, as well as more on-the-spot coaching and mentoring opportunities.

Expert Teachers will remain in the classroom as full-time teachers, receiving salary differentials for taking on career opportunities that support school-wide or peer support and development. Expert Teacher positions will include:

- **Demonstration Classroom and Co-Teaching Teachers:** These teachers will offer their classrooms as demonstration sites for model lessons, hosting peers as observers, and giving

other teachers the chance to see their practice in action, followed by a conference to debrief. These teachers could also co-teach lessons, allowing peers to “learn by doing.”

- **Peer Collaboration Facilitators:** These school site instructional leaders, will support the design and delivery of school-site PD, work with teachers on common problems of practice, and facilitate collaboration between teachers to improve instruction across classrooms.
- **Content Expert:** These school site instructional leaders will offer coaching and support to teachers based on needs as evidenced by multiple-measure evaluations. Content experts will focus in critical shortage areas, such as science, technology, engineering and math (STEM).

Master Teachers will assume full-time release positions (or part-time, where feasible) with an increased salary to bring concentrated, individualized observation and coaching support to their peers. Master Teacher positions include the following:

- **Intensive Support Provider:** The Consulting Teacher works with the administrator and struggling teachers to establish an assistance plan based on performance goals guided by the EGDC. Utilizing the coaching/observation cycle (plan, teach, reflect, apply), they will use the Peer Assistance and Review (PAR) model to provide job embedded learning.
- **EGDC Instructional Specialist:** Trained and certified EGDC Specialists will develop and deliver professional development content aligned to core District instructional initiatives (particularly the district’s Teaching and Learning Framework), serve as peer observers, provide one-on-one support on the EGDC, and serve as a critical link to meet a school’s needs around the EGDC.
- **Beginning Teacher Support and Assessment (BTSA) provider:** In the 2011-12 school year, LAUSD launched a partnership with the New Teacher Center to pilot induction and support for beginning teachers using a full-time (release) mentoring model.

To create the conditions for truly relevant, and individualized development of instructional practice, the professional learning opportunities available to LAUSD teachers and school leaders must take into account their diverse learning needs, be developed in collaboration with experts in effective teaching practice, and all professional learning content must be clearly aligned to the elements in the LAUSD Frameworks and to the Common Core State Standards. To achieve these conditions, LAUSD will leverage the work of new and existing educator career ladder positions (e.g., the PBCS-supported EGDC Instructional Specialist role and existing National Board Certified Teacher service hours) to build a comprehensive catalog of high-quality professional development options. With TIF funding, LAUSD aims to expand its video library to include a catalogue of videos that exemplify the different levels of practice for elements in the LAUSD frameworks. Research on teacher effectiveness has shown that high-quality training for educators should include exemplar videos of classroom lessons that demonstrate the successful implementation of specific teaching practices (McClellan, et al., 2012). The video library will be accessible to all educators via the LMS beginning in Year 3 of the grant. In the interim, we will support our high-need schools by purchasing licenses to access an external video library aligned to our Teaching & Learning Framework.

- (4) The extent to which the LEA will provide professional development that is likely to improve instructional and leadership practices, and is guided by the professional development needs of individual educators.**

As noted above, LAUSD is shifting to a model in which professional development will be guided by the needs of educators (as identified through the EGDC process) and aligned with standards for effective instruction, including the Frameworks and the Common Core State Standards. Furthermore, all of the professional development strategies proposed in this

application are grounded in a solid research base to ensure that they are likely to result in improvements in instructional and leadership practices.

For example, the use of the Framework-aligned self-assessment and individual growth planning processes to identify professional development strengths and needs has been validated by educators implementing similar practices in other school districts, including Hillsborough County, FL (Curtis, 2012a) and Charlotte-Mecklenburg, NC (Curtis, 2012b). The efficacy of leveraging career ladder positions for the delivery of professional development in high-needs schools is backed by research demonstrating that highly-effective teachers not only have a direct impact on increasing student achievement in their own classrooms, but also impact student achievement through the positive effects of peer learning on increasing the knowledge and skills of their colleagues (Jackson & Bruegmann, 2009). Further, the strategies to be employed by the Intensive Support Providers and EGDC Instructional Specialists, including the use of the PAR model to provide job embedded learning, are supported by research in Montgomery County, MD (Childress, et al., 2009), and the BTSA mentoring model aligns with California State BTSA standards and has a proven track-record of success in accelerating the growth and development of new teachers (Moir, 2009).

(D) Involvement of Educators

- (1) The extent to which the application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period.**

During each step of the research, development, and implementation of our educator evaluation work, LAUSD has solicited input from teachers, school leaders, and labor partners. Engagement has ranged from being active participants on the Taskforce and the Teaching and

Learning Framework committee, to participating in focus groups and surveys.

In addition to providing a letter of support for this application (See Attachments: Part D), AALA also worked collaboratively with LAUSD throughout the initial pilot year to learn from the experience on behalf of its members. There are several burgeoning teacher-led organizations in the LAUSD area focused on building teacher voice in policy settings who have partnered closely with LAUSD to provide feedback on district educator effectiveness initiatives. One of these groups, Teach Plus, officially launched in January 2011 to ensure teacher voice in how best to improve teacher practice in LAUSD. Since its formation, the Teach Plus has held a series of events for teachers to learn about local education policy issues (teacher evaluation, compensation, and student growth measures) and provide feedback directly to LAUSD through an interactive discussion format. Over the last year, more than 350 teachers attended these events.

Additionally, the Teach Plus-Los Angeles Teaching Policy Fellows worked with LAUSD Talent Management staff to provide feedback on specific measures (Academic Growth over Time) and formed a working group to co-develop the Contribution to School Community measure. Members have written op-eds, submitted policy memos to LAUSD about the evaluation system and differentiated compensation and career pathways, and have conducted teacher focus groups on various areas of the evaluation system.

Educators for Excellence (E4E) also launched in 2011 in Los Angeles to ensure that the voices of classroom teachers are included in the decisions that impact their profession and our students. Since forming, E4E has hosted a series of events giving for teachers to learn about local education policy initiatives and give feedback directly to LAUSD through an interactive discussion format; E4E Policy Fellows have been engaged with member teachers (LAUSD) to

provide feedback and recommendations on the EGDC; and have conducted focus groups in partnership with LAUSD.

LAUSD used the Initial Implementation Phase (IIP) year described above to work closely with participants to gather information from their experience with the tools and the process. Feedback from participants, has confirmed the need for a focused effort on collaborating with our educators to improve and support deep instructional practice. Below are brief descriptions of some of the activities carried out by LAUSD to gather stakeholder input on this work:

- Between December 2010 and March 2011, The Teaching and Learning Framework Ad Hoc Committee (with over 150 teachers, school principals, central office personnel, union leaders, parents and community partners) provided feedback on the proposed Teaching and Learning Framework.
- LAUSD held 57 focus groups in early 2011 (over 500 teachers, administrators, students and others) and collected surveys from both internal and external stakeholders on the draft Framework.
- LAUSD partnered with the University of Southern California and WestEd to conduct an independent evaluation on the IIP year of the EGDC which included surveys and focus groups with participants (Fall 2011 - June 2012).
- In March 2012, LAUSD held 6 regional focus groups with teachers and school leaders throughout the district on the use, improvement, and scalability of the AGT measure.
- In June 2012, a series of interviews were conducted with LAUSD classroom teachers (N=17) and principals (N=7) to solicit their feedback about the TIF proposed PBCS (conducted by representatives from Teach Plus and E4E.)

In addition, LAUSD educators have been kept apprised of activities through various outlets,

including a Talent Management website that provides overall context for the EGDC work with links to tools and resources; an AGT website that provides access to individual and school-level reports and training materials; and an EGDC participant monthly newsletter.

During the 2011-12 school year, all participants in the Initial Implementation Phase provided critical feedback on the process and tools that have been developed. , LAUSD made adjustments to the tools using input from IIP participants to inform revisions to the tools and the process. Their suggestions have already resulted in improvements to the process including: 1) changes to the MyPGS platform to make it more user-friendly, 2) communication related to participant expectations, process, and contact information has become more frequent, and 3) both in-person and online support for participants.

The effort to incorporate feedback from the field will continue to be at the heart of our work throughout the TIF grant. LAUSD recognizes that the key to ensuring the success of the educator evaluation systems and the proposed PBCS system is to garner the support and active involvement of school personnel, and the unions that represent them, in the development and implementation of the initiative. As such, one of the major tasks identified for the planning year will be to convene a series of working groups to inform the work of the proposed TIF project, including:

- **Two Teacher PBCS Working Groups** and one **School Leader PBCS Working Group** to conduct research on PBCS that exist nationally, inform Talent Management staff, and facilitate PBCS focus groups with their peers;
- **A Non-CST Assessments Working Group** (with expertise in subject groups) to provide feedback on additional assessments developed for the non-CST subjects; and
- **A LMS Working Group** to develop evaluation criteria for PD, test technology, research

best practices, facilitate focus groups, and provide feedback. (Note that there will also be a built-in feedback feature in the LMS to provide both instant and ongoing input from users.)

- **LAUSD Educator Surveys.** All teachers, principals and assistant principals in the District will be surveyed about their experience practicing the EGDC in 2012/2013. Exploratory questions related to possible PBCS options will be included in the first survey, to be administered in the early fall 2012.

- **EGDC Focus Groups.** Educator focus groups will be held in spring of 2013 to gather specific feedback on their experiences with the EGDC process and related tools. These will be conducted with those experiencing the EGDC for the first time, as well as with teachers and principals who participated in the IIP (2012-13 will be their second time “practicing” the process) to determine whether modifications already made to the EGDC have addressed previous concerns.

- **Stakeholder Feedback Focus Groups.** A series of focus groups will be held throughout the 2012-13 school year with principals and teachers to gather their input on the Stakeholder Feedback Surveys (SFS) to inform the best use of the SFS data, refine future survey items, and understand implementation challenges.

(2) **The extent to which the application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application.**

The feedback obtained from LAUSD educators during the IIP pilot indicates that, generally, they are supportive of the EGDC process and related tools. Many of the teachers and school leaders who piloted the new evaluation tools and process in 2011-12 indicated that they have already started to see the positive outcomes on their professional culture and want to see the

work sustained at their site and scaled successfully to other LAUSD schools. Both teachers and administrators expressed a belief in the Teaching and Learning Framework and the underlying goals of self-reflection, increased instruction-focused interactions, and individual growth planning while noting improvements in instructional practices and leadership skills as a result of participating.

Regarding AGT, participants in the pilot reported a strong understanding of the measure, and most felt that AGT is a “somewhat” or “mostly” accurate measure of teacher or school leader performance. A majority of both teachers and school leaders also supported the use of AGT to identify teachers who need additional support, and a majority “somewhat agreed” or “agreed” that AGT should be part of a multiple measure performance review system.

Feedback obtained from LAUSD educators regarding incentives for effective educators suggests that many LAUSD teachers and school leaders would welcome additional opportunities for career pathways and differentiated compensation, such as those included in this TIF application. For example, the majority of teachers who participated in Teach Plus events agreed that the current salary structure needs to be revamped in order to keep great teachers in the profession. Among educators in the Cohort 1 SIG schools (surveyed about evaluation processes), the majority felt that teachers who are more effective should be compensated more, and monetary incentives were, by far, the most frequently proposed form of compensation, followed by career pathways. Finally, a number of key themes emerged from interviews conducted with LAUSD educators by representatives from Teach Plus and E4E in June 2012 regarding the proposed PBCS: There are currently very rigid pathways for advancement and they mostly lead out of the school or classroom; systems are needed to identify and leverage teachers as leaders, mentors, coaches, content masters, etc.; there is strong agreement that the district should pursue

an expanded system for career pathways and differentiated compensation; and that a differentiated compensation and recognition system would require a strong and fair evaluation system to be in place.

Increasingly, a growing number of Los Angeles teachers have begun to engage in policy conversations and advocate on their own behalf. To name just a few efforts, over 600 rank-and-file members of UTLA signed a petition resulting in a union-wide vote to support a teacher-driven evaluation system that is meaningful and fair. Newly formed NewTLA, a coalition of UTLA leaders, has promoted positive and proactive discourse among teachers to improve learning conditions and outcomes for students specifically around evaluation procedures and has issued statements in support of productive discussions with LAUSD regarding more useful evaluation procedures. This spring, teacher policy groups from both Teach Plus and Educators for Excellence issued formal recommendations on the teacher performance system calling for a multiple measure evaluation system that includes student outcome data as one measure.

At the same time, there is an active community-based organization landscape surrounding LAUSD and engaged in dialogue around our work on educator effectiveness (and other district priorities). These include the United Way of Greater Los Angeles, Alliance for a Better Community, Families In Schools and Communities for Teaching Excellence, all of whom have called for a better way to evaluate, support and develop our educators. After months of conversations with a diverse group of stakeholders (including teachers), a recently formed coalition, known as Our Schools, Our Voice, issued a set of recommendations for a holistic, multiple measure evaluation system and called for the inclusion of student outcome data in the this system .

Letters of support for LAUSD's TIF application are provided as an attachment to this

proposal (See Attachments: Part D). Included are letters from Superintendent Dr. John Deasy, Board of Education President Monica Garcia, Judy Perez, President of AALA, and prominent community members such as Mayor Antonio Villaraigosa, Congress Members Lucille Roybal-Allard, Linda Sanchez, Howard Berman, Laura Richardson, and Karen Bass, multiple members of the State Assembly and Senate. Support letters also include partner organizations, such as Teach Plus-Los Angeles, Communities for Teaching Excellence, Future is Now Schools, Los Angeles Chamber of Commerce, United Way of Greater Los Angeles, Families in Schools, Educators 4 Excellence, California Office to Reform Education, Alliance for a Better Community, Green Dot Public Schools, Loyola Marymount University, University of Southern California, California State University-Northridge, and Partnership for Los Angeles Schools.

(E) Project Management

(1) The extent to which the management plan clearly identifies and defines the roles and responsibilities of key personnel.

LAUSD has assembled an exceptionally well-qualified team of senior staff to lead the proposed TIF project on its behalf. The roles, time commitments and relevant qualifications of the core project management team are described below. Resumes for all key personnel are provided in Attachments: Part F.

Spearheading the TIF effort for LAUSD will be Drew Furedi (.25 FTE grant-funded, .75 in-kind). Dr. Furedi has 15 years of experience in school systems, non-profits, and government designing and implementing strategic human capital programs and policies. As the Executive Director of the LAUSD Talent Management Division, Dr. Furedi is responsible for LAUSD human capital strategy development, policy creation and program implementation, including efforts to redesign the district's approach to leadership pipelines and ongoing leadership

development. Dr. Furedi will provide overall oversight, guidance and management for the TIF initiative and will work closely with several key LAUSD leaders in his capacity as TIF Project Director.

Gina Smith-DeVille (.5 FTE in-kind) has over 30 years of experience as an educator and administrator in LAUSD. She leads the Administrator Support and Development Branch of the Talent Management Division and is responsible for the development and oversight of the district's principal pipeline support and development programs. Ms. Smith-DeVille also led the initial implementation of the LAUSD School Leadership Framework.

LAUSD Director of Performance Management Noah Bookman (.5 FTE in-kind) will direct the ongoing generation of AGT results, identifying and acquiring new assessments for untested subjects, and developing a growth model for these subjects. Mr. Bookman has 10 years of experience as an educator, policy analyst and strategist, and served in a leadership role on the District's Teacher Effectiveness Task Force.

Brian Lucas, Program and Policy Development Advisor (1.0 FTE in-kind) is responsible for managing the annual, LEA-wide implementation of the EGDC, LAUSD's multiple measure evaluation system, as well as the development of our Learning Management System. Mr. Lucas has served as an educator for over 21 years, earning distinctions as an effective teacher and principal.

Sarah Figueroa, Program and Policy Development Advisor/Communications (1.0 FTE in-kind) will oversee internal communication for successful implementation of the project and external outreach and partnerships to build and maintain community support. Ms. Figueroa has worked on education policy issues since 1999 and has worked closely with LAUSD leadership on strategic planning and policy development initiatives.

Project Manager (1.0 FTE, grant-funded): A full-time LAUSD Project Manager will be recruited and hired to manage core projects of the initiative and will report directly to Dr. Furedi. Key among the candidate selection criteria will be experience developing and overseeing professional development, exceptional project management skills and the ability to effectively engage internal and external stakeholders to support TIF's sustainability beyond the federal funding period. The Project Director's main areas of responsibility will include piloting and refining the Stakeholder Feedback and Contributions to School Community measures within the MMES, the district's strategy and approach to the "overall effectiveness rating," and building the PBCS strategies.

Finally, Donna E. Muncey, Chief of Intensive Support and Intervention, will advise the TIF team. Dr. Muncey has 15 years of experience studying, designing and implementing standards-based evaluation systems and has worked in or with several districts to introduce framework-based observation of practice, new forms of teacher compensation, and multiple-measure teacher evaluation systems. She has written articles on new forms of evaluation and compensation systems (Journal of Personnel Evaluation in Education [now known as Educational Assessment, Evaluation and Accountability; 1999, 2001, 2006], Education Policy [2002], and American Federation of Teachers [1999]); consulted for Educational Testing Service and Teaching and Learning Solutions.

(2) The extent to which the management plan allocates sufficient human resources to complete project tasks.

As evidenced in the budget narrative and shown in the project organization chart in Attachments Part A, LAUSD recognizes the significant investment of human resources necessary to accomplish the proposed scope of our TIF project design. The grant budget and

matching funds will be leveraged to support a robust personnel infrastructure at the central office and local education service centers to ensure that all of the objectives of the TIF project design are met on or ahead of schedule and with the desired quality and rigor.

(3) The extent to which the management plan includes measurable project objectives and performance measures.

Four project objectives and aligned outcome measures have been established in support of the LAUSD TIF initiative, described below. The activities linked to accomplishing the project's key objectives are described throughout the narrative. Plans for assessing the extent to which the outcome measures are achieved are summarized in Section E.4 below.

LAUSD TIF Project Objectives and Performance Measures

Objective 1: Refine, scale and sustain an LEA-wide multiple measure evaluation system (MMES) that includes a valid measure of student growth (GPRA Measures 1 and 2).

- By Year 3, all LAUSD principals and classroom teachers, including those in high-needs fields or subjects, will be evaluated using the district's annual multiple measure evaluation system (i.e., the EGDC).
- By Year 3, all observers of teacher and principal practice will be certified and will remain calibrated in Years 4 and 5 of the grant (and beyond).

Objective 2: Implement, test, refine and scale a PBCS that increases the number of effective educators in high-need schools (GPRA Measure 3).

- By Year 3, LAUSD will recruit and promote 220 effective teachers to fill Expert and Master Teacher career ladder positions in a subset of high-needs schools, and 20 effective principals to serve as mentors to teachers aspiring to the principalship.
- In Years 3 and 4, LAUSD will recruit and place 10 effective principals and 40 effective

STEM and special education teachers in a subset of high-needs schools.

- In Years 3 and 4, LAUSD will provide retention incentives to induce 30 effective principals and 120 effective teachers to remain in a subset of high-needs schools.
- In Years 4 and 5, at least 90% of principals and teachers who accepted recruitment or retention incentives will return for a second year of service in the same high-needs school.
- By Year 5, all teachers and principals in the participating high-needs schools will receive performance ratings of “effective” or “highly effective.”

Objective 3: Develop, implement and sustain a human capital management system (HCMS) that bases key human capital decisions on educator effectiveness data (GPRA Measure 4).

- By Year 5, all LAUSD key human capital decisions (i.e., recruitment, hiring, selection and placement, development, retention, tenure, promotion and dismissal) will be fully based on EGDC data.
- By Year 5, LAUSD will provide district- and school-level dashboards to support data-driven human capital decision making.

Objective 4: Provide timely, individualized, high-quality professional development (PD) opportunities to educators aligned to LAUSD’s instructional vision.

- By Year 2, all LAUSD professional development offerings will meet standards for overall quality, alignment to Frameworks using a new professional development evaluation system.
- By Year 3, all LAUSD educators will access individualized, high-quality professional development offerings via the LMS.
- In Years 3-5, at least 90% of principals and teachers in the targeted high-needs schools will report satisfaction with the job-embedded, intensive support provided by Master and Expert Teachers.

(4) The extent to which the management plan includes an effective project evaluation plan.

Using a competitive procurement process, LAUSD will contract with a research and evaluation firm to carry out independent evaluation activities for the project. The evaluation of the LAUSD TIF initiative will be both formative and summative and will include multiple methods and sources of data. **Formative** evaluation activities will allow for ongoing assessment of project implementation in order to identify problems encountered, thereby identifying situations that need immediate attention, and to generate recommendations, which may be useful in making necessary changes for program improvement. The **summative** evaluation will assess the effectiveness of program activities and the extent to which project objectives and outcomes have been met, and will yield data responsive to the four GPRA measures established for this TIF competition.

The evaluation will employ a mixed-methods approach that uses both qualitative and quantitative data sources, including project documentation; observations of project activities; personnel data (e.g., educator effectiveness, turnover and retention data); student and school performance data; relevant data from Stakeholder Feedback Surveys; and findings from surveys, interviews and focus groups to be conducted as part of the TIF educator feedback activities (see Attachments Part A for a chart of evaluation activities for each objective).

To assess Objective 1 (MMES), the evaluator will access and review educator effectiveness ratings to determine whether all educators were evaluated through the EGDC. Further, the evaluator will attend observer training sessions and review observer certification data to ensure that all observers are certified and calibrated.

To assess Objective 2 (PBCS), the evaluator will review documentation related to the PBCS school application and selection process to determine the number of educators accepting career ladder positions, salary differentials, and recruitment/retention incentives in the targeted high-

needs schools. EGDC data will be reviewed to determine effectiveness ratings for all educators in the targeted schools, and turnover and retention data will be analyzed to determine the efficacy of recruitment and retention incentives. In addition, the evaluator will examine data on educator effectiveness, turnover and retention rates in the participating high-needs schools relative to similar, non-participating high-needs schools using a quasi-experimental design to explore the effectiveness of the proposed PBCS strategies and their impact on educator retention, effectiveness and, ultimately, on increasing student achievement in high-needs schools.

Objective 3 (HCMS) will be assessed through a review of project documentation, including written policies, procedures, memos, etc., regarding the use of educator effectiveness data to inform key human capital decisions, as well as documents and artifacts relating to the development and launch of data dashboards to facilitate data-driven human capital decision making at the district and school levels.

Objective 4 (PD) will be assessed through observations of professional supports provided by teachers in career ladder positions, reviews of professional development materials, and analyses of data generated from the professional development evaluation system regarding the quality and alignment of offerings, including those available through the LMS. Further, the evaluator will review usage statistics to determine the number of educators in each of the targeted schools that have accessed training through the LMS.

Formative and summative evaluation results will be summarized and presented in annual performance reports and the final evaluation report, on the time schedule specified by ED. All data will be collected and analyzed according to a timeline that allows project staff to meet federal reporting deadlines. In addition, LAUSD agrees to cooperate with evaluation activities conducted by or on behalf of ED, including providing access to relevant project data, hosting site

visits, and/or administering evaluation instruments requested by the federal evaluator.

- (5) The extent to which the management plan specifies realistic and achievable timelines for**
- (i) implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators and (ii) successfully completing project tasks and achieving objectives.**

In addition to yearly benchmarks reference throughout the project narrative, the timeline in Attachments Part A highlights the major milestones associated with implementing the components of the HCMS, PBCS, MMES and related professional development in our high-need schools over the five-year grant period, which are fully aligned to the timeline requirements within Absolute Priority 1 and 2.

(F) Sustainability

- (1) The extent to which the sustainability plan identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period.**

To supplement the Department's investment in our system, LAUSD is fully committed to providing all of the resources necessary for the successful implementation of the TIF project, and is in fact leveraging significant non-TIF resources to support the PBCS and educator evaluation system during and after the grant period beyond. Supplementing the District's five-year request of \$51,269,955 are matching funds in the amount of \$20,777,295 (40.5% of the total project costs) to support the attainment of the project's goals and objectives. Furthermore, of the total project matching funds, \$8,446,383 (41% of the project matching fund total) has been identified from non-federal sources (private foundation and state funds).

As noted in Section E.2, throughout the grant period, Dr. Muncey, Chief of Intensive Support

and Intervention will advise the team. In years 3-5 LAUSD will leverage State funds from the Beginning Teacher Support and Assessment (BTSA) induction and support program to cover salary differentials of \$2,000 and related fringe benefits for the 10 BTSA providers working with LAUSD new teachers in the participating high-need schools (a total of \$68,145 over years 3-5 for the salary differentials and related fringe).

As noted in the budget narrative, several of the staff positions at the central office level will be funded initially through the TIF grant, but will ultimately be subsumed by the Talent Management Division or become obsolete as the District builds its capacity to support the HCMS. For example, the Teacher Ambassador, Principal Ambassador, Learning Management System Coordinator, the Senior Office Technician and the Program and Policy Development Specialist/Outreach positions will be phased out by year 3 of the project period. Responsibilities associated with these positions will be incorporated into the staffing structure of the Talent Management Division and the staff members filling the Ambassador roles will rotate back into school site leadership positions or other pathways.

Beginning in year 1 and continuing throughout the grant period, LAUSD plans to leverage an additional \$4,050,000 in private funding to cover contractual costs associated with the development of other assessments (years 1-5); student growth calculations and reporting activities (years 2-5); and supplemental funds to support the local evaluation (years 4-5). Given our track record in attracting private philanthropic support for our Talent Management and Performance Management work, we fully expect to continue to attract additional funds for this work. For example, the salaries and benefits for 5 key leaders in the Talent Management Division and Performance Management Unit are fully supported for at least the next several years from an outside foundation. Additionally, our work in developing a leadership pipeline

(i.e., aspiring administrators programs) has been seed-funded with almost \$1 million over the next two years with an additional pledge of a million dollars a year for up to three years. In keeping with ED requirements, all contractual engagements will be bid out according to LAUSD procurement rules.

(2) The extent to which the sustainability plan is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation systems after the grant ends.

LAUSD has worked to ensure the sustainability of our human capital initiatives by embedding this work into the district's organizational structure. Many of the proposed tasks fall within the purview of the LAUSD Human Resources, Data and Accountability, and Talent Management divisions, with a newly created Human Capital Steering Committee to serve as the overarching structure linking the work across departments. These departments are setting shared performance/strategic goals related to our human capital agenda and are collectively addressing the challenges inherent in developing a coherent HCMS and PBCS that will continue long after the grant period ends

LAUSD will use the TIF opportunity to accelerate a review and, where necessary, a reallocation of existing funding and human resources towards research and practice-based solutions to our challenge of ensuring an educator effectiveness across the district. As this proposal sets out, we plan to make human capital decisions using effectiveness information throughout our system, not solely in TIF-funded projects. As a result, many projects and PBCS career ladder opportunities discussed in this proposal will be subsumed by existing staff and incentive resources. For example, LAUSD directs millions of dollars each year to salary differentials for teacher leadership roles and activities (e.g., approximately 10 million dollars for NBCT designation and volunteer hours). Our shift towards a coherent and data-driven system

will allow us a pathway to continue funding the activities and strategies laid out within this proposal and direct existing district resources for differentiated compensation in a more strategic way. We plan to use strategies such as those stated in this proposal to limit district-funded teacher support roles to those demonstrating effectiveness as a beginning step towards redirecting resources to truly implement a PBCS and to explore the possibility of a change to the existing salary structure.

Significant investments of TIF dollars will be used to create the human resources data warehouse and related components, including an online evaluation platform, learning management system, and video resource library for use in professional development activities. This initial investment will establish the District's human capital management infrastructure early in the federal funding period so it can be sustained at minimal costs.

Closing Thoughts

Despite the difficult budget environment and shrinking state per-pupil allocations, LAUSD is committed to moving its HCMS agenda forward because we believe this is a critical lever in our push to dramatically improve the level of student achievement across our District. A grant from the TIF program would accelerate our development and implementation timeline and provide the robust set of resources needed to ensure that this human capital work and its products are of the highest quality and have the most promise for achieving the district's goals as well as for serving as a national model.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

LAUSD Other Attachments.pdf

Delete Mandatory Other Attachment

View Mandatory Other Attachment

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment

PART 6: LIST OF OTHER ATTACHMENTS

Part A: Project Narrative Attachments

1. Project narrative references list
2. Teaching and Learning Framework
3. School Leadership Framework
4. Project Management Staffing Chart
5. Project Management Evaluation Plan
6. Project Management Implementation Timeline

Part B: Application Reference Chart

Part C: High-need Documentation

Part D: Letters and Evidence of Commitment and Support

Letters

1. Associated Administrators of Los Angeles
2. LAUSD Superintendent Dr. John Deasy
3. LAUSD Board of Education President Monica Garcia
4. Los Angeles Mayor Antonio Villaraigosa
5. California Assemblymember Steven Bradford
6. California Assemblymember Isadore Hall, III
7. California Assemblymember Bonnie Lowenthal
8. California State Senator Kevin de Leon
9. California State Senator Fran Pavley
10. California State Senator Roderick Wright
11. Congressmember Karen Bass
12. Congressmember Howard Berman
13. Congressmember Laura Richardson
14. Congressmember Lucille Roybal-Allard
15. Congressmember Linda Sanchez
16. California State University-Northridge Eisner College of Education
17. Loyola Marymount University School of Education
18. University of Southern California Rossier School of Education
19. USC Professor of Education & Public Policy, Dr. Katharine Strunk
20. Alliance for a Better Community
21. California Office to Reform Education
22. The College Summit
23. Communities for Teaching Excellence
24. Educators for Excellence
25. Families In Schools
26. Future Is Now Schools
27. Green Dot Public Schools

28. Los Angeles Chamber of Commerce and UNITE-LA
29. Los Angeles Education Research Institute
30. Los Angeles Gay/Lesbian Center
31. Partnership for Los Angeles Schools
32. Teach Plus-Los Angeles
33. The United Way of Greater Los Angeles
34. Youth Policy Institute

Evidence of Educator Support and Input

1. Educators for Excellence report
2. Our Schools Our Voice report
3. Teach Plus-Los Angeles memos
4. LAUSD Initial Implementation Phase feedback reports
5. LAUSD Teaching and Learning Framework feedback report

Part E: Indirect Cost Rate Agreement

Part F: Individual Resumes for Project Director and Key Personnel

1. Dr. Drew Furedi
2. Dr. Donna Muncey
3. Justo Avila
4. Noah Bookman
5. Sarah Figueroa
6. Brian Lucas
7. Jan Peaks
8. Gina Smith-DeVile

Part G: Program Materials and LEA Commitment

1. Teacher Growth and Development Cycle overview
2. Learning Management System overview
3. Multiple measures overview
4. Observation certification rubric
5. Teacher observation and self-assessment protocols
6. Academic Growth over Time model development presentation
7. Academic Growth over Time Technical Report 2011-12
8. LAUSD Board of Education resolution to create the Teacher Effectiveness Task Force
9. LAUSD Board of Education principles in support of a Multiple Measure Evaluation System
10. Teacher Effectiveness Task Force recommendations report
11. Teacher Effectiveness Task Force Technical Advisory Group members
12. LAUSD Performance Meter
13. UTLA-ratified Los Angeles Pilot Schools MOU
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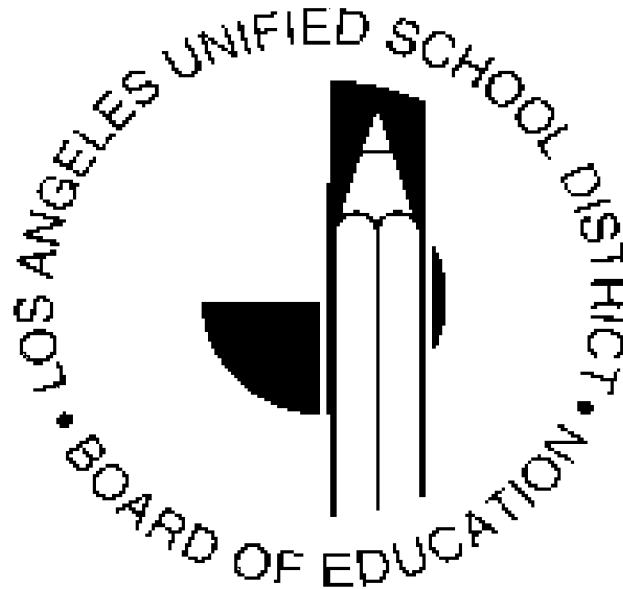
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LAUSD Teaching and Learning Framework



PREFACE: LAUSD Teaching and Learning Framework

PURPOSE

The LAUSD Teaching and Learning Framework describes clear expectations for effective teaching, identifying exemplary practices that will enable us to meet our goal of all youth achieving. The LAUSD serves over 600,000 students from diverse cultural and linguistic backgrounds and with unique learning needs. The Teaching and Learning Framework highlights the researched-based strategies that have been proven to be effective in meeting the needs of our diverse learners including English Learners, Students with Special Needs and Students with Disabilities. In addition to this, the Teaching and Learning Framework describes teaching practices that will help to prepare all students to be successful and productive 21st Century learners. This focus on 21st Century skills not only directly aligns with the implementation of the Common Core State Standards but also prepares all of our students to be college and career ready. As the foundation for instructional practices in LAUSD, the Teaching and Learning Framework also acts as a guide for teachers to analyze, reflect upon and improve their teaching practice independently, with colleagues, and/or with their administrator as part of the Educator Growth and Development Cycle.

EVIDENCE COLLECTION PROCESS

In order to analyze teaching practice, evidence of a teacher's practice must be assessed against the Teaching and Learning Framework. This evidence is collected using a variety of strategies including classroom observation, professional conversations, artifacts and stakeholder feedback surveys. This diversified evidence collection process helps to ensure that teachers' feedback, growth and development, and evaluation are informed by a variety of sources including parents, students, administrators and teachers themselves. Administrators are trained to collect and analyze evidence using these strategies to ensure that evidence is appropriately aligned to the Teaching and Learning Framework, is representative of the teacher's practice, and is free of bias. The evidence collection procedure for each element in the Teaching and Learning Framework is indicated by an abbreviation shown in green and is located below the name of each element.

- ▶ **Classroom observations (CO)** will include formal and informal observations conducted throughout the Educator Growth and Development Cycle. Classroom observations are the corner stone of the Educator Growth and Development Cycle, providing an opportunity for teachers to demonstrate their instructional practice in order to receive feedback that will support their professional growth and development. In addition to this, classroom observations may also include any other classroom visits/walkthroughs that take place as part of effective support practices in schools.
- ▶ **Professional conversations (PC)** can include the Pre and Post Observation Conferences that are part of the Educator Growth and Development Cycle or they can also include additional meetings where the teacher and administrator meet to discuss evidence of the teacher's practice.
- ▶ **Artifacts (A)** can include sample student work, lesson plans, unit plans, sample assessments, department meeting agendas, parent call logs, or any other type of documentation that provides evidence of a teacher's practice for a given element in the Teaching and Learning Framework.
- ▶ **Stakeholder feedback surveys (SF)** include surveys of parents and students regarding a teacher's performance in specific elements of the Teaching and Learning Framework. Teachers with students in grades K-2 will have parent surveys pertaining to **Component 4b: Communicating with Families** and specific elements in **Standards 2 and 3** of the Teaching and Learning Framework. Teachers with students in grades 3-12 will have student surveys pertaining to specific elements in **Standards 1, 2 and 3** of the Teaching and Learning Framework in addition to parent surveys.

KEY TERMS

21st Century Skills refer to the following "super skills" as identified in the Common Core State Standards:

- ▶ **Communication:** Sharing thoughts, questions, ideas and solutions
- ▶ **Collaboration:** Working together to reach a goal - putting talent, expertise, and smarts to work
- ▶ **Critical Thinking:** Looking at problems in a new way, linking learning across subjects and disciplines
- ▶ **Creativity:** Trying new approaches to get things done equals innovation and invention.

PR/Award # S374A120066

Developed by TLS, Inc. Based on the work of Charlotte Danielson. 2007.

Standard 1: Planning and Preparation
Component 1a: Demonstrating Knowledge of Content and Pedagogy
Elements: Knowledge of content & the Structure of the Discipline, Knowledge of Content-Related Pedagogy

Teachers must have sufficient command of the subject to guide student learning and they must also know how their content fits into a larger context. Since every discipline has its own approach to instruction, teachers need to tailor their pedagogy to their content. Knowledge of content and pedagogy is not stagnant, but evolves over time and requires on-going, collaborative learning to support 21st Century skills and learners.

Elements	Ineffective	Developing	Effective	Highly Effective
<i>Knowledge of Content & the Structure of the Discipline</i> <i>Knows the discipline and how the subjects within the discipline relate and integrate with one another [e.g. understanding how algebra, geometry, trigonometry are related in the discipline of mathematics]</i> PC, A	Teacher makes content errors or the teacher does not have sufficient knowledge of the content standards.	Teacher is familiar with the important concepts in the discipline and the content standards associated with the grade level or course, but may display lack of awareness of how these concepts or standards build upon and relate to one another or to 21 st Century skills	Teacher displays solid knowledge of the concepts in the discipline and the content standards associated with the grade level or course. Teacher builds upon and relates these concepts and standards to one another and to 21 st Century skills.	Teacher displays extensive knowledge, application, and analysis of the concepts in the discipline and the content standards associated with the grade level or course. Teacher builds upon and relates concepts and standards to one another, to other disciplines, and to 21 st Century skills.
<i>Knowledge of Content-Related Pedagogy</i> <i>Uses pedagogical content knowledge to plan instruction in the particular subject area</i> PC, A	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the student with only surface connections to 21 st Century skills.	Teacher's plans and practice reflect familiarity with a wide range of effective research-based pedagogical approaches in the discipline, appropriate technology and of 21 st Century skills.	Teacher's plans and practice include a wide range of effective research-based pedagogical approaches in the discipline, including use of appropriate technology, and 21 st Century skills. Teacher generally anticipates students' misunderstandings.

Standard 1: Planning and Preparation
Component 1b: Demonstrating Knowledge of Students

Elements: *Awareness of Students' Skills, Knowledge, & Language Proficiency; Knowledge of How Children, Adolescents, or Adults Learn; Knowledge of Students' Special Needs; Knowledge of Students' Interests and Cultural Heritage*

It is not enough for teachers to know and understand childhood or adolescent developmental norms, teachers must also know their students: their strengths and weaknesses, their interests, their readiness levels and skill sets, their language proficiency, and the outside influences that affect their learning: family dynamics, cultural customs, and socio-economic status.

Elements	Ineffective	Developing	Effective	Highly Effective
<i>Awareness of Students' Skills, Knowledge, & Language Proficiency</i> <i>Uses information about students' academic strengths and needs in planning</i> PC, A, SF	Teacher displays little or no awareness of students' skills, knowledge, and language proficiency, and/or does not indicate that such knowledge is valuable.	Teacher recognizes the value of tracking students' skills, knowledge, and language proficiency, but displays this knowledge only for the class as a whole.	Teacher tracks students' skills, knowledge, and language proficiency, and disaggregates data for sub-groups of students in order to determine growth over time.	Teacher tracks individual students' skills, knowledge, and language proficiency, and has a strategy for maintaining such information, including information from parents, in order to determine growth over time for each student.
<i>Knowledge of How Children, Adolescents, or Adults Learn</i> <i>Plans lessons based on current, proven research regarding how students learn</i> PC, A	Teacher displays little or no knowledge of the developmental characteristics of the age group, or of how these students learn.	Teacher displays partial knowledge of the developmental characteristics of the age group, but his/her knowledge of how students learn is limited.	Teacher's knowledge of how students learn is accurate and current, reflecting an understanding of the typical developmental characteristics of the age group. Teacher applies this knowledge to the class as a whole and to sub-groups of students.	Teacher displays current, extensive, and subtle understanding of how students learn, including exceptions to the traditional learning styles, and how 21 st Century skills apply, and then applies this knowledge to individual students.
<i>Knowledge of Students' Special Needs</i> <i>Knows which students have special needs and plans instruction to accommodate for those needs</i> PC, A, SF	Teacher displays little or no awareness of the importance of knowing students' special learning or medical needs, and such knowledge may be incomplete or inaccurate.	Teacher possesses information about each student's learning and medical needs.	Teacher possesses information about each student's learning and medical needs and applies this knowledge to individual students.	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources, and applies this knowledge to individual students.
<i>Knowledge of Students' Interests and Cultural Heritage</i> <i>Uses students' interests and cultural heritage to plan instruction that will engage students</i> PC, A, SF	Teacher displays little or no knowledge of students' interests or cultural heritage, and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests and cultural heritage, but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' interests and cultural heritage, and displays this knowledge for sub-groups of students.	Teacher recognizes the value of understanding students' interests, family and cultural heritage, and displays this knowledge for individual students.

Standard 1: Planning and Preparation
Component 1c: Establishing Instructional Outcomes

Elements: Value, Sequence, Alignment & Clarity, Suitability for Diverse Learners

Teaching is goal directed and designed to achieve certain well-defined purposes. It is through the articulation of instructional outcomes that the teacher describes these purposes. The outcomes should be clear and related to what it is that the students are intended to learn as a consequence of instruction. [FFT pg 51] 21st Century outcomes must be included, as students must also learn essential skills such as critical thinking, problem solving, communication and collaboration. Teacher collaboration strengthens this process.

Element	Ineffective	Developing	Effective	Highly Effective
Value, Sequence Alignment, & Clarity <i>Selects and writes clear outcomes that are important to the discipline, follow a sequence of learning and are aligned to national, state, and/or local standards</i> PC, A	Instructional outcomes are either not stated, or are stated as activities, rather than as student learning. Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the content area, nor do they include language objectives or a connection to a sequence of learning, or suggest viable methods of assessment	Instructional outcomes are unclear or consist of a combination of outcomes and activities, representing moderately high expectations and rigor. Learning expectations are aligned with important grade level content standards, include language objectives, and some outcomes suggest viable methods of assessment. There is at least some connection to a sequence of learning and to 21 st Century skills.	Most instructional outcomes are clearly stated, represent high expectations and rigor, focus on important grade level content standards and academic language objectives, and suggest viable methods of assessment. They are connected to a sequence of learning and align with 21 st Century skills.	All instructional outcomes are clearly stated in terms of student learning outcomes, represent high expectations and rigor, focus on important grade level content standards and academic language objectives, and permit viable methods of assessment. They are connected to a sequence of learning both in the discipline and across disciplines and align with 21 st Century skills.
Suitability for Diverse Learners <i>Outcomes are planned so that they are appropriate for all students in the class</i> PC, A	Instructional outcomes are not suitable for the class, or are not based on any assessment of student learning.	Most instructional outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most of the outcomes are suitable for all students in the class, and are based on multiple assessments of student learning.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.

Standard 1: Planning and Preparation
Component 1d: Designing Coherent Instruction

***Elements:** Standards-Based Learning Activities, Instructional Materials, Technology, & Resources, Purposeful Instructional Groups, Lesson & Unit Structure*

Teachers translate instructional outcomes into learning experiences for students through the design of instruction. Even in classrooms where students assume considerable responsibility for their learning, teachers must design instruction that is coherent and balanced between careful planning and flexibility in execution. Teachers design instruction that reflects the needs of 21st Century learners and include opportunities to collaborate, innovate, create and solve problems using high-level cognitive processes and communication tools and media. Teachers should plan collaboratively to strengthen the design process. Skilled teachers have knowledge of a variety of resources and are constantly adding these to their repertoire. They persistently search for appropriate 21st Century resources that can inform their teaching, including collaborating with other educators. They effectively incorporate these tools in varied contexts for a variety of purposes.

Elements	Ineffective	Developing	Effective	Highly Effective
Standards-Based Learning Activities <i>Activities are designed to engage students in cognitively challenging work that is aligned to the standards</i> PC, A	Learning activities are not suitable for students or aligned with instructional standards, and are not designed to engage students in active intellectual activity.	Some of the learning activities are suitable for students or aligned to the instructional standards. Some represent a moderate cognitive challenge, there is differentiation to meet some diverse student learning needs.	All of the learning activities are suitable for students and aligned to the instructional standards, and most represent significant cognitive challenge and awareness of 21 st Century Skills with some differentiation to meet most diverse student learning needs.	Learning activities are highly suitable for all diverse learners and directly aligned to the instructional standards. They are designed to engage all students in high-level cognitive activities that reflect 21 st Century Skills, and are differentiated, as appropriate, to meet the needs of individual learners.
Instructional Materials, Technology, & Resources <i>Plans lessons that use resources that will promote high levels of learning and student engagement in the classroom environment</i> PC, A	Teacher is unaware of resources for classroom use or materials and resources are not suitable for students, do not support the instructional outcomes nor engage students in meaningful learning.	Teacher displays some awareness of resources available for classroom use. Some materials, technology, and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	Teacher displays awareness of resources available for classroom use through a variety of sources. All materials and resources selected for instruction are suitable for students, support the instructional outcomes, and are designed to engage students in meaningful learning, including the appropriate use of technology.	Teacher's knowledge of resources for classroom use is extensive. All materials and resources selected for instruction are suitable for students, support the instructional outcomes, and are designed to engage students in meaningful learning, including the appropriate use of technology. Students participate in selecting or adapting materials.
Purposeful Instructional Groups <i>Groups are purposefully designed to enhance student cognitive engagement</i> PC, A	Instructional groups do not support the instructional outcomes.	Instructional groups partially support the instructional outcomes.	Instructional groups are purposefully designed to meet students' needs and are based on instructional outcomes.	Instructional groups are purposefully designed to meet students' needs and are based on instructional outcomes. Groups promote effective student interaction and offer student choice.

Released 6/2012

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<p>Lesson & Unit Structure</p> <p><i>The lesson/unit is logically designed to allow students sufficient time to achieve the learning outcomes</i></p> <p>PC, A</p>	<p>The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.</p>	<p>The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven; most time allocations are reasonable.</p>	<p>The lesson or unit has a clearly defined, logical structure around which activities are organized, and which anticipates student difficulties or confusion. Progression of activities is even, with reasonable time allocations.</p>	<p>The lesson or unit structure is clear and logical, allowing for different pathways according to diverse student needs, anticipating student misconceptions, and the needs of 21st Century learners. The progression of activities is highly coherent with appropriate time allocations.</p>
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Standard 1: Planning and Preparation
Component 1e: Designing Student Assessment

***Elements:** Aligns with Instructional Outcomes, Criteria and Standards, Design of Formative Assessments, Analysis & Use of Assessment Data for Planning*

Teachers plan and design lessons that reflect an understanding of their disciplines, including an understanding of instructional standards, concepts, and principles. Teachers value each discipline and the relationships between disciplines and design on-going formative assessments that measure student progress. Teachers use multiple measures to demonstrate student growth over time. Teachers should engage in collaborate design and analysis of assessments to strengthen assessment systems and to ensure equitable assessments for students.

Element	Ineffective	Developing	Effective	Highly Effective
Aligns with Instructional Outcomes <i>Assessments are purposefully and tightly aligned to the learning outcomes</i> PC, A	Formal and informal assessments are not aligned with instructional outcomes.	Some of the instructional outcomes are aligned with the formal and informal assessments, but many are not.	All the instructional outcomes are aligned with purposefully selected formal and informal assessments; assessment methodologies may have been adapted for groups of students.	All formal and informal assessments are purposefully selected and tightly aligned with the instructional outcomes, in both content and process. Assessment methodologies may have been adapted for individual students.
Criteria and Standards <i>Criteria for the assessments are clear and reflect the standards and outcomes being taught</i> PC, A	The proposed assessment approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear to students.	Assessment criteria and standards are clear; there is evidence that the students contributed to their development.
Design of Formative Assessments <i>Formative assessments are purposefully designed to determine student strengths and gaps in content knowledge.</i> PC, A	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Formative assessments are designed to highlight student strengths and gaps related to some content, skills or standards.	Formative assessments are purposefully designed to determine student strengths and gaps in content knowledge, skills, and/or mastery of standards.	Formative assessments are purposefully designed to determine student strengths and gaps in content knowledge, skills and mastery of standards, and includes student as well as teacher use of the assessment information.
Analysis & Use of Assessment Data for Planning <i>Teacher uses assessment data to determine next steps in instruction.</i> PC, A	Teacher rarely and/or ineffectively uses multiple measures of student growth including formative and summative data that may include student work, to demonstrate student learning. Teacher does not analyze or use assessment data to designing future instruction.	Teacher inconsistently uses multiple measures of student growth including both formative and summative data that includes student work to demonstrate student learning. Teacher analyzes and uses some assessment data to plan for future instruction for the class as a whole.	Teacher consistently uses multiple measures of student growth including both formative and summative data that includes student work to demonstrate student learning. Teacher analyzes and uses assessment data to plan future instruction for groups of students, including re-teaching and re-assessment if necessary.	Teacher consistently uses multiple measures of student growth including both formative and summative data including student work to demonstrate a high level of student learning. Teacher disaggregates and analyzes assessment data and uses information to plan future instruction for individual students, including re-teaching and re-assessment if necessary.

PR/Award # S374A120066

Developed by TLS, Inc. Based on the work of Charlotte Danielson. 2007.

Standard 2: The Classroom Environment
Component 2a: Creating an Environment of Respect and Rapport

***Elements:** Teacher Interaction with Students; Student Interactions with One Another; Classroom Climate*

Teaching depends, fundamentally, on the quality of relationships among individuals. When teachers strive to engage students in a discussion or an activity, their interactions with them speak volumes about the extent to which they value students as people. [FFT p. 64]

Element	Ineffective	Developing	Effective	Highly Effective
Teacher Interaction with Students <i>Teacher interacts with students in a way that projects respect and creates a safe and supportive learning environment</i> CO, SF	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate caring and respect for the class as a whole. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher's interactions with students reflect respect, caring, and cultural understanding, for individuals as well as groups of students. Students appear to trust the teacher with sensitive information and have a mutual respect and open dialogue in a variety of contexts.
Student Interactions with One Another <i>Students interact with one another in a respectful, polite manner that promotes a positive learning environment for all students</i> CO, SF	Student interactions are characterized by conflict, sarcasm, or put-downs.	Student interactions are usually appropriate but may reflect occasional displays of disrespect from a few students.	Student interactions are consistently polite and respectful.	Students demonstrate caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed, and assume and demonstrate personal responsibility.
Classroom Climate <i>The classroom environment is safe and supportive; risk-taking is encouraged, students freely contribute their ideas, and student mistakes are treated as learning opportunities, never with ridicule.</i> CO, SF	Students do not freely share their ideas or opinions. Student mistakes are ridiculed by the teacher or other students.	Some students freely share their ideas or opinions. Risk-taking and mistakes receive unpredictable responses from the teacher or other students.	Most students freely share their ideas or opinions and take risks in learning. Student mistakes are treated as learning opportunities by the teacher.	All students freely share their ideas and take risks in learning. Student and teacher mistakes are treated as learning opportunities, by the teacher and all students.

Standard 2: The Classroom Environment
Component 2b: Establishing a Culture for Learning

Elements: Importance of the Content, Expectations for Learning & Achievement, Student Ownership in their work, Physical Environment

A “culture for learning” refers to the atmosphere in the classroom that reflects the importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the look of the classroom, and the general “tone” of the class. A culture for learning implies high expectations for all students, ensuring that classrooms are cognitively busy places. Both students and teacher see the content as important, and students take obvious pride in their work and are eager to share with others. [FFT p. 67]

Element	Ineffective	Developing	Effective	Highly Effective
<i>Importance of the Content</i> <i>Teacher links content to students’ lives, essential questions, or long-term goals.</i> CO, SF	Teacher conveys a negative attitude toward the content, suggesting that it is not important or has been mandated by others. Teacher makes no attempt to link content to students’ lives or essential questions.	Teacher communicates importance of the work but with little conviction or with minimal links to real-world application. Only some students value the importance of the content.	Teacher conveys enthusiasm for the content, and students value the importance of the content. Teacher links content to students’ lives, essential questions, or long-term goals.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the content’s importance. Teacher and students link content to real-world applications, essential questions, and long-range goals. Teacher and students make content culturally relevant and applicable to students’ lives.
<i>Expectations for Learning & Achievement</i> <i>The culture of the classroom reflects clear and high expectations about what is expected of students in order for them to learn and achieve.</i> CO, SF	The classroom environment conveys a culture of low expectations. Instructional outcomes, activities, assignments, and classroom interactions lack challenge and support. Overall learning expectations are not made clear to students, or are not linked to standards.	The classroom environment conveys a culture of modest expectations. Instructional outcomes, activities, assignments, and classroom interactions lack appropriate challenge and support. Teacher demonstrates uneven expectations regarding which students can learn and achieve. Overall learning expectations are either unclear to students or inconsistently related to standards.	The classroom environment conveys a culture of high expectations. Instructional outcomes, activities, assignments, and classroom interactions convey high expectations for all students. Teacher demonstrates clear and high expectations about what is expected of students in order for them to learn and achieve, including effort. Overall learning expectations are clear to all students and consistently related to standards.	The classroom environment conveys a culture of high expectations. Instructional outcomes, activities, assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations. Students set their own goals and monitor their own progress toward achieving mastery of standards. There is a celebration of growth and achieving personal bests for students and the teacher. Overall learning expectations are clear to all students and consistently related to standards.

Released 6/2012

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<p>Student Ownership of Their Work</p> <p><i>Students demonstrate ownership of their work and share their learning with others</i></p> <p>CO, SF</p>	<p>Students demonstrate little or no ownership of their work. They seem to be motivated by the desire to complete a task rather than to do high quality work.</p>	<p>Students minimally accept the responsibility to do good work but invest little of their energy into its quality.</p>	<p>Students accept responsibility for doing high quality work and demonstrate ownership of the assigned work.</p>	<p>Students demonstrate attention to detail and take obvious ownership of their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.</p>
<p>Physical Environment</p> <p><i>The classroom is designed to ensure safety and all students' access to learning. Classroom furniture and technology are arranged and utilized to facilitate high-level learning and interaction for all students.</i></p> <p>CO</p>	<p>The classroom is unsafe, or learning opportunities are inaccessible for some students. The physical environment impedes student learning, or teacher makes little or no use of available physical resources to support student learning or interaction.</p>	<p>The classroom is safe and essential learning is accessible. The teacher occasionally uses the physical environment, but with limited effect on student learning or interaction.</p>	<p>The classroom is safe and accessible. The teacher uses the physical environment to support student learning and interaction.</p>	<p>The classroom is safe and accessible. Both teacher and students use the physical environment easily and skillfully to advance student learning and encourage student collaboration.</p>

Standard 2: The Classroom Environment
Component 2c: Managing Classroom Procedures

Elements: *Management of Routines, Procedures, & Transitions, Management of Materials & Supplies, Performance of Non-Instructional Duties, Management of Parent Leaders, other Volunteers & Paraprofessionals*

A smoothly functioning classroom is a prerequisite to good instruction. Teachers must develop procedures for the smooth operation of the classroom and the efficient use of time. One of the marks of effective teachers is that they can take the time required to establish routines and procedures at the outset of the school year. It is also important for teachers to manage transitions efficiently. Effective teachers make efficient use of time when managing non-instructional tasks such as taking attendance, collecting or checking homework, writing passes, etc., and are familiar with and successfully execute school emergency procedures.

Element	Ineffective	Developing	Effective	Highly Effective
Management of Routines, Procedures, & Transitions <i>Routines, procedures, and transitions are managed in such a way that there is little to no loss of instructional time.</i> CO, SF	Transitions are chaotic, with much time being lost between activities or lesson segments. Students do not appear to know what is expected for specific routines or transitions.	Only some transitions are efficient, resulting in some loss of instructional time. Students require specific direction and oversight from the teacher in order to execute routines and transitions.	Transitions occur smoothly, with little loss of instructional time. Students use efficient, previously learned routines with minimal direction from the teacher.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation. Students initiate and efficiently use routines and procedures appropriate to the task, transition, or grouping structure. Instructional time is maximized.
Management of Materials & Supplies <i>Materials and supplies are distributed/available to students in a way that does not interrupt instructional time</i> CO	Materials and supplies are handled inefficiently or have not been prepared in advance, resulting in significant loss of instructional time.	Some materials are prepared in advance, but there is some loss of instructional time while the teacher accesses or gathers materials or supplies. Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Materials are prepared and gathered in advance of the lesson. Routines for handling materials and supplies occur smoothly, with little loss of instructional time. Students assume responsibility when directed by the teacher.	Materials are prepared and gathered in advance of the lesson. Routines for effectively using a variety of tools/media and handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.
Performance of Non-Instructional Duties <i>Any non-instructional duties are performed while students are engaged in productive work</i> CO	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.

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<p><i>Management of Parent Leaders, other Volunteers & Paraprofessionals</i></p> <p>Volunteers and/or paraprofessionals have clear roles that promote student learning</p> <p>CO</p>	<p>Parent leaders, volunteers and/or paraprofessionals have few clearly defined duties and are idle most of the time.</p>	<p>Parent leaders, volunteers and/or paraprofessionals are productively engaged during portions of class time but require frequent direction from teacher</p>	<p>Teacher provides parent leaders, volunteers and/or paraprofessionals with clear direction regarding tasks and that they are productively and independently engaged during the entire class.</p>	<p>Teacher provides parent leaders, volunteers and/or paraprofessionals with clear direction regarding tasks in advance of the class; they are productively and independently engaged during the entire class, and make a substantive contribution to the classroom environment.</p>
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Standard 2: The Classroom Environment
Component 2d: Managing Student Behavior

***Elements:** Expectations for Behavior, Monitoring and Responding to Student Behavior, Response to Student Behavior*

A key to efficient and respectful management of student behavior lies in agreed upon standards of conduct and clear consequences for overstepping boundaries. Effective teachers successfully enlist students in both setting and maintaining standards of conduct. Active participation in setting the rules of the classroom contributes to students' feelings of safety in class. In a well-managed classroom, students themselves will be able to explain and uphold the agreed-upon standards of conduct. [FFT. pp. 71-73]

Element	Ineffective	Developing	Effective	Highly Effective
<i>Expectations for Behavior</i> Expectations for behavior are clear to all students and parents CO, SF	No standards of conduct appear to have been established, or students are confused as to what the standards are. Teacher does not model expectations.	Standards of conduct appear to have been established, and most students seem to understand them. Teacher usually models expectations.	Standards of conduct are clear to all students and parents. Teacher always models expectations.	Standards of conduct are clear to all students and parents, and appear to have been developed with student participation. Teacher and students always model expectations.
<i>Monitoring and Responding to Student Behavior</i> <i>The teacher monitors and responds to behaviors in a way that promotes student dignity and does not disrupt the learning</i> CO	Teacher does not monitor student behavior. Appropriate behaviors are not acknowledged. Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher is generally aware of student behavior and occasionally acknowledges appropriate behaviors. Teacher attempts to respond to student misbehavior but with uneven results.	Teacher recognizes and appropriately reinforces positive behavior and has a clear and consistent system for addressing negative behavior or rule-breaking. Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully. Teacher and students regularly acknowledge appropriate behaviors. Teacher seeks to understand underlying reasons for negative behavior. Teacher response to misbehavior is sensitive to students' individual needs, or student behavior is entirely appropriate.

Standard 3: Delivery of Instruction
Component 3a: Communicating With Students

***Elements:** Communicating the Purpose of the Lesson, Directions & Procedures, Delivery of Content, Use of Academic Language*

The presentation of a lesson impacts its outcome. In order to successfully engage students in the lesson, teachers need to clearly frame the purpose of the lesson including presenting the context. Teachers must communicate reasonable and appropriate expectations for learning, provide directions and describe procedures with clarity, model and expect the use of academic language, and use multiple strategies to explain content to meet diverse student learning needs.

Element	Ineffective	Developing	Effective	Highly Effective
<i>Communicating the Purpose of the Lesson</i> <i>The learning expectations are communicated clearly to all students</i> CO, SF	Teacher's explanation of the instructional purpose is unclear to students. Students are unable to communicate the learning expectations.	Teacher's explanation of the instructional purpose is uneven. Some students are able to communicate the activities related to learning expectations but are unclear about the purpose of the learning.	Teacher's explanation of the instructional purpose is clear to students, including where it connects to broader learning. Most students are able to communicate learning expectations and their purpose to peers.	Teacher's purpose of the lesson or unit is clear to students, including where it connects to broader authentic learning, linking that purpose to student interests. All students are able to communicate learning expectations and their purpose to peers and others.
<i>Directions & Procedures</i> <i>All directions and procedures are clearly communicated to students</i> CO, SF	Teacher directions and procedures are confusing to students. Teacher does not adapt directions appropriately to meet the needs of all students.	The clarity of teacher directions and procedures is inconsistent. Teacher clarifies directions when prompted by student questions or confusion. Teacher sometimes adapts directions to meet the needs of all students.	Teacher directions and procedures are clear to students. Teacher checks for student understanding of directions and attends to possible student misunderstandings. Most students can articulate, paraphrase, and/or demonstrate directions. Teacher adapts directions to meet the needs of all students and utilizes realia and visuals as needed.	Teacher directions and procedures are clear, complete, and anticipate possible student misunderstanding or misconceptions. Teacher has multiple ways to check for student understanding of directions. Students can articulate, paraphrase, and/or demonstrate directions. Teacher and students adapt directions to meet the needs of all students, by utilizing realia, visuals, technology, and peer support as needed.

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<p><i>Delivery of Content</i></p> <p><i>The content is delivered in ways that can be understood by all students</i></p> <p>CO, SF</p>	<p>Teacher's delivery of the content is unclear, inaccurate, or confusing, or uses inappropriate language. Teacher does not adapt content explanations to meet the needs of all students.</p>	<p>Teacher's delivery of the content is uneven: some is done skillfully; other portions are difficult to follow at times. Few connections are made to 21st Century skills. Teacher sometimes adapts content explanations to meet the needs of all students.</p>	<p>Teacher's delivery of content is clear, accurate, appropriate, and connects with students' prior knowledge, experience and 21st Century skills. Teacher attempts a gradual transition from teacher-directed to student-directed learning. Teacher adapts content explanations to meet the needs of all students.</p>	<p>Teacher's delivery of content is clear, accurate, innovative, and connects with students' prior knowledge, experience and 21st Century skills. Students contribute to explaining concepts to their peers. Teacher uses a variety of strategies to adapt content explanations to meet the needs of all students.</p>
<p><i>Use of Academic Language</i></p> <p><i>Academic language is used to communicate and deepen understanding of the content</i></p> <p>CO, SF</p>	<p>Teacher and students rarely use academic language.</p>	<p>Teacher and students occasionally use academic language.</p>	<p>Teacher models and instructs on correct use of academic language and provides structured opportunities for students to incorporate academic language in speaking and/or writing.</p>	<p>Teacher models and students correctly use academic language in speaking and writing without prompting. Teacher and students acknowledge student use of academic language and clarify subtle differences in meaning.</p>

Standard 3: Delivery of Instruction
Component 3b: Using Questioning and Discussion Techniques
Elements: Quality & Purpose of Questions, Discussion Techniques & Student Participation

Effective teachers design questions that provide cognitive challenge and engineer discussions among students to ensure all students participate. The highly effective teacher designs instruction that provides opportunities for students to develop their own cognitively challenging questions and to engage in various types of student-to-student discussions.

Element	Ineffective	Developing	Effective	Highly Effective
Quality & Purpose of Questions <i>Questions are designed to challenge students and elicit high-level thinking</i> CO	Teacher's questions do not invite a thoughtful response or are not relevant. Questions do not reveal student understanding about the content/concept or text under discussion, or are not comprehensible to most students.	Teacher's questions are a combination of both high and low quality, or delivered in rapid succession. Only some questions invite a thoughtful response that reveals student understanding about the content/concept or text under discussion. Teacher differentiates questions to make them comprehensible for some students.	Teacher's questions require rigorous student thinking. Most questions invite and reveal student understanding about the content/concept or text under discussion. Teacher differentiates questions to make learning comprehensible for sub-groups of students.	Teacher's questions require rigorous student thinking and invite students to demonstrate understanding through reasoning. Students themselves formulate questions to advance their understanding about the content/concept or text under discussion. Teacher differentiates questions to make learning comprehensible for all students in the class.
Discussion Techniques & Student Participation <i>Techniques are used to ensure that all students share their thinking around challenging questions</i> CO, SF	Teacher makes no attempt to differentiate discussion. Interactions between the teacher and the students are characterized by the teacher generating all questions and most answers. The teacher and a few students dominate the discussion.	Teacher makes some attempt to use differentiated strategies to engage all students in discussion with uneven results. Only some students participate in the discussion and/or the discussion is not intellectually challenging.	Teacher uses intentional, differentiated strategies to engage all students in discussion, attempting gradual release from teacher directed to student initiated conversation. Students are expected to participate in an intellectually challenging discussion.	Teacher uses various, differentiated strategies to engage all students in intellectually challenging student-to-student interactions. Teacher creates conditions for students to assume considerable responsibility for the success of the discussion; initiating topics and making thoughtful, unprompted contributions that demonstrate innovative thinking.

Standard 3: Delivery of Instruction
Component 3c: Structures to Engage Students in Learning

***Elements:** Standards-Based Projects, Activities & Assignments, Purposeful & Productive Grouping of Students, Use of Available Instructional Materials, Technology, & Resources, Structure & Pacing*

Teachers engage students in active construction of understanding by creating intellectual challenges that result in new knowledge and skills. The ownership of learning transfers from the teacher to the students. Teacher's effective use of activities and assignments, grouping of students, available instructional materials, technologies and resources, and structure and pacing, all contribute to a classroom where students are deeply engaged in learning and mastery of grade level content standards.

Element	Ineffective	Developing	Effective	Highly Effective
Standards-Based Projects, Activities & Assignments <i>Learning activities cognitively engage students in the lesson</i> CO, SF	Projects, activities and assignments lack rigor or appropriateness. Few or no students are cognitively engaged.	Some aspects of projects, activities and assignments lack rigor or appropriateness for all students, but some students are cognitively engaged. There is some differentiation to meet diverse student learning needs.	Most instructional projects, activities and assignments are rigorous, culturally relevant, and appropriate for most students. Most students are cognitively engaged. There is differentiation to meet most diverse student learning needs.	Instructional projects, activities and assignments are cognitively engaging and culturally relevant for all students. Students' initiate or adapt activities and projects to enhance their understanding. There is differentiation to meet all student learning needs.
Purposeful & Productive Instructional Groups <i>Students are grouped in order to promote productive, cognitive engagement in the lesson</i> CO, SF	Instructional groups do not support student learning towards the instructional outcomes of the lesson. Students who are not working with the teacher are not productively engaged in learning.	Instructional groups allow some students to support each other as they advance towards the instructional outcomes of the lesson. Group tasks or products are not differentiated when needed. Students in only some groups are productively engaged in learning when unsupervised by the teacher.	Instructional groups support most students in achieving the instructional outcomes of the lesson; groups are purposeful, productive and appropriate for student needs and assignment requirements. Group structures, tasks or products may be differentiated according to the needs of groups of students.	Instructional groups are purposefully organized to support all students' in achieving the instructional outcomes of the lesson. Students assist one another in achieving the outcomes of the lesson. Groups are purposeful, flexible, productive and appropriate for student needs and assignment requirements. Group structures, tasks, products and processes may be differentiated according to language and learning needs of students.

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<p>Use of Available Instructional Materials, Technology & Resources</p> <p><i>The materials and resources for the lesson promote cognitive engagement of all students</i></p> <p>CO</p>	<p>Instructional materials, technology, and resources are inappropriate for the instructional outcome, incorrectly used or do not cognitively engage students.</p>	<p>The use of available instructional materials, technology, and resources is partially appropriate to meet the instructional outcome, meet student needs or cognitively engage some students.</p>	<p>The use of available instructional materials, technology, and resources is appropriate to meet the instructional outcome, meet student needs, and to cognitively engage students. The teacher provides some choice in using or creating materials to enhance their learning.</p>	<p>The use of available instructional materials, technology and resources provides multiple strategies to meet the instructional outcome, differentiating for student needs and to cognitively engage students. Students initiate the choice, use, or creation of materials to enhance their learning.</p>
<p>Structure & Pacing</p> <p><i>The lesson is logically structured and allows students the time needed to learn cognitively challenging work.</i></p> <p>CO, SF</p>	<p>The project or lesson has no clearly defined structure, or the pace of the instruction is too slow, rushed, or both.</p>	<p>The project or lesson has a recognizable structure, although it is not uniformly maintained throughout the activities. Pacing of the instruction meets the needs of some students.</p>	<p>The project or lesson has a clearly defined structure around which the activities are organized. Pacing of the instruction is intentional, generally appropriate and meets the needs of most students.</p>	<p>The projects or lesson's structure is highly coherent, allowing for on-going student reflection and closure. Pacing of the instruction is intentional, varied, and appropriate for each student.</p>

Standard 3: Delivery of Instruction**Component 3d: Using Assessment in Instruction to Advance Student Learning**

Elements: *Assessment criteria, Monitoring of Student learning, Feedback to Students, Student Self-Assessment and Monitoring of Progress*

Assessment is an integral part of the instructional process. The design of instruction must account for a range of assessment strategies: formative and summative, formal and informal, including goals and benchmarks that both teachers and students set and use. High quality assessment practice makes students and families fully aware of criteria and performance standards, informs teachers' instructional decisions, and leverages both teacher and student feedback. Further, these practices also incorporate student self-assessment and reflection and teacher analysis to advance learning and inform instruction during a lesson or series of lessons.

Element	Ineffective	Developing	Effective	Highly Effective
Assessment Criteria <i>Students know and understand the criteria by which their learning will be assessed</i> CO, SF	Teacher does not communicate to students the criteria and performance standards by which their work will be evaluated. Teacher does not make assessment criteria comprehensible to students	Teacher communicates to students the criteria and performance standards by which their work will be evaluated but the assessment criteria are only comprehensible to some students.	Teacher ensures that students are fully aware of and can articulate the criteria and performance standards by which their work will be evaluated. Teacher makes assessment criteria comprehensible to all students.	Teacher ensures that students are fully aware of and can accurately articulate the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. Teacher and students make assessment criteria comprehensible to all students.
Monitoring of Student Learning <i>Teachers closely monitors student work and responses in order to understand how students are progressing towards the learning objectives</i> CO, SF	Teacher does not monitor student learning.	Teacher monitors student learning unevenly. Class is assessed as a whole; formative assessments are used infrequently and/or do not inform instruction. Teacher occasionally confers with students about their learning.	Teacher monitors the progress of students, making use of formative, diagnostic, benchmark assessment data to guide instruction and adjust accordingly for subsets of students during lessons or units of instruction. Teacher regularly confers with students about their learning.	Teacher monitors the progress of individual students and uses a variety of formative, diagnostic and benchmark assessment data to adjust and differentiate instruction to meet individual needs during lessons and units of instruction. Teacher and students systematically and frequently confer.
Feedback to Students <i>Students receive instructive and timely feedback that will move their learning forward</i> CO, SF	Teacher's feedback to students is limited, infrequent, and/or inaccurate. Feedback is not aligned to the instructional outcome.	Teacher's feedback to students is not consistently timely, frequent, and/or accurate. Feedback may not be aligned with instructional outcome.	Teacher's feedback to students is timely, frequent, relevant, accurate, and tied to the instructional outcome. Specific feedback allows students to revise and improve their work. Students provide feedback to their peers when directed by the teacher.	Teacher's feedback to students is timely, frequent, specific, relevant, accurate, and tied to the instructional outcome. Students make use of the feedback to revise and improve their work. Students work collaboratively with peers to provide actionable feedback.

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<p>Student Self-Assessment & Monitoring of Progress</p> <p><i>Students have opportunities to assess their own work against the established criteria and monitor their own progress towards achieving the expected learning outcomes.</i></p> <p>CO</p>	<p>Teacher does not provide students opportunities to engage in self-assessment or monitoring of progress against assessment criteria or performance standards.</p>	<p>Teacher provides inconsistent or limited opportunities for students to self-assess or monitor their progress and the results of their work against the assessment criteria and performance standards.</p>	<p>Teacher provides students with frequent opportunities to self-assess and monitor their progress and the results of their own work against the assessment criteria and performance standards. Teacher directs students to set learning goals.</p>	<p>Teacher provides students with frequent opportunities to reflect on their learning, self-assess and monitor their progress and the results of their own work against the assessment criteria and performance standards. Students independently set and modify learning goals and identify methods for achieving their goals based on their self-assessment.</p>
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Standard 3: Delivery of Instruction
Component 3e: Demonstrating Flexibility and Responsiveness

Elements: Responds & Adjusts to Meet Student Needs, Persistence

Effective practitioners demonstrate flexibility and responsiveness in their classroom. They capitalize on opportunities for student learning by making adjustments to lessons based on assessment of student learning needs, building on students' interests, and employing multiple strategies and resources to meet diverse learning needs.

Element	Ineffective	Developing	Effective	Highly Effective
<i>Responds & Adjusts to Meet Student Needs</i> <i>The teacher adjusts the lesson or project in response to the learning needs of the students</i> CO	Teacher does not acknowledge students' questions or interests and/or adheres rigidly to an instructional plan even when a change is clearly needed.	Teacher attempts to address students' questions or interests, or to adjust the lesson, although the pacing of the lesson is disrupted. Teacher does not adjust the instruction to meet multiple learning styles.	Teacher successfully addresses students' questions, interests or learning styles, while maintaining the learning objective of the lesson or adjusts the lesson to enhance student learning.	Teacher skillfully and comfortably adjusts the lesson to address students' questions, interests and learning styles while still maintaining the learning objective. Teacher takes advantage of spontaneous events or teachable moments to adjust instruction in order to enhance learning.
<i>Persistence</i> <i>The teacher does not give up on students who may be having difficulty meeting the established learning outcomes</i> CO, SF	Teacher gives up or places blame on other factors when students are having difficulty learning.	Teacher accepts responsibility for all students' learning and attempts to solve student-learning problems but strategies are limited or ineffective.	Teacher persists in seeking approaches for student-learning problems, drawing on a broad repertoire of research-based strategies. Teacher models persistence in achieving learning outcomes.	Teacher persists in seeking effective approaches for student-learning problems, using an extensive repertoire of research-based strategies and soliciting additional resources from others. Students show persistence in achieving learning outcomes.

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Standard 4: Additional Professional Responsibilities

Component 4a: Maintaining Accurate Records

Elements: *Tracks Progress Towards Identified Learning Outcomes, Tracks Completion of Student Assignments in Support of Student Learning, Manages Non-Instructional Records, Submits Records on Time*

Maintaining accurate records inform interactions with parents, students, and administrators, inform practice and make teachers more responsive to individual student needs by tracking student growth over time. Effective maintenance of instructional records would include student assignments, skill lists, records of competencies, grades, portfolios etc. Non-instructional records would include attendance taking, field trip permission slips, picture money, supply orders, book orders, lunch records, discipline referrals etc. Teachers should use available technology for record keeping. Efficiency of operation in record keeping is a key to success. Well-designed and implemented systems require very little ongoing maintenance. FFT pp. 94-6

Element	Ineffective	Developing	Effective	Highly Effective
Tracks Progress Towards Identified Learning Outcomes <i>Teacher assesses how students are progressing toward the identified learning outcomes</i> PC, A	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray. Student growth over time cannot be tracked.	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective. Student growth over time is inconsistently or randomly tracked.	Teacher system for maintaining information on student progress is well organized and tracks student progress towards learning outcomes. System allows for tracking student growth over time and communication with parents.	Teacher system for maintaining information on student progress is well organized, efficient, and tracks student progress towards learning outcomes. System allows for tracking individual student growth over time and communication with parents. Students contribute information and interpretation of the records.
Tracks Completion of Student Assignments in Support of Student Learning <i>Teacher keeps track of student assignments in support of student learning</i> PC, A	Teacher's system for maintaining information on student progress/completion of assignments is disorganized and/or in disarray.	Teacher's system for maintaining information on student progress/completion of assignments is rudimentary and only partially organized.	Teacher's system for maintaining information on student progress/completion of assignments is organized. Teacher includes methods for communicating information to parents.	Teacher's system for maintaining information on student progress/completion of assignments is highly organized and efficient. Students participate in maintaining the records and in communicating with parents.
Manages Non-instructional Records <i>Teacher accurately manages records such as health records, book inventories, field trip permission slips, lunch counts, etc.</i> PC, A	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.	Teacher maintains an organized system for managing information on non-instructional activities.	Teacher maintains a highly organized system for managing information on non-instructional activities, and students contribute to its management.

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<p><i>Submits Records on Time</i></p> <p><i>Teacher submits records within the expected timelines</i></p> <p>PC, A</p>	Teacher's submission of documents is late, incomplete, or absent.	Teacher's submission of documents is usually on time and complete, but reminders may be necessary.	Teacher's submission of documents is always accurate, timely, and complete.	Teacher's submission of documents is always accurate, timely, complete, and provides contextual details when appropriate.
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Standard 4: Additional Professional Responsibilities
Component 4b: Communicating with Families

Elements: *Information About the Instructional Program, Information about Individual Students, Engagement of Families in the Instructional Program*

Parents/guardians care deeply about the progress of their child and appreciate meaningful communication regarding their child's progress and achievement. Communication should include personal contact that will establish positive and on-going two-way communications.

Element	Ineffective	Developing	Effective	Highly Effective
Information About the Instructional Program <i>Teacher informs families about the instructional program in order to be clear about the learning expectations</i> PC, A, SF	Teacher provides little or no information about the instructional program to families. Teacher does not utilize available district technology or any other communication means to enhance parent teacher communication.	Teacher provides required information, but offers little additional information. Teacher minimally uses available district technology or other communication means to enhance parent-teacher communication.	Teacher provides required and additional information on a regular basis to families about the instructional program. Teacher uses available district technology and other communication means to enhance parent-teacher communication.	Teacher provides required and on-going additional information to families about the instructional program. Students participate in preparing materials for their families. Both teacher and students use available district technology to promote two-way parent-teacher communication.
Information About Individual Students <i>The teacher is able to respond to families about the progress of their own child(ren)</i> PC, A, SF	Teacher provides minimal information to parents about individual students, or the communication is inappropriate to the cultures of the families. Minimal response to parent concerns is handled with no professional and cultural sensitivity.	Teacher adheres to the school's required procedures for communicating with families. Responses to parent concerns are minimal, or may reflect occasional insensitivity to cultural norms. Some response to parent concerns is handled with little professional and cultural sensitivity.	Teacher successfully communicates with parents about students' progress on a regular basis, beyond report cards and parent conference nights, respecting cultural norms and language differences. Teacher is available as needed to respond to parent concerns. Available technology is used to communicate pre and post assessment notification and performance. Teachers communicate available interventions.	Teacher successfully communicates with parents about students' progress on a regular basis, beyond report cards and parent conference nights, respecting cultural norms and language differences. Response to parent concerns is handled expeditiously and with great professional and cultural sensitivity. Available technology is used to communicate pre and post assessment notification, as well as other academic and behavior information. Teachers communicate available interventions. Students contribute to the design and implementation of the system.

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<p><i>Engagement of Families in the Instructional Program</i></p> <p><i>The teacher communicates with families to create a partnership around student learning</i></p> <p>PC, A, SF</p>	<p>Teacher does not value the role parents play in the achievement of their students. Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.</p>	<p>Teacher values the role parents play in the achievement of their students, but attempts to engage families in the instructional program is inconsistent.</p>	<p>Teacher values the role parents play in the achievement of their students. Teacher successfully engages families in the instructional program through technology and/or assignments that involve parent input and home school contacts.</p>	<p>Teacher values the role parents play in the achievement of their students. Teacher frequently and successfully engages families in the instructional program. Students and parents contribute ideas that encourage family participation.</p>
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Standard 4: Additional Professional Responsibilities
Component 4c: Demonstrating Professionalism

Elements: *Ethical Conduct & Compliance with School, District, State, & Federal Regulations, Advocacy/Intervention for Students, Decision-Making*

Teaching professionals display the highest standards of integrity and ethical conduct; they are intellectually honest and conduct themselves in ways consistent with a comprehensive moral code. Educators recognize that the purpose of schools is to educate students and embrace a responsibility to ensure that every student will learn. Teachers are keenly alert to and advocate for the needs of their students. Educators demonstrate a commitment to professional standards, problem solving and decision-making. Professional educators comply with school, district, state and federal regulations and procedures.

Element	Ineffective	Developing	Effective	Highly Effective
<i>Ethical Conduct & Compliance with School, District, State, & Federal Regulations</i> <i>The teacher exhibits integrity and ethical conduct in all interactions with the school and community and complies with all rules and regulations of the profession</i> PC, A	Teacher displays dishonesty in interactions with colleagues, students, parents, the school community, and the public or teacher does not comply with school and district regulations.	Teacher is honest in interactions with colleagues, students, parents, the school community, and the public. Teacher partially complies with school and district regulations or is inconsistent in modeling a professional demeanor.	Teacher displays high standards of honesty, integrity, discretion, and confidentiality in interactions with colleagues, students, parents, the school community, and the public. Teacher supports and fully complies with school and district regulations and models professional demeanor.	Teacher displays high standards of honesty, integrity, discretion, and confidentiality, and takes a leadership role with colleagues, students, parents, the school community, and the public. Teacher supports and fully complies with school and district regulations, models professional demeanor, and takes a leadership role in establishing and articulating such regulations.
<i>Advocacy/Intervention for Students</i> <i>The teacher is aware of students' needs and advocates for all students, particularly those who may be underserved</i> PC, A	Teacher is not alert to student needs and contributes to school practices that result in some students being ill served by the school.	Teacher is partially aware of student needs and attempts to address practices that result in some students being ill served by the school.	Teacher is aware of student needs and actively works to ensure that all students receive an opportunity to succeed.	Teacher is aware of student needs and is highly proactive in challenging negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school, seeking out resources as needed.
<i>Decision-Making</i> <i>The teacher is comfortable making informed decisions related to the wellbeing of students and student learning</i> PC, A	Teacher makes decisions and recommendations based on self-serving interests	Teacher's decisions and recommendations are based on limited though genuinely professional considerations.	Teacher maintains an open mind and collaborates in team or departmental decision-making. Teacher's decisions are based on thorough, genuinely professional, considerations.	Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.

Standard 5: Professional Growth
Component 5a: Reflecting on Practice

Elements: *Accurate Reflection; Use of Reflection to Inform Future Instruction; Selection of Professional Development Based on Reflection and Data; Implementation of New Learning from Professional Development*

Reflecting on teaching is the mark of a true professional. The importance of reflection on practice is governed by the belief that teaching can never be perfect yet it can be continually improved. With practice and experience in reflection, teachers can become more discerning and can evaluate both their successes and errors. Reflective practice enhances both teaching and learning. Skilled reflection is characterized by accuracy, specificity and ability to use the analysis of their reflection in future teaching as well as the ability to consider multiple perspectives. Other perspectives may include practices such as videotaping, PAR, journaling, action research, student work, etc.

Element	Ineffective	Developing	Effective	Highly Effective
<i>Accurate Reflection</i> <i>The teacher can analyze practice and student work, to determine what went well and what specific changes would improve the lesson and student outcomes</i> PC, A	Teacher does not know whether a lesson was effective or achieved its goals, or how to measure a lesson's effectiveness and whether it achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has a general impression of a lesson's effectiveness and uses that impression to determine the extent to which instructional goals were met.	Teacher uses criteria to assess a lesson's effectiveness and the extent to which it achieved its instructional goals; the teacher can cite evidence to support the judgment.	Teacher uses specific criteria to assess a lesson's effectiveness and the extent to which it achieved its goals. The teacher cites specific examples from the lesson to support the judgment and provides rationales for instructional choices or possible changes to the lesson.
<i>Use of Reflection to Inform Future Instruction</i> <i>The teacher uses reflection to inform future lessons</i> PC, A	Teacher has no suggestions for what could be improved another time the lesson is taught.	Teacher offers global suggestions for what could be improved another time the lesson is taught.	Teacher offers specific alternative actions to be used another time the lesson is taught.	Teacher offers specific alternative actions to be used another time the lesson is taught. The teacher can justify each instructional option and can predict the probable successes of each different approach.
<i>Selection of Professional Development Based on Reflection and Data</i> <i>The teacher uses reflection and various forms of data to determine professional development needs</i> PC, A	Teacher does not use information from self and peer analysis, or data on student achievement to determine professional development needs.	Teacher uses information from self and peer analysis, or data on student achievement to determine professional development needs.	Teacher uses information from self and peer analysis, along with data on student achievement to determine professional development needs.	Teacher continually uses information from self and peer analysis, along with data on student achievement to determine and prioritize professional development needs.

Released 6/2012

DRAFT SY 2012-2013

<p><i>Implementation of New Learning from Professional Development</i></p> <p><i>The teacher implements new learning into the classroom setting and monitors progress towards deep implementation</i></p> <p>PC, A</p>	<p>Teacher engages in no professional development activities to enhance knowledge or skill or does not implement new learning in the classroom.</p>	<p>Teacher participates in professional activities to a limited extent when they are convenient. Teacher attempts to implement new learning from professional development, with limited success.</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher implements new learning from professional development and tracks the degree to which student achievement is positively impacted.</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher implements new learning from professional development and tracks the degree to which individual student achievement is positively impacted. Teacher works with peers to deepen implementation.</p>
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Released 6/2012

DRAFT SY 2012-2013

Standard 5: Professional Growth
Component 5b: Participating in a Professional Community

***Elements:** Collaboration with Colleagues, Promotes a Culture of Professional Inquiry & Collaboration*

Participation in a professional community requires active involvement the promotion of a culture of collaboration and inquiry that improve the culture of teaching and learning. Relationships with colleagues are an important aspect of creating a culture where expertise, materials, insights and experiences are shared. The goal of the professional community is improved teaching and learning.

Element	Ineffective	Developing	Effective	Highly Effective
<i>Collaboration with Colleagues</i> <i>The teacher supports and cooperates with colleagues in order to promote a professional school culture</i> PC, A	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationship with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership roles among the faculty.
<i>Promotes a Culture of Professional Inquiry and Collaboration</i> <i>The teacher promotes a culture of inquiry for the purpose of improving teaching and learning and collaborates with colleagues to do so</i> PC, A	Teacher does not value a culture of inquiry and collaboration, resisting opportunities to become involved. Teacher resists attendance at required department, grade-level, school-wide or district-sponsored professional development meetings.	Teacher attempts to promote a school culture of inquiry and collaboration. Teacher participates in department or grade-level meetings as required by the school or district.	Teacher actively promotes a culture of professional inquiry and collaboration. Teacher actively participates in professional learning communities, lesson study, teaming, or other inquiry models with colleagues.	Teacher takes a leadership role in promoting a culture of professional inquiry and collaboration. Teacher initiates or takes a leadership role in professional learning communities, lesson study, teaming, or other inquiry models with colleagues.

LAUSD SCHOOL LEADERSHIP FRAMEWORK

Developed in partnership with

New Leaders 

THE LAUSD SCHOOL LEADERSHIP FRAMEWORK PREFACE

LEADERSHIP BEHAVIORS

Planning | Implementing | Supporting | Advocating | Communicating | Monitoring | Reflecting

The LAUSD School Leadership Framework DRAFT recognizes that leadership is an essential component of school success. It describes actions that leaders take to improve student achievement, to develop teacher effectiveness and to facilitate centers of academic excellence. The aim of this framework is to describe a picture of effective leadership and the vision for highly effective leadership to guide the development and practice of leaders in LAUSD.

Successful leadership cannot be reduced to a single style or personality type. Leadership skills can be developed and expanded over time—they are not innate or fixed. Successful leaders are interested in developing additional skills and are open to adapting their leadership style when necessary. To do so leaders need time to reflect on their actions, their perceptions and the ways in which they are reacting to challenges.

The actions outlined in the School Leadership Framework DRAFT will help LAUSD select leaders who have a shared disposition that all children will learn, as well as develop and evaluate leaders who are currently in-role. Where leaders' actions indicate a need for improvement, we expect that district leaders will evaluate the evidence to discern the degree to which challenges stem from a lack of skill or a mis-aligned disposition. The School Leadership Framework:

- Provides all LAUSD stakeholders a **common definition of effective school leadership**
- Focuses attention on the **actions leaders take to improve student achievement and teacher effectiveness**
- Provides an **organizing tool for all efforts to improve the quality of school leaders** in LAUSD

Structure

The Leadership Framework DRAFT is comprised of **six standards**. These standards are further divided into **components** and **elements**—actions that outline aspects of leadership. It is not always possible to see the actions that a leader takes, so to accurately measure the impact of effective leadership the Leadership Framework also includes **examples of evidence** which can be: artifacts from events; samples of student work; lesson plans or other materials from the instructional program; observable behaviors of teachers, staff, students or families; or systems that ensure that the school community is safe, welcoming, and inclusive.

These examples are not meant to be exhaustive, but meant to indicate some of the ways in which a leader and evaluators can measure current performance and areas of growth. The role of the leader is to ensure that the standards, components and elements are implemented and they may delegate pieces of work or create systems to do so.

These standards, components, and elements are aligned with the 2008 Interstate School Leaders Licensure Consortium (ISLSC) Standards and the California Professional Standards for Educational Leaders (CPSELS) and have embedded the research of Kouzes & Posner and Senge.

LAUSD School Leadership Standards

I. Shared Vision—A shared vision is clearly stated, based on student needs, current educational research and the belief that all students can achieve at high levels. The shared vision and the purpose drive all curricular and instructional activities and resources.

CPSELS 1 and 6

- Builds a shared vision for high student achievement and college and career readiness
- Promotes a culture of shared accountability
- Effectively manages change and innovates to improve student achievement

II. Supervision of Instruction—Supervision of instruction involves ongoing, coherent guidance for implementation and continuous improvement of teaching and learning. It facilitates the development of school wide commitment to multiple measures of student learning to guide teaching and learning.

CPSEL 2

- Supervises classroom instruction (Content and Pedagogy)
- Utilizes multiple data sources to inform teaching and learning
- Evaluates instructional program outcomes, objectives and all relevant staff using the LAUSD Teaching and Learning Framework

III. Investing in Teacher Quality—Investing in teacher quality involves an ongoing commitment by school leaders to work collaboratively towards the development of highly effective teachers who are able to consistently improve student outcomes and to assume leadership roles through differentiated professional growth opportunities and support.

CPSEL 2

- Differentiates professional development opportunities to ensure growth for all staff
- Increases teacher effectiveness by hiring, placing, and retaining effective staff
- Promotes and supports collaborative leadership styles and teacher leadership opportunities

IV. Culture of Learning and Positive Behavior—A culture of learning and positive behavior reflects high expectations modeled by the school leadership and embraced by the entire school community to support student achievement and staff growth.

CPSELS 5 & 6

- Creates and maintains a positive culture of learning aligned to the school's vision and mission
- Models and sets high expectations for professional behavior

THE LAUSD SCHOOL LEADERSHIP FRAMEWORK DRAFT PREFACE

LEADERSHIP BEHAVIORS

Planning | Implementing | Supporting | Advocating | Communicating | Monitoring | Reflecting

V. Family and Community Engagement—Family and community engagement involves collaborating with family and community partners to promote the success of all students by welcoming and responding to diverse community interests and needs, and mobilizing community resources.

CPSELS 4 & 6

- Engages families and community members as partners and values cultures as a resource
- Maintains open lines of communication using multiple approaches to outreach

VI. Systems and Operations—Effective systems support learning by ensuring that there are structures and processes in place to assess the school's needs, determine areas of focus and align resource allocation to drive school improvement. They ensure that there are clear goals, milestones and benchmarks for student outcome progress and school priority areas. Effective operations support the success of all students by ensuring the effective management of the organization, operations, and resources for a safe and efficient learning environment

CPSELS 1, 3, & 5

- Develops, implements, and monitors a clear plan for school improvement and adjusts systems and strategy based on progress
- Organizes school time effectively to support instructional and staff development priorities
- Allocates resources effectively to support shared vision and school goals
- Complies with legal and ethical requirements in relationships with all stakeholders and follows all applicable state, federal, and district policies, procedures and guidelines

Levels of Performance

The LAUSD School Leadership Framework consists of four levels of performance:

Ineffective leaders demonstrate limited knowledge of the LAUSD School Leadership Standards and Framework and do not implement them. Their practice and outcomes are unacceptable and require immediate attention and monitoring.

Basic leaders recognize the importance of the LAUSD School Leadership Standards and Framework and are aware of effective leadership practices, but do not consistently or effectively execute those practices. They may demonstrate appropriate effort but show limited evidence of impact. Novice leaders may find that they are rated basic in some standards as they are developing their practice.

Effective leaders consistently implement effective leadership practices and demonstrate proficient achievement, as indicated by generally positive growth in knowledge and skills for all members of a learning community. They are leaders in building or sustaining a positive culture of high expectations among most students and staff in their schools.

Highly Effective leaders demonstrate extraordinary achievement as indicated by sustained, consistent growth in knowledge and skills for all members of a learning community. They are leaders in building or sustaining a positive culture of high expectations among all students and staff in their schools, and/or districts. Highly effective leaders build the capacity of others to assume leadership roles within the school and beyond.

Learning-Centered Leadership Behaviors

The LAUSD Leadership Framework DRAFT builds upon the common language of Learning-Centered Leadership Behaviors familiar to leaders in the district. The Learning-Centered Leadership Behaviors were created from extensive research on principal leadership at Vanderbilt University by Andrew Porter, Ellen Goldring, Joseph Murphy, and Stephen Elliott (e.g., Murphy et al, 2006). The research outlines a set of behaviors that guide the practice of effective leaders. LAUSD has added the concept of Reflection to these essential behaviors:

Planning

Articulating shared direction and coherent policies, practices, and procedures for accomplishing the goal/topic

Implementing

Putting into practice the activities necessary to realize the component

Supporting

Securing and using the financial, political, technological, and human resources necessary to promote academic and social learning within the component

Advocating

Promoting the diverse needs of students within and beyond the school with a focus on English Learners, Students with Disabilities, and Standard English Learners

Communicating

Developing, utilizing, and maintaining systems of exchange among members of the school and with its external communities

Monitoring

Collecting and analyzing (systemically) data to make judgments that guide decisions and actions for continuous improvement

Reflecting

Developing additional skills by reflecting on actions, perceptions and reactions to continually challenge and adapt leadership style

The behaviors are not a sequential checklist for leaders, but a habit of mind that organizes all of the leader's actions. Their implementation should be apparent within the examples of evidence. These behaviors are integrated throughout the School Leadership Framework DRAFT and should be reflected in all of the leader's work.

A Note on the Continued Development and Use of the Framework

The Leadership Framework, once finalized, will be the driver for all principal effectiveness policy in LAUSD and will help to determine the development and supports that are available to all leaders in the district. Also, it will help aspiring leaders by allowing them to see the expectations for effective leadership in LAUSD.

The current DRAFT has been written and edited with feedback from LAUSD stakeholders and with close examination by LAUSD Local District Leadership Teams. The full Framework will be revised and finalized in the second half of the 2011–12 school year based on use by and feedback from approximately 100 principals and their directors in the Initial Implementation Phase of the Supporting All Educators Initiative. Revisions will be informed by ongoing and emerging partnerships (e.g., the National Board Certification for Educational Leaders).

THE LAUSD SCHOOL LEADERSHIP FRAMEWORK: STANDARDS AND COMPONENTS

LEADERSHIP BEHAVIORS

Planning | Implementing | Supporting | Advocating | Communicating | Monitoring | Reflecting

School Leadership Standards	Components
I. Shared Vision —A shared vision is clearly stated, based on student needs, current educational research and the belief that all students can achieve at high levels. The shared vision and purpose drive all curricular and instructional activities and resources.	<ul style="list-style-type: none"> a) Builds a shared vision for high student achievement and college and career readiness b) Promotes a culture of shared accountability c) Effectively manages change and innovates to improve student achievement
II. Supervision of Instruction —Supervision of instruction involves ongoing, coherent guidance for implementation and continuous improvement of teaching and learning. It facilitates the development of school wide commitment to multiple measures of student learning to guide teaching and learning.	<ul style="list-style-type: none"> a) Supervises classroom instruction (curriculum, content, and pedagogy) b) Utilizes multiple data sources to inform teaching and learning and to evaluate instructional program outcomes using the LAUSD Teaching and Learning Framework c) Manages performance of all instructional staff through effective evaluations that use the LAUSD Teaching and Learning Framework
III. Investing in Teacher Quality —Investing in teacher quality involves an ongoing commitment by school leaders to work collaboratively towards the development of highly effective teachers who are able to consistently improve student outcomes and to assume leadership roles through differentiated professional growth opportunities and support.	<ul style="list-style-type: none"> a) Differentiates professional development opportunities to ensure growth for all staff b) Increases teacher effectiveness by hiring, placing, and retaining effective staff c) Promotes and supports a leadership team and teacher leadership opportunities
IV. Culture of Learning and Positive Behavior —A culture of learning and positive behavior reflects high expectations modeled by the school leadership and embraced by the entire school community to support student achievement and staff growth.	<ul style="list-style-type: none"> a) Creates and maintains a positive culture of learning aligned to the school's vision and mission b) Models and sets high expectations for professional behavior
V. Family and Community Engagement —Family and community engagement involves collaborating with family and community partners to promote the success of all students by welcoming and responding to diverse community interests and needs, and mobilizing community resources.	<ul style="list-style-type: none"> a) Engages families and community members as partners and values cultures as a resource b) Maintains open lines of communication using multiple approaches to outreach
VI. Systems and Operations —Effective systems support learning by ensuring that there are structures and processes in place to assess the school's needs, determine areas of focus and align resource allocation to drive school improvement. They ensure that there are clear goals, milestones and benchmarks for student outcome progress and school priority areas. Effective operations support the success of all students by ensuring the management of the organization, operations, and resources for a safe and efficient learning environment.	<ul style="list-style-type: none"> a) Develops, implements, and monitors a clear plan for school improvement and adjusts systems and strategy based on progress b) Organizes school time effectively to support instructional and staff development priorities c) Allocates resources effectively to support shared vision and school goals d) Complies with legal and ethical requirements in relationships with all stakeholders and follows all applicable state, federal and district policies, procedures and guidelines

THE LAUSD SCHOOL LEADERSHIP FRAMEWORK: DOCUMENT MAP

LEADERSHIP BEHAVIORS

Planning | Implementing | Supporting | Advocating | Communicating | Monitoring | Reflecting

Standard <i>Broad category of principal leadership actions</i>		LEADERSHIP BEHAVIORS Planning Implementing Supporting Advocating Communicating Monitoring Reflecting				
Component <i>Specific components of principal leadership actions</i>		Elements	Ineffective <i>Unacceptable practice and outcomes</i>	Basic <i>Inconsistent practice and outcomes</i>	Effective <i>Consistent practice and outcomes</i>	Highly Effective <i>Exceptional practice and outcomes + build capacity of other leaders</i>
Levels of Performance Actions <i>Divided across four levels of principal performance</i>		1. Develops a Shared Vision of High Expectations	Does not collaborate to create a vision of high expectations and college and career readiness and does not attempt to ensure all staff have high academic expectations	Develops opportunities for staff and students to learn about a vision of high expectations for all and college and career readiness, but gives staff limited input into the development of the vision	Involves staff and students in developing a shared vision of high expectations for all and college and career readiness	Co-creates a shared vision of high expectations and college and career readiness for all multiple stakeholders
Element <i>Sub-category of a component</i>		2. Implements a Shared Vision of High Expectations	Actions contradict the shared vision of high expectations or demonstrate inconsistency between stated beliefs and actions; does not confront staff who have low expectations for some or all students	Connects the school vision to high expectations for students but may have trouble maintaining staff investment and in developing staff ownership	Collaborates with staff to inspire the school and community to adopt and enact a shared vision of high expectations by highlighting successes of students, staff, and families to demonstrate that success is possible for all students; engages and addresses adults who display low expectations and low assumptions about student potential	Continuously inspires the school and community to adopt, enact and own a shared vision of high expectations by describing the role that all staff play in achieving the vision so that all members of the community know and understand their individual and collective impact; addresses low expectations in course offerings, grading and builds staff capacity to implement a shared vision for high student achievement and college and career readiness
Principal Actions <i>Drive consistent implementation of effective school practices</i>						
Examples of Evidence <i>Observable practices and structures that are in place in the school</i>						
<div>7 LAUSD School Leadership Framework Developed by New Leaders for New Schools September 13, 2011</div>						



I. SHARED VISION

a) Builds a shared vision for high student achievement and college and career readiness

LEADERSHIP BEHAVIORS

Planning | Implementing | Supporting | Advocating | Communicating | Monitoring | Reflecting

Elements	Ineffective <i>Unacceptable practice and outcomes</i>	Basic <i>Inconsistent practice and outcomes</i>	Effective <i>Consistent practice and outcomes</i>	Highly Effective <i>Exceptional practice and outcomes + build capacity of other leaders</i>	Examples of Evidence
1. Develops a Shared Vision of High Expectations	Does not collaborate to create a vision of high expectations and college and career readiness and does not attempt to ensure all staff have high academic expectations	Develops opportunities for staff and students to learn about a vision of high expectations for all and college and career readiness, but gives staff limited input into the development of the vision	Involves staff and students in developing a shared vision of high expectations for all and college and career readiness	Co-creates a shared vision of high expectations and college and career readiness for all multiple stakeholders	<ul style="list-style-type: none"> • Written values and beliefs reflect high expectations for all students • School vision is clearly articulated and understood by all staff • School vision includes a focus on student academic excellence and healthy social/emotional development • There is visible alignment between school goals, the instructional program and the vision
2. Implements a Shared Vision of High Expectations	Actions contradict the shared vision of high expectations or demonstrate inconsistency between stated beliefs and actions; does not confront staff who have low expectations for some or all students	Connects the school vision to high expectations for students but may have trouble maintaining staff investment and in developing staff ownership	Collaborates with staff to inspire the school and community to adopt and enact a shared vision of high expectations by highlighting successes of students, staff, and families to demonstrate that success is possible for all students; engages and addresses adults who display low expectations and low assumptions about student potential	Continuously inspires the school and community to adopt, enact and own a shared vision of high expectations by describing the role that all staff play in achieving the vision so that all members of the community know and understand their individual and collective impact; addresses low expectations in course offerings, grading and builds staff capacity to implement a shared vision for high student achievement and college and career readiness	

I. SHARED VISION

b) Promotes a culture of shared accountability and college and career readiness

LEADERSHIP BEHAVIORS

Planning | Implementing | Supporting | Advocating | Communicating | Monitoring | Reflecting

Elements	Ineffective <i>Unacceptable practice and outcomes</i>	Basic <i>Inconsistent practice and outcomes</i>	Effective <i>Consistent practice and outcomes</i>	Highly Effective <i>Exceptional practice and outcomes + build capacity of other leaders</i>	Examples of Evidence
1. Establish and Maintains a Focus on School-wide Goals Aligned to District Goals and Results	Does not establish or maintain focus on vision and school goals—rarely refers to goals and does not identify and/or implement strategies to reach results	Refers to school-wide goals on a regular basis and keeps the school-wide goals present in the minds of teacher leaders, but does not concretely connect the school-wide goals to the day-to-day work of the school; implements a limited number of strategies to reach results	Keeps the school-wide goals present for staff and stakeholders by referencing school-wide goals in all meetings and planning sessions and is able to implement a range of strategies to reach results	Remains focused on student achievement and improving results at all times; builds staff ownership for school-wide goals and the goal for their content or grade levels; and works with staff to anticipate challenges and solutions to ensure that student achievement goals are met	<ul style="list-style-type: none"> Comprehensive professional development plan and calendar are aligned to public goals, performance management, and individual goals Clear milestones and benchmarks for student outcomes—including specific targets for student sub-groups—are in place
2. Monitors School-wide Goals and Results	Does not consistently use data to monitor progress to school-wide goals or connect goals to a plan to achieve them	Develops systems to set and achieve ambitious student achievement goals for all students; has systems in place that infrequently monitor disaggregated goals	Uses the school-wide goals to make all decisions and to measure all successes—creates and specifically aligns school practices, messages, routines of the school with the school's vision and mission; monitors disaggregated goals for student groups who have traditionally not been successful in the school; holds instructional staff accountable for tracking their data	Links goals to all decisions, monitors specific benchmarks and milestones to achieve vision; builds staff capacity to monitor disaggregated goals and has systems in place that ensure instructional staff monitor data	<ul style="list-style-type: none"> Short- and medium-term action plans are in place for every goal Key data is reviewed at every meeting and all teachers are aware of school and grade targets and have aligned individual targets for their students

I. SHARED VISION

c) Effectively manages change and innovates to improve student achievement

LEADERSHIP BEHAVIORS

Planning | Implementing | Supporting | Advocating | Communicating | Monitoring | Reflecting

Elements	Ineffective <i>Unacceptable practice and outcomes</i>	Basic <i>Inconsistent practice and outcomes</i>	Effective <i>Consistent practice and outcomes</i>	Highly Effective <i>Exceptional practice and outcomes + build capacity of other leaders</i>	Examples of Evidence
1. Manages and Responds to the Emotions of Change	Fails to adequately recognize the role that change will have on the school community; does not recognize that major changes require a change process and management strategy	Understands that change will raise emotions and is able to manage some components of this process, but may not be able to effectively manage all needs and/or may be distracted from goals	Directly addresses that change may raise questions, doubt, and feelings; supports staff as they face challenges	Creates space and time for staff, students, and families to share their feelings about change and supports the community while describing the possibility present in the future	<ul style="list-style-type: none"> Plan for school improvement and long term school wide goals are not lowered or adjusted based on negative feedback or because of current or past challenges in making progress Processes are in place to identify and address challenges when they arise Plan for school improvement outlines multiple tactics to reach identified goals and strategies
2. Builds Capacity of Staff to Adapt to and Manage Change	Is not able to support staff in changing staff values, beliefs, assumptions, and/or habits of behavior that may not match the school vision	May not remain focused on improving student outcomes; struggles to remain focused on an ambitious timetable to meet school-wide goals when trying to confront and support staff in challenging values, beliefs, assumptions, and/or habits of behavior that may not match the school vision	Maintains focus on an ambitious timetable to meet school-wide goals when trying to confront and support staff in challenging values, beliefs, assumptions, and/or habits of behavior that may not match the school vision	Remains focused on the ambitious timetable and creates time and space for staff to react to and adapt to changes in the school; builds the capacity of staff to challenge values, beliefs, assumptions and/or habits of behavior that may not match the school vision	
3. Demonstrates Personal Resolve and Constructive Responses to Challenges	Does not demonstrate personal resolve or maintain staff focus on student achievement goals and does not constructively respond to challenges	Sometimes demonstrates resolve, but may lose focus or make concessions on student achievement goals in the face of persistent challenges	Demonstrates personal resolve and maintains staff focus on student achievement goals and demonstrates persistence for the staff in the face of challenges	Focuses all conversations, initiatives and plans on improving student achievement and is relentless in pushing staff to maintain and improve their focus on student outcomes; uses every challenge as an opportunity to learn and to develop staff	
4. Demonstrates Urgency to Improve Student Achievement and Outcomes	Does not demonstrate urgency to improve student outcomes	Models personal urgency to meet student outcomes by stating the necessity and importance of reaching student achievement goals	Demonstrates urgency to reach student achievement goals by leading staff to see the connection between their daily work and the goals	Consistently demonstrates urgency to reach student outcomes to multiple stakeholders by clearly describing and demonstrating the impact on students and the community if goals are not met	

II. SUPERVISION OF INSTRUCTION

a) Supervises classroom instruction (curriculum, content, and pedagogy)

LEADERSHIP BEHAVIORS

Planning | Implementing | Supporting | Advocating | Communicating | Monitoring | Reflecting

Elements	Ineffective <i>Unacceptable practice and outcomes</i>	Basic <i>Inconsistent practice and outcomes</i>	Effective <i>Consistent practice and outcomes</i>	Highly Effective <i>Exceptional practice and outcomes + build capacity of other leaders</i>	Examples of Evidence
1. Identifies Strategies and Resources to Implement District Initiatives and Reach Instructional Objectives	Does not accurately guide instructional staff to match curricular materials, resources and strategies to the instructional objectives; does not modify strategies if objectives are not met	Directs instructional staff to appropriate curricular materials, resources and specific strategies to reach instructional objectives, but may not be able to effectively build staff skill set or capacity; may not modify strategies regularly if objectives are not met	In collaboration with members of the instructional staff, assesses the instructional objectives to identify appropriate curricular materials, resources and specific strategies; modifies materials and strategies as needed if objectives are not being met	Engages all instructional staff in the analysis of instructional objectives and uses the output to identify appropriate curricular materials, resources and specific strategies; constantly evaluates progress towards instructional objectives to determine if the materials and/or strategies need to be modified or adjusted	<ul style="list-style-type: none"> Throughout the school classroom activities are designed to engage students in cognitively challenging work that is aligned to the standards Instructional staff (teachers, coaches, and administrators) have a broad repertoire of pedagogical approaches that they reference in their lesson plans
2. Supports the Development of Standards-based Unit and Lessons Plans	Does not build staff capacity to analyze the standards or the curriculum and does not ensure that staff create standards-based lesson and unit plans or utilize the LAUSD lesson design templates for daily and weekly/unit planning	Builds capacity of some staff to analyze the standards and the curriculum to create standards-based lesson and unit plans that utilize the LAUSD lesson design templates for daily and weekly/unit planning	Builds capacity of staff to analyze the standards, the curriculum, and the instructional program of the school to create standards-based lesson and unit plans that utilize the LAUSD lesson design templates for daily and weekly/unit planning	Effectively builds capacity of all teachers to analyze the standards, curricula, instructional strategies, and assessment tools to create standards-based lesson and unit plans and to utilize the LAUSD lesson design templates for daily and weekly/unit planning; implements ongoing systems to review and improve unit and lesson plans based on how well they worked with students	<ul style="list-style-type: none"> The Teaching and Learning Framework is infused into every lesson and staff display mastery of most or all of the strategies outlined therein
3. Supports the Implementation of Effective Pedagogical Approaches	Does not attempt to assess pedagogical practices using the Teaching and Learning Framework and is unable to articulate clear strategies to improve instruction	Uses the Teaching and Learning Framework to measure pedagogical practices and to support the development of teacher capacity in a limited range of pedagogical approaches for improving instructional practices	Uses the Teaching and Learning Framework to accurately assess pedagogical practices of teachers and identifies a range of research-based pedagogical approaches that will be implemented school-wide and supports teacher development around those practices	Uses the Teaching and Learning Framework to systematically and regularly assess pedagogical practices of teachers and builds teacher capacity to plan and practice a wide range of effective research-based pedagogical approaches in the discipline, including authentic application, use of appropriate media, technology, and 21st Century skills that support multiple learning styles of all students	<ul style="list-style-type: none"> A review of artifacts (e.g., lesson plans, curriculum materials, etc) produce explicit evidence of curriculum coordination and alignment to Common Core content standards
4. Supports Culturally Relevant and Responsive Pedagogy in Response to Diverse Learners	Does not support teachers in modifying pedagogy effectively to support the needs of a diverse student population and/or multiple learning styles; does not foster academic engagement of students	Supports teachers in modifying their pedagogy to ensure that the needs of most students are met and that there are some modifications to accommodate a diverse student population and multiple learning styles; applies some strategies to foster academic engagement	Supports teachers in modifying their pedagogy to ensure the needs of all students are accurately assessed and met and that there are adequate modifications made to accommodate diverse student populations and learning styles; ensures that there is consistent academic engagement for students	Supports an on-going review of pedagogy to ensure that modifications not only meet the needs of a diverse student populations, but values and support the diversity of cultural heritage, and builds bridges between home and school experiences; ensures the consistent implementation of strategies for motivating all students through active academic engagement	<ul style="list-style-type: none"> Faculty agendas, team agendas/minutes, in-service materials and programs provide evidence of the principal's involvement in the instructional leadership of the school

PR/Award # S374A120066

II. SUPERVISION OF INSTRUCTION

b) Utilizes multiple data sources to inform teaching and learning and to evaluate instructional program outcomes using the LAUSD Teaching and Learning Framework

LEADERSHIP BEHAVIORS

Planning | Implementing | Supporting | Advocating | Communicating | Monitoring | Reflecting

Elements	Ineffective <i>Unacceptable practice and outcomes</i>	Basic <i>Inconsistent practice and outcomes</i>	Effective <i>Consistent practice and outcomes</i>	Highly Effective <i>Exceptional practice and outcomes + build capacity of other leaders</i>	Examples of Evidence
1. Leads the Analysis of Student Learning Data	Does not use student learning data or disaggregate data to identify students' learning gaps; does not support the teachers in learning to analyze data to improve instruction	Discusses and analyzes disaggregated student learning data with members of the leadership team to identify learning gaps and to support instructional improvements, but may not engage all instructional staff in data analysis	Facilitates all instructional staff's use of disaggregated student learning data and supports staff analysis to identify student learning gaps and to determine instructional decisions	Builds the capacity of all staff to consistently use disaggregated student learning data and analysis to identify student learning gaps and areas for instructional improvement, to refine and adapt instructional practice, and to determine appropriate strategies across all grades and content areas	<ul style="list-style-type: none"> Student performance data can be examined using multiple lenses including: overall grade-level / subject-area performance, grade-level / subject-area performance on individual standards, classroom level performance, individual student performance, and specific item performance. Teachers use an established protocol connected to the instructional program to monitor students' progress through frequent checks for understanding Students who are not performing on the proficient (basic) level are identified and given support to ensure they make progress
2. Supports Differentiation and Interventions Based on Student Need	Does not attempt to ensure that instruction is differentiated based on student need or that students receive appropriate interventions	Ensures that there is some differentiation in instruction and implements interventions for high need students, but may not have fully developed school wide supports	Engages all staff in utilizing disaggregated instructional data to determine appropriate differentiations based on individual students' learning needs and to determine appropriate interventions that lead to student progress	Focuses all instructional staff on differentiated instruction and interventions that will close achievement gaps between all groups of students and uses data to make frequent updates to the intervention plan for students or sub groups not making progress	<ul style="list-style-type: none"> Performance of secondary students is tracked closely throughout the school year to ensure that they remain "on track" to graduate in four years Continuous data review process is in place (including aligning assessments, analyzing interim and formative assessments and taking action based on results through re-teaching and other strategies) to ensure that students learned taught material
3. Builds Capacity of Instructional Staff to Use Data Effectively	Does not support or develop instructional staff's use of data to guide grouping or re-teaching strategies and does not hold teachers accountable for displaying and discussing student learning data and work	Supports and develops leadership teams' ability to identify content that students did not learn and to prioritize learning needs, guide grouping, and re-teaching strategies; inconsistently holds instructional staff accountable for displaying and discussing student learning data and work	Supports and develops instructional staff ability to identify content that students did not learn and to prioritize learning needs, guide grouping, and re-teaching strategies; holds instructional staff accountable for displaying and discussing student learning data and work	Builds instructional staff capacity to effectively and consistently use multiple sources of data (qualitative and quantitative) to identify content that students did not learn and to prioritize learning needs, guide grouping, and re-teaching strategies; holds instructional staff accountable for displaying and discussing student learning data and work and builds teacher capacity to create structured data meetings and protocols	<ul style="list-style-type: none"> Data is used and reviewed in every teacher team meeting Instructional decisions throughout the year, including student grouping/differentiation and targeting for interventions, are based on periodic assessments, classroom tests, teacher designed tests
4. Uses Multiple Data Sources to Evaluate the Instructional Program and to Drive Continuous Improvement	Does not use multiple sources of data to evaluate instructional programs and does not use data appropriately to identify/prioritize needs or drive continuous improvement	Inconsistently uses multiple forms of data and does not ensure consistent collection of data for analysis—draws conclusions about the instructional program with limited available data	Uses multiple sources of data to identify trends within the instructional program and to assess progress; creates system for consistent monitoring and uses data to inform continuous improvement	Uses multiple sources of data—both quantitative and qualitative—to assess the instructional learning plan; creates systems for consistent monitoring and frequent collection of data and uses data appropriately to identify trends, prioritize needs and drive continuous improvement	

II. SUPERVISION OF INSTRUCTION

c) *Manages performance of all instructional staff through effective evaluations that use the LAUSD Teaching and Learning Framework*

LEADERSHIP BEHAVIORS

Planning | Implementing | Supporting | Advocating | Communicating | Monitoring | Reflecting

Elements	Ineffective <i>Unacceptable practice and outcomes</i>	Basic <i>Inconsistent practice and outcomes</i>	Effective <i>Consistent practice and outcomes</i>	Highly Effective <i>Exceptional practice and outcomes + build capacity of other leaders</i>	Examples of Evidence
1. Conducts Frequent and Structured Observations (Formal and Informal)	Does not comply with district observation protocols and timelines; does not conduct informal observations and fails to differentiate observations and improvement plans based on needs of teachers	Adheres to and completes required observations (and/or has systems in place to ensure they are completed), but does not differentiate frequency of observation based on teacher skill and/or need and conducts informal observations on an inconsistent basis	Conducts regular observations and/or has systems in place so that staff receive specific observations from an effective peer or member of the leadership team on an on-going basis; differentiates frequency of observations based on teacher need and creates a structure to ensure that all teachers have frequent informal observations	Conducts frequent informal observations (at least twice a month) and/or has systems in place so that staff receive specific observations from an effective peer or member of the leadership team on a regular basis; differentiates observation structures based on teacher need and school-wide initiatives; builds capacity of other school-based leaders to lead informal observations	<ul style="list-style-type: none"> Each instructional staff position has clear performance expectations aligned with mission and school-wide expectations for instructional practice and student behavior responses Instructional staff identified as “not aligned” and/or unskilled ineffective or minimally effective receive more frequent observations in accordance with the LAUSD observation model protocols
2. Collects Quality Observational Data	Does not attempt to align observations to the Teaching and Learning Framework criteria; does not collect accurate evidence; and does not support the development of other observers	Aligns observations to the Teaching and Learning Framework criteria; collects consistent evidence; and supports minimal development in another observer	Aligns observations to the Teaching and Learning Framework criteria; collects multiple forms of data that are used to create an accurate set of evidence; and supports the development of other observers	Aligns observations to the Teaching and Learning Framework criteria; uses multiple observers to collect several pieces of evidence and synthesizes that evidence with a well aligned and normed set of observers	<ul style="list-style-type: none"> Underperforming instructional staff are put on improvement plans and appropriate support is provided
3. Provides Actionable Feedback (Feedback is also used to Increase Teacher Quality)	Does not give specific feedback, does not use evidence and does not provide the teacher with actionable next steps	Gives actionable but limited feedback to high need instructional staff that uses evidence from either observations or student learning data; presents evidence and attempts to ask questions to promote reflection that help the instructional staff determine cause and effect	Gives actionable and regular feedback to all instructional staff (and/or has systems in place so that instructional staff have concrete feedback from an effective peer or member of the leadership team) that uses evidence from both observations and student learning data; presents evidence and asks questions to promote self-assessment and reflection	Has systems in place so that instructional staff receive regular actionable feedback from an effective peer or member of the leadership team that is nuanced and specific to the needs of the individual instructional staff member and that builds on any evaluation and self-assessment data; ensures the feedback is also specific to the needs of their students and that it incorporates evidence from both observations and student learning data	<ul style="list-style-type: none"> An expanded group of school leaders engage in observations and provide feedback based on a consistent set of expectations described in the LAUSD Teaching and Learning Framework criteria
4. Completes Rigorous Evaluations of instructional Staff	Does not have a clear evaluation process and has no consistent performance management system in place; does not clearly incorporate instructional and observational data into the evaluation	Implements a consistent performance evaluation and supervision system aligned to the city/district system; incorporates instructional and observational data into the evaluation of all instructional staff	Implements a consistent performance evaluation that aligns with the LAUSD district requirements and communicates clear and transparent evaluation processes, timelines and expectations; incorporates observational data and assessment of student outcomes in the evaluations of all instructional staff	Implements a high quality and consistent performance evaluation in alignment with the LAUSD district requirements, ensures that evaluation processes are clear and transparent to all instructional staff; includes observational data, an assessment of student outcomes, learning environment, quality of instruction and planning in the evaluations of all instructional staff	<ul style="list-style-type: none"> Observation protocol/practice includes not only consistent school-wide expectations but growth areas for individual teachers and a study of specific student sub-groups as identified by data

PR/Award # S374A120066

III. INVESTING IN TEACHER QUALITY

a) Differentiates professional development opportunities to ensure growth for all staff

LEADERSHIP BEHAVIORS

Planning | Implementing | Supporting | Advocating | Communicating | Monitoring | Reflecting

Elements	Ineffective <i>Unacceptable practice and outcomes</i>	Basic <i>Inconsistent practice and outcomes</i>	Effective <i>Consistent practice and outcomes</i>	Highly Effective <i>Exceptional practice and outcomes + build capacity of other leaders</i>	Examples of Evidence
1. Implements Individual Coaching and Support	Does not accurately use an evaluation of teacher practice to assess areas of strength and areas of growth; does not use evaluation to determine individual coaching and support opportunities	Accurately uses evaluations of teacher practice to group teachers into categories of effectiveness (ineffective, developing, effective, and highly effective); identifies low performing teachers and implements some targeted supports for struggling teachers	Accurately uses evaluations of teacher practice to group teachers into categories of effectiveness (ineffective, developing, effective, and highly effective); assesses each teacher's strengths and weaknesses and differentiates supports by the level of effectiveness; supports struggling teachers with specific plans for development that focus on what steps they will take to improve their performance	Has a system in place to assess each teacher's strengths and weaknesses regularly and groups teachers into categories of effectiveness (ineffective, developing, effective, and* highly effective) for each of the standards in the Teaching and Learning Framework; completes and uses individual assessment of teachers' strengths and areas of growth to determine individual supports	<ul style="list-style-type: none"> All new teachers and all teachers with specific development needs are mentored by highly skilled peers Structures are established for job-embedded collaborative learning: professional learning communities, protected time for grade level/ content area planning, protocols for systematic examination of practice Staff share a collective awareness of their individual skills and growth areas. They self-direct professional development based on student achievement outcomes Teacher-driven professional development focuses on student learning challenges and progress toward student achievement goals and includes teacher team meetings and peer visitations Teacher teams use protocols and processes designed to guide collaboration
2. Provides Professional Development Opportunities	Does not lead or provide regular or appropriate professional development	Provides undifferentiated professional development for all staff on a regular basis	Creates multiple structures for teacher learning including large group professional development, grade level and content teams	Uses multiple forms of data including staff feedback and input to identify school-wide areas of improvement and to design a comprehensive and coherent yearlong professional development strategy—including whole school, grade and content team, and individual sessions	
3. Creates Teacher Team Structures that Support Ongoing Development	Does not create structures for teacher teams or develop teacher teams	Establishes consistent teacher teams but does not have consistent and effective protocols	Creates teacher teams and protocols focused on student outcomes, student data, and student work and collaborates with staff to identify grade and/or content area trends to guide team-level development sessions	Assesses the needs of teacher teams and builds the capacity of teacher leaders within that grade or content area to lead and support all team-specific professional development	

PR/Award # S374A120066

III. INVESTING IN TEACHER QUALITY

b) *Increases teacher effectiveness by hiring, placing, and retaining effective staff*

LEADERSHIP BEHAVIORS

Planning | Implementing | Supporting | Advocating | Communicating | Monitoring | Reflecting

Elements	Ineffective <i>Unacceptable practice and outcomes</i>	Basic <i>Inconsistent practice and outcomes</i>	Effective <i>Consistent practice and outcomes</i>	Highly Effective <i>Exceptional practice and outcomes + build capacity of other leaders</i>	Examples of Evidence
1. Implements Clear Selection and Hiring Process	Does not have a clear selection process for hiring staff and does not assess needs of the school prior to hiring teachers and/or inaccurately assesses needs	Has selection criteria for hiring staff and articulates a strategy for selecting staff; attempts to assess school needs prior to selecting staff	Has clear and transparent selection criteria, protocols, and hiring processes; assesses school needs and when possible identifies specific vacancies early to inform selection and hiring processes	Has clear and transparent selection criteria, protocols, and hiring processes that include teaching a sample lesson; assesses school needs and identifies specific vacancies early to inform selection and hiring processes; builds staff capacity to participate in and to lead parts of the selection and hiring process	<ul style="list-style-type: none"> Hiring and selection process is managed by Leadership Team and includes input of other key stakeholders (e.g. students, family members and other members of the community) School has intensive selection (demo lesson, formal interview, interview with a panel of students and other stakeholders), induction, and mentoring processes for any new staff
2. Strategically Places Instructional Staff	Does not assess impact or qualifications when placing teachers; allows teachers to remain in grades they have taught regardless of their impact and/or their ability to work within a content or grade level team	Places teachers in grade level and content areas based primarily on their qualifications, but does not take their impact and the make-up of the team into account when making placement decisions	Places teachers in grade level and content areas based on their skills, qualifications and impact; places strongest teachers with students who are most in need; takes skills and strengths into account to create effective teams	Strategically places teachers in grade level and content areas based primarily on their impact—uses skills, strengths, qualifications; places strongest teachers with students who are most in need; uses placement to create strong teaming of teachers (e.g. new teachers placed with effective veterans who model practice and mentor)	<ul style="list-style-type: none"> Leadership Team participates in and informs staff selection and is present at demo lessons and formal interviews Selection processes focus on matching staff to specific position expectations
3. Creates and Monitors a Staff Retention Strategy	Does not retain highly effective teachers and does not use teacher evaluations to determine which teachers will be given permanent status	Attempts to retain highly effective teachers and to create conditions that will retain teachers, but does not have a clear retention strategy; uses teacher evaluations to determine which teachers will be given permanent status	Targets retention efforts on highly effective teachers; tracks retention rates and uses data from teacher surveys and conferences to improve elements of the culture that retain teachers; uses teacher evaluations to determine which teachers will be given permanent status and to identify developing teachers with high potential	Implements concrete strategies to identify and retain highly effective teachers and develop teachers with high potential; tracks retention rates and gathers a wide-range of data including: interviews, focus groups and surveys and conferences; uses retention data to improve elements of the culture that retain teachers; uses teacher evaluations to inform development and human capital decisions	<ul style="list-style-type: none"> Retention of teachers and recommendations for leadership are partly determined on the basis of demonstrated effectiveness as measured by student learning Staff have individual conversations about retention as part of their on-going performance management cycle Teachers are placed based on their skill set, qualifications and effectiveness

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III. INVESTING IN TEACHER QUALITY

c) Promotes and supports a leadership team and teacher leadership opportunities

LEADERSHIP BEHAVIORS

Planning | Implementing | Supporting | Advocating | Communicating | Monitoring | Reflecting

Elements	Ineffective <i>Unacceptable practice and outcomes</i>	Basic <i>Inconsistent practice and outcomes</i>	Effective <i>Consistent practice and outcomes</i>	Highly Effective <i>Exceptional practice and outcomes + build capacity of other leaders</i>	Examples of Evidence
1. Creates Teacher Leadership Opportunities	Does not provide teacher leadership opportunities	Creates minimal opportunities for leadership and fills them based on interest rather than skill	Identifies mid-level and high performing teachers for development and leadership opportunities; provides supports for the development of additional skill sets so that teacher leaders, lead teachers and other leaders will be able to mentor and support others	Actively identifies mid-level and high performing teachers and enlists them for leadership opportunities; creates multiple opportunities for highly effective teachers to move into teacher leader and leadership team roles; has structures in place that create opportunities for growth and development of all teachers including the development of additional skill sets	<ul style="list-style-type: none"> Teacher leaders, lead teachers, and members of the leadership team have focused weekly discussions of student learning outcomes to target key needs for instructional program, implementation of the Teaching and Learning Framework, and school culture
2. Develops a Strong Leadership Team	Does not develop members of the leadership team to support instructional leadership or to support teacher development	Develops trainings for the leadership team on how data should be used and how to support teachers; offers limited strategies on how to provide feedback to teachers	Coaches members of the Leadership Team on leading effective teacher meetings and teacher development sessions; conducts frequent observation with members of the leadership team to support their development; creates or uses consistent observation protocols aligned to the Teaching and Learning Framework for leadership team use when giving feedback to teachers	Builds the capacity of Leadership Team members to lead a specific grade or subject area team; monitors the teacher meetings, teacher development sessions, informal and formal observations led by members of the Leadership Team that use the consistent protocols and structures established by the principal; constantly seeks to create a balanced team with a variety of strengths to ensure school leadership has full set of skills and approaches	<ul style="list-style-type: none"> Multiple staff members serve as instructional leaders in the school and they lead effective teacher team meetings focused on student learning data and student work Leadership Team members conduct frequent observations and provide feedback to staff on instructional practices and handling of student conduct concerns, with follow up to ensure improvement Leadership Team members take part in regular walk-throughs to observe the implementation of the elements of Teaching and Learning Framework

IV. CULTURE OF LEARNING AND POSITIVE BEHAVIOR

LEADERSHIP BEHAVIORS

a) Creates and maintains a positive culture of learning aligned to the school's vision and mission

Planning | Implementing | Supporting | Advocating | Communicating | Monitoring | Reflecting

Elements	Ineffective <i>Unacceptable practice and outcomes</i>	Basic <i>Inconsistent practice and outcomes</i>	Effective <i>Consistent practice and outcomes</i>	Highly Effective <i>Exceptional practice and outcomes + build capacity of other leaders</i>	Examples of Evidence
1. Connects Aspiration to College and Career Opportunities	Does not help students link their aspirations to student achievement and does not expose students to college or career opportunities	Creates a few deliberate routines that connect to student achievement or aspiration and provides limited exposure to college and career opportunities	Shapes the environment to make explicit links between student aspirations and achievement by creating structures for college and career experiences for all students and by connecting aspiration to college and career opportunities	Creates structures and processes that allow students to generate activities and ideas that link school to their aspirations and focus on achievement and creates opportunities for all students to learn about a range of careers so that they can create their own personal visions and career aspirations	<ul style="list-style-type: none"> Students lead or participate in formal daily structures that explicitly link student aspirations and achievement Celebrations of student success always include the message that all students can achieve with effort and students who have worked hard and achieved high levels of student achievement are celebrated Students can describe a pathway to their goals and aspirations and translate aspirations into concrete plans that define day-to-day expectations and what preparation means
2. Creates a Culturally Responsive Environment	Does not address or correct intolerant statements that intimidate individuals or groups and does not create an environment that supports all students; does not address policies or practices that systematically exclude groups from participating in the school environment	Provides whole group undifferentiated professional development about working in and supporting a diverse community and attempts to address intolerant statements that intimidate individuals or groups	Provides formal and informal professional development to teachers and staff to improve their understanding of how their own world views inform their interpretation of the world; corrects intolerant statements that intimidate individuals or groups	Engages staff in learning and action planning around the treatment of and supports for diverse groups in and outside the school; leads teachers through a process to understand how their own world views and experiences share their interpretation of the world and leads them through a process to identify students' strengths and assets; corrects intolerant statements that intimidate individuals or groups	<ul style="list-style-type: none"> Appropriate socio-emotional supports are provided to all students Students engage in rich college-going and career access experiences (college visits, meet with alumni/career leaders, attend academic/social experiences outside their neighborhoods) All students are known well by multiple adults
3. Creates Structures for Social Emotional Learning	Does not create consistent supports or responses to the social-emotional or psycho-social needs of students	Defines the social-emotional competencies (e.g., personal efficacy, decision making, interpersonal skills, responsibility, and motivation to achieve) and psycho-social goals (e.g., sense of safety, self worth, mastery, autonomy, belonging, affiliation, self-awareness) that are the responsibility of classroom teachers	Trains adults on how to support positive student growth through the development of social-emotional competencies (e.g., personal efficacy, decision making, interpersonal skills, responsibility, and motivation to achieve) and psycho-social goals (e.g., sense of safety, self worth, mastery, autonomy, belonging, affiliation, self-awareness)	Builds the capacity of adults to use and train others on social-emotional competencies and implements a comprehensive social-emotional and psycho-social support system and builds the capacity of all adults to support the positive growth of student emotional skills	<ul style="list-style-type: none"> Students demonstrate belief that high aspirations are attainable and that they will be supported in achieving their goals Students develop and attain shorter-term goals (grades, participation in and mastery of advanced class work, high test scores) Students engage in experiences that build a sense of their own capacity, efficacy, and aspirations Teachers and other influential adults encourage students to do their best in all tasks and celebrate their effort and successes
4. Fosters Positive Adult and Student Relationships	Does not create space or structures that facilitate positive adult and student relationships	Encourages positive adult and student relationships, but inconsistently creates time to foster their development	Creates time, structures and processes for adults to build strong relationships with students	Organizes student community into groups with supporting rituals and routines that build positive cohort identity and foster strong relationships amongst and between students and adults	<ul style="list-style-type: none"> Students demonstrate curiosity about the world, welcome new experiences, and imagine what they might do or be in the future Students demonstrate a growing sense of having influence over some of the things that happen in their life and an interest in doing well at school

IV. CULTURE OF LEARNING AND POSITIVE BEHAVIOR

b) Models and sets high expectations for professional behavior

LEADERSHIP BEHAVIORS

Planning | Implementing | Supporting | Advocating | Communicating | Monitoring | Reflecting

Elements	Ineffective <i>Unacceptable practice and outcomes</i>	Basic <i>Inconsistent practice and outcomes</i>	Effective <i>Consistent practice and outcomes</i>	Highly Effective <i>Exceptional practice and outcomes + build capacity of other leaders</i>	Examples of Evidence
1. Identifies and Teaches School Values and Behaviors	Does not make values or behavioral expectations clear to staff or students	Develops the components of an effective system of conduct for adults and students and builds staff agreement on the types of student actions and behaviors that are consistent with school values	Reinforces the values through routines and trains all staff on delivering clear and consistent messaging of values and behaviors to students	Reinforces the values through routines and builds staff capacity to use the values to deliver clear and consistent messages and expectations and behaviors to students, families and the community; Implements tracking systems to assess how well individual students and student cohort groups meet conduct expectations and values	<ul style="list-style-type: none"> The Code of Conduct outlines escalating consequences for inappropriate behavior that are enacted by the teacher whenever necessary A system of rewards and consequences is consistent (with age appropriate differentiation) across classrooms, grades and content areas Structures are in place that outline a clear and consistent behavior system of rewards and consequences that includes preventative and evidence based characteristics and that explicitly outline every adult's role in implementation
2. Implements a Code of Conduct	Tolerates discipline violations and enforces the rules inconsistently	Creates consistent responses and consequences for students not attending school or missing class	Creates clear positive and negative consequences for students who exceed or do not meet conduct expectations and school values and ensures that every adult understands their role in implementing rewards and consequences	Implements a system of clear positive and negative consequences for students who exceed or do not meet conduct expectations and school values and holds every adult accountable for understanding and implementing the system of rewards and consequences; uses multiple forms of student data to monitor and revise the code of conduct and identity benchmarks and milestones to gauge and measure adoption of behaviors	<ul style="list-style-type: none"> There are a very low number of classroom interruptions/disruptions and referrals to the office Teachers' responses to incidents in their classrooms look and feel similar across classrooms Students have a variety of opportunities to exhibit leadership and are frequently recognized for their contributions to the school community
3. Implements Routines, Procedures, and Transitions	Does not ensure that transitions, routines and procedures are in place campus-wide	Ensures there are systems in place for some efficient transitions, routines and procedures	Ensures that all transitions occur smoothly and creates structures for morning meetings, advisory periods, one-on-one mentoring, or comparable structures that minimize the number of classroom interruptions/disruptions and referrals to the office	Builds systems to ensure that all transitions are seamless and maximize instructional time	<ul style="list-style-type: none"> Systems are in place to collect and frequently review data on attendance, tardies, and office referrals especially identifying students most frequently referred Teachers designate roles and responsibilities within the classroom (e.g. classroom jobs for every student)
4. Creates Structures for Student Voice and Leadership	Does not attempt to incorporate or create opportunities for student leadership or student voice	Creates limited opportunities for students to assume leadership in the school or for students to share their voices in classes and/or school-wide	Builds multiple opportunities for students to assume leadership within the school and to share their voices in classes and/or school-wide	Creates opportunities for students to contribute to school practices and decision-making about their learning experiences and creates time and space for students to share their voices in classes and school-wide	<ul style="list-style-type: none"> Teachers create student-led experiences in their classrooms and throughout the school (e.g. student government, classroom activities; small group sessions; class meetings; and activities)

LEADERSHIP BEHAVIORS

Planning | Implementing | Supporting | Advocating | Communicating | Monitoring | Reflecting

Elements	Ineffective <i>Unacceptable practice and outcomes</i>	Basic <i>Inconsistent practice and outcomes</i>	Effective <i>Consistent practice and outcomes</i>	Highly Effective <i>Exceptional practice and outcomes + build capacity of other leaders</i>	Examples of Evidence
1. Includes Families as Ongoing Partners in Progress and Achievement	Does not make time to meet with families	Respectfully shares the school values with families and with the community	Informs families of learning expectations and specific ways they can support their children's learning	Continuously creates two-way links between family presence in the school environment and the instructional program	<ul style="list-style-type: none"> Families are included and invested in the school community and their perspectives are included in plans for school improvement (e.g. family engagement and survey data) Alliances with in-school organizations, religious institutions, and community organizations are present and ongoing and community leaders are active partners in the leader's decision making process Families are actively involved in key student learning demonstrations (presentations, student-family-teacher conferences) Training is available for parents by literacy and math coaches on how to help their children with grade level reading and math. Parents are surveyed about how best the school can communicate with them. Parent-teacher themed "teach-ins" are held for teachers to listen to feedback from parents while parents will share their ideas, concerns and strategies for improving the way the school functions on behalf of their children
2. Builds Ongoing Relationships	Does not enhance relationships with families or community members	Articulates a belief in relationships as part of the fundamental work critical to success as a school leader, but may not successfully establish or enhance relationships	Enhances and maintains trusting relationships among a variety of stakeholder groups	Develops school-wide capacity to establish trusting relationships and supports positive relationships amongst others	
3. Includes Multiple Voices and Perspectives	Is sometimes disrespectful and/or sometimes excludes voices from community forums to discuss school performance	Asks for feedback to a developed plan, but does not seek input when developing the plan from multiple voices	Incorporates different perspectives into decisions and creates forums to hear multiple and dissenting view points	Learns from and encourages dissenting voices to gain new perspectives and improve the school's instructional program	
4. Partners with Community	Does not identify or cultivate essential community partnerships and/or maintains partnerships with misaligned groups	Assesses school partnerships to determine alignment to goals	Maintains partnerships with partners aligned to goals and allocates time and resources to aligned partners	Ensures all external partners are invested in the school's goals and regularly reviews partnerships to ensure continued alignment	
3. Maintains a Positive Tone in Communication and Interactions with Families and Community Members	Publicly disrespects or is dismissive to families or community members; response to concerns is handled with no professional or cultural sensitivity	Sets expectations about process/tone for greeting visitors to the school, especially families, and trains relevant staff on these expectations and on cultural differences that may be found within the community	Makes families and communities feel valued, respects cultural norms and language differences, responds to concerns and engages in authentic two-way communication with families	Creates a school-wide culture in which all parties respect cultural norms and language differences and make themselves accessible and approachable to families and members of the community	

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LEADERSHIP BEHAVIORS

Planning | Implementing | Supporting | Advocating | Communicating | Monitoring | Reflecting

Elements	Ineffective <i>Unacceptable practice and outcomes</i>	Basic <i>Inconsistent practice and outcomes</i>	Effective <i>Consistent practice and outcomes</i>	Highly Effective <i>Exceptional practice and outcomes + build capacity of other leaders</i>	Examples of Evidence
1. Maintains Communications Plan	Infrequently or inaccurately describes school's instructional program to stakeholders and does not tailor message to the audience	Develops an initial plan to communicate with key community leaders and school system managers and articulates school goals and instructional program with key decision makers	Communicates effectively with stakeholders, connects conversations to school goals, the instructional program, and values	Creates a communication plan with key messages for all audiences, that includes multiple communication mediums and timelines for rollout and that is able to share the school vision with community/political leaders to engage their support; connects conversations to school goals, the instructional program, and values	<ul style="list-style-type: none"> • Artifacts of consistent communication between families and school are present (student progress reports, family access to grades) • Structures are in place to ensure that all stakeholders have multiple opportunities to engage in a dialogue with members of school leadership
2. Builds Communication Structures	There is little or no communication with families or other stakeholders	Develops systems to enhance communication with families and the community; ensures responses to family concerns are handled expeditiously	Creates expectations and puts structures in place for ongoing communication from teachers to families about student progress beyond report cards and parent conferences using available District technology and other means, ensures responses to family concerns are handled expeditiously	Creates structures with multiple pathways for stakeholder group members to collaborate, exhibit and develop leadership, and guide the direction of the school	<ul style="list-style-type: none"> • Stakeholders have multiple ways to communicate with the staff • Communications from stakeholders are responded to in a timely manner, with appropriate tone and with a tailored message
3. Maintains Frequent Communication	Does not communicate information about the instructional program and/or information about the individual student effectively or consistently with families and stakeholders	Regularly communicates information about the instructional program and/or information about the individual student effectively to families and stakeholders	Ensures that families receive regular communication about the progress of their children, information about the instructional programs and available interventions	Ensures that families and stakeholders receive frequent communication about the progress of their children as well as key school events and information	

VI. SYSTEMS AND OPERATIONS

a) *Develops, implements, and monitors a clear plan for school improvement and adjusts systems and strategy based on progress*

LEADERSHIP BEHAVIORS

Planning | Implementing | Supporting | Advocating | Communicating | Monitoring | Reflecting

Elements	Ineffective <i>Unacceptable practice and outcomes</i>	Basic <i>Inconsistent practice and outcomes</i>	Effective <i>Consistent practice and outcomes</i>	Highly Effective <i>Exceptional practice and outcomes + build capacity of other leaders</i>	Examples of Evidence
1. Utilizes Data Driven Decision Making	Does not use data to drive decisions and/or uses a limited range of data when making decisions	Uses detailed student achievement results, attendance, and current school practices to inform decisions	Engages stakeholders in a comprehensive assessment of the school's strengths/weaknesses that includes student learning outcomes, predictive indicators (e.g. classroom and periodic assessments, attendance) to guide school-wide decisions	Engages stakeholders in a continuous process to make data-driven decisions through the analysis of annual data, summative data, periodic assessments, classroom tests, teacher designed tests and the plan for school improvement	<ul style="list-style-type: none"> • School priorities are public and assigned — with a common understanding of short and long term milestones and goals • Clear milestones and benchmarks for student outcome progress—including specific targets for student sub-groups as well as grade cohorts—and school practice implementation are in place
2. Sets Targets and School-wide Priorities	Does not identify targets or priorities for school improvement and has no way to track progress	Uses district goals to set targets and priorities for improvement focusing on areas where the school has not met past targets or goals and creates processes to gather data within action plan to monitor, track, and review progress	Uses district goals to set specific grade level and content area targets and priorities for improvement using the outputs from a school-wide assessment and sets milestones and benchmarks for implementation and student progress to monitor progress toward goals and adjusts strategies as needed	Based on district goals and a school-wide assessment and review of student data; works with staff to determine appropriate grade and content area targets; builds capacity of instructional staff to monitor, track, and review progress and develops processes to systematically adjust strategies as needed	<ul style="list-style-type: none"> • Results of the school assessment are publicly shared with the staff and with members of the community • School assessment results are used to inform school decisions and the plan for school improvement
3. Develops and Monitors Systems	Does not develop or monitor systems to ensure initiative implementation	Develops systems that attempt to implement and monitor school and district initiatives	Develops systems to ensure consistent implementation and monitoring of school and district initiatives and priority areas	Develops staff capacity to lead and innovate to constantly modify and improve systems and ensures that all initiatives and priority areas are supporting achievement of all students	<ul style="list-style-type: none"> • All staff are familiar with priorities for improvement and details of the school improvement plan

VI. SYSTEMS AND OPERATIONS

b) Organizes school time effectively to support instructional and staff development priorities

LEADERSHIP BEHAVIORS

Planning | Implementing | Supporting | Advocating | Communicating | Monitoring | Reflecting

Elements	Ineffective <i>Unacceptable practice and outcomes</i>	Basic <i>Inconsistent practice and outcomes</i>	Effective <i>Consistent practice and outcomes</i>	Highly Effective <i>Exceptional practice and outcomes + build capacity of other leaders</i>	Examples of Evidence
1. Develops a Year Long Calendar	Does not have a developed calendar of events for staff, students, and families and/or makes last minute and frequent changes to the calendar	Establishes a basic calendar for periodic assessments and some professional development activities	Establishes a calendar of professional development times and topics, Leadership Team meetings, and assessments that includes designated time to re-teach any content following the assessment — aligns all dates with district initiatives	Institutionalizes an integrated calendar of professional learning, periodic assessments, and Leadership Team meetings that is aligned to school goals and district initiatives and builds the capacity of department and grade level leaders to collaborate on the development of the school calendar	<ul style="list-style-type: none"> Detailed daily/weekly schedule of classes, curriculum focus (such as literacy blocks), student interventions, teacher team meetings, and PD sessions is public and managed by Leadership Team members
2. Creates a Consistent Schedule	Does not create teacher team meetings or common meeting times	Creates schedule that ensures teacher team meetings have specific purpose and intent and that they occur regularly; creates class schedules that ensure that all students are receiving both core instruction and any necessary interventions	Creates schedule that ensures teacher team meetings occur regularly and class schedules that ensure that all students are receiving both core instruction and any necessary interventions	Builds staff capacity to support the development of the schedule and ensures that schedules allow for inter-visitations within and across grade levels	<ul style="list-style-type: none"> Every moment of available time—in and out of the traditional school day—is focused on increasing student achievement Facilitation of meetings rotates amongst leadership team members, master teachers and potentially all staff
3. Delegates Tasks to Staff Members	Does not delegate tasks that should clearly be done by others or delegates inappropriate responsibilities	Delegates to a few staff members, but resorts to completing many tasks alone	Delegates appropriate tasks to appropriate staff and regularly checks on progress, and has a backup plan to ensure that tasks will be completed	Builds staff capacity to lead complex projects, delegates critical responsibilities to others and has systems in place to follow-up and track progress	<ul style="list-style-type: none"> School calendar of professional development, interim assessments and re-teaching is in place
4. Manages Personal Time Effectively	Manages time poorly and is frequently distracted by time-wasting or low impact activities	Aligns a majority of own time to the school priorities (e.g. Supervision of Instruction and Investing in Teacher Quality), but may engage in time-wasting activities	Tracks how own time is used and adjusts how time is spent to ensure that high leverage activities and school priority areas (e.g. Supervision of Instruction and Investing in Teacher Quality) are given adequate time	Tracks how own time is used and adjusts how time is spent; collaborates with staff to create plans for the year, month, week, and day, aligning their time with the highest-leverage activities (e.g. Supervision of Instruction and Investing in Teacher Quality)	<ul style="list-style-type: none"> Daily/weekly schedules create adequate time for all student interventions and adult development activities and are flexible enough to adjust to new priorities and needs

VI. SYSTEMS AND OPERATIONS

c) *Allocates resources effectively to support shared vision and school goals*

LEADERSHIP BEHAVIORS

Planning | Implementing | Supporting | Advocating | Communicating | Monitoring | Reflecting

Elements	Ineffective <i>Unacceptable practice and outcomes</i>	Basic <i>Inconsistent practice and outcomes</i>	Effective <i>Consistent practice and outcomes</i>	Highly Effective <i>Exceptional practice and outcomes + build capacity of other leaders</i>	Examples of Evidence
1. Aligns Resources to School-wide Goals	Allocates resources to initiatives that do not support school-wide initiative or goals	Navigates available human, fiscal, physical, and technological resources internal to the school or district but does not align budget to school goals	Uses staff input to allocate human, fiscal, physical, and technological resources in alignment with mission and student learning goals, and assesses external resources to fill gaps	Collaborates with staff and community to creatively utilize and leverage existing school, community and district resources, and relentlessly accesses additional human and fiscal resources that align to strategic priorities	<ul style="list-style-type: none"> • Finances and other resources are aligned with strategic priorities • Existing community partnerships are audited for the quality of student experience • External partners/ programs are aligned with school's key goals around student achievement and social/ emotional development
2. Manages Resources	Mismanages resources and exceeds budget regularly and/or is unable to complete the budgeting process in a timely manner	Develops skills in planning and managing a fiscally responsible budget that supports school's goals	Effectively plans and manages a fiscally responsible budget with members of the staff and the school councils (SSC/ELAC/CEAC) to ensure that spending and cash flow are within budget, to support the school's goals, and to ensure the school has long-term financial security	Continually assesses and reassesses resources with staff, school councils (SSC/ELAC/CEAC) and community stakeholders to ensure that spending and cash flow are within budget and that all spending is in service of student learning needs; builds staff capacity to support management of grade and/or subject area budgets	<ul style="list-style-type: none"> • School building is clean and safe—all basic facilities (bathrooms, windows, sinks, locks) are in working order
3. Creates a Healthy and Safe Environment	Does not ensure that the school is safe and does not have a safe school plan	Ensures that the school environment is safe and implements a safe school plan	Ensures that the school environment is safe and has staff lead parts of the safe school plan implementation	Ensures that the school environment is safe and a healthy environment for all students; involves all stakeholders in the development and implementation of the safe school plan	

VI. SYSTEMS AND OPERATIONS

d) *Complies with legal and ethical requirements in relationships with all stakeholders and follows all applicable state, federal, and district policies, procedures and guidelines*

LEADERSHIP BEHAVIORS

Planning | Implementing | Supporting | Advocating | Communicating | Monitoring | Reflecting

Elements	Ineffective <i>Unacceptable practice and outcomes</i>	Effective <i>Consistent practice and outcomes</i>	Examples of Evidence
1. Maintains Ethical Relationships	Allows or takes illegal action within the school or does not immediately investigate accusations or evidence of illegal activities	Consistently meets legal requirements for work relationships and takes swift appropriate actions when inappropriate conduct is reported or observed	<ul style="list-style-type: none"> Structures and systems are in place to review compliance with all laws There are audits of all finances to ensure that all fiscal regulations are being maintained
2. Creates Equitable Opportunities	Allows members of the school community to be treated differently and/or unfairly	Provides for equitable opportunities and results throughout the learning community (e.g. may establish open access to all classes for any student who expresses an interest)	<ul style="list-style-type: none"> There are audits of student data to ensure that the privacy of all students is maintained
3. Demonstrates Expectation of Ethical Behavior	Behaves in a way that violates and is in conflict with the policies the school has outlined for staff, students and families and/or allows unethical behaviors to go unchecked	Works with staff, students, and families to establish a framework of ethical norms, beliefs, and values to govern behavior inside and outside the learning community and clearly communicates ethical expectations and ensures those expectations are aligned with the vision and mission of the learning community	<ul style="list-style-type: none"> Structures support privacy of student data All SPED requirements are met and audited to ensure that all students' needs are being met
4. Maintains SPED Requirements	Does not meet federal requirements for SPED students and violates individual rights and entitlements	Consistently meets federal requirements for SPED students by implementing the least restrictive environment provision, planning the transition of students with disabilities from school to adulthood, developing Individualized Education Programs (IEPs) and accessing individual rights and entitlements	<ul style="list-style-type: none"> Completed Administrator Certification Forms are submitted twice a year Legal statutes that support the health, well-being and safety of adults and students (e.g. Bullying and Hazing Policies; Injury and Illness Prevention Programs; Child Abuse and Neglect reporting requirements; Sexual Harassment Policies; and responses to hate-motivated incidents and crimes) are followed
5. Meets IDEA Requirements	Does not meet all IDEA requirements for students with disabilities	Consistently meets IDEA requirements for students with disabilities including ensuring equality of opportunities and full participation in all parts of student life	<ul style="list-style-type: none"> Implements ethics policies
6. Effectively Manages Data	Misuses and/or mismanages student level data and reports inaccurate scores	Is conscientious about the ethical reporting and use of data; consistently follows district and state policies and ensures that staff are fully compliant	<ul style="list-style-type: none"> Publishes and disseminates nondiscrimination notices and requirements for the treatment of students with disabilities
7. Maintains Safety	Violates safety laws that protect the safety and well-being of students	Demonstrates competence in federal and state laws ensuring the safety and well being of children/youth	<ul style="list-style-type: none"> Maintains and updates a Safe School Plan and organizes a plan for crisis intervention and a student and employee security policy
8. Demonstrates Appropriate Use of Funds	Misappropriates funds and/or reports inaccurate information on how funds were appropriated	Determines appropriate use of funds and reports accurate information on how funds were appropriated	
9. Maintains Student and Family Confidentiality	Does not follow FERPA protocols or policies to maintain and protect student privacy	Follows FERPA by maintaining students' privacy by keeping student level data and student records and all information directly related to students (e.g. counseling, mental health supports, and/or details of students' home life) confidential	

GLOSSARY

LEADERSHIP BEHAVIORS

Planning | Implementing | Supporting | Advocating | Communicating | Monitoring | Reflecting

Courageous Conversations—Courageous Conversation is a phrase rooted in critical race theory (see appendix for more description of critical race theory). To have a courageous conversation, leaders must create the conditions that will allow the school community to engage, sustain and deepen internalized, intra-racial, and inter-racial dialogue about race, racial identity and institutional racism. In the LAUSD context, this definition is expanded to also include ethnicity, socio-economic background, sexual orientation, and other differences that might have historically led to unfair treatment. These conversations are a vehicle to examine schooling and to improve student achievement.

Curricular Materials—Documents, artifacts, texts and any other resources that support instruction; resources should be aligned to both the standards and student learning needs.

Curriculum—While there are many definitions of curriculum here it is defined as a set of courses, course work, and content. This definition separates the what (curriculum) from the how (instruction). The curriculum is a road map that describes where each learning experience fits in a given unit or field of endeavor, as well as how all experiences and units fit in the big picture of what students should know and be able to do. Units and lessons are developed by considering all components of the curriculum framework and determining how the activities and strategies will help students understand necessary concepts and gain new skills to successfully meet district learning goals.

Diverse Learners—Diverse learners include English Language Learners, Standard English Learners, students with disabilities, gifted students and students who may come from diverse backgrounds that differ from the majority of the population.

Examples of evidence—Because it is not always possible to observe a leader's behaviors or actions, the examples of evidence include actions of teachers and staff as well as artifacts, systems and other indicators that the leader has taken a specific action.

Lesson Plan Template—As part of the Supporting Educators Initial Implementation Phase Pilot, LAUSD is launching a common Lesson Plan Template that complements the Teaching and Learning Framework.

Multiple observers—Observers can be members of the leadership team and/or other administrators or lead teachers.

Novice—Developing and aspiring leaders who are emerging in their leadership practice

Norming—Coming to consensus regarding what a trait means in connection to specific skills at a specific grade level. Norming is a part of inter-rater reliability and is necessary to ensure that teachers are assessed consistently regardless of the evaluator.

Personal Resolve—Personal resolve speaks both to leaders demonstrating firmness of purpose and determination in the face of adversity. Effective principals must be able to negotiate their way through barriers, overcome obstacles and solve problems.

Social emotional skills—Skills that help students recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships, and avoid negative behaviors. It is the process through which students enhance their ability to integrate thinking, feeling, and behaving in order to achieve important life tasks. These skills include: self esteem, sense of purpose, resiliency, control over their future and aptitude to build relationships.

Standards—Standards focus on core conceptual understandings and procedures and enable teachers to identify and to teach core concepts and procedures well—and to give students the opportunity to master them. The standards identify what is essential and what is able to be assessed. The standards are high level and are a framework on which a curriculum is built.

Student Voice—Structures for student voice allow students to share who they are, what they believe and why they believe what they do with their peers, parents, teachers, and their entire school. These structures create opportunity for students to express their opinions and make decisions regarding the planning, implementation, and evaluation of their learning experiences.

Teaching and Learning Framework—The Teaching and Learning Framework outlines the work of teachers and supports effective instructional practices. A goal of both the Teaching and Learning Framework and the School Leadership Framework is to develop a common language amongst practitioners and to make the expectations for teachers and leaders explicit.

Urgency—The demonstration that improving student achievement and student learning is a pressing issue that needs to be the focus of the school.

21st century skills—21st century learners use real-world digital and other research tools to access, evaluate and effectively apply information appropriate to tasks; work independently and collaboratively to solve problems and accomplish goals; communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes; demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions; and effectively apply the analysis, synthesis, and evaluative processes that enable productive problem solving.

APPENDIX

LEADERSHIP BEHAVIORS

Planning | Implementing | Supporting | Advocating | Communicating | Monitoring | Reflecting

Exploring Critical Race Theory

The term critical race theory typically refers to a specific set of practices and theories advanced in the 1990s primarily by African American, Latino, and Asian American legal scholars. A more expansive definition of critical race theory refers to a broad constellation of historical and contemporary theories that have actively engaged the prevailing racial theories of particular times and/or social contexts.

Contemporary critical race theory demonstrates many of the following distinguishing features and/or preoccupations:

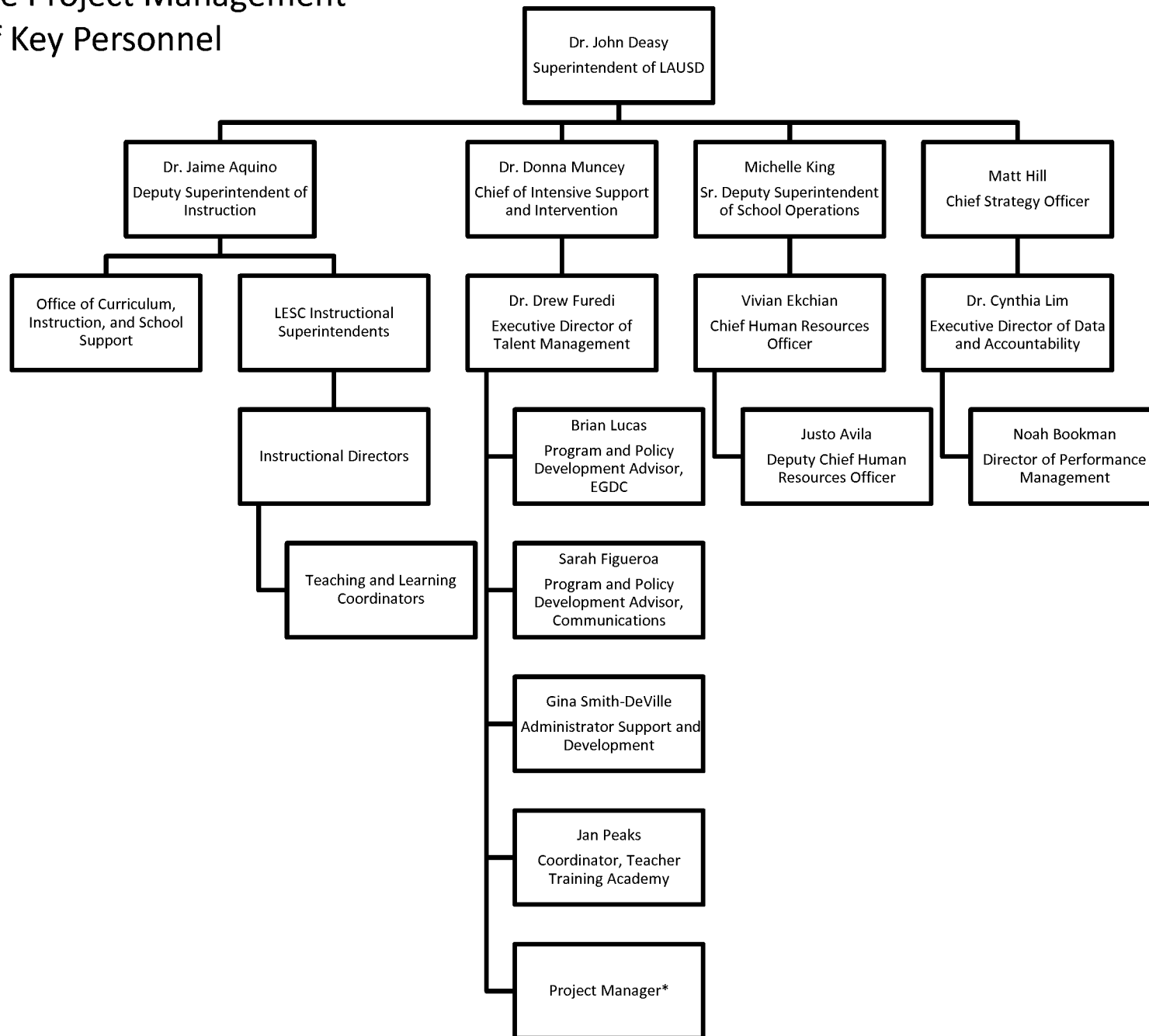
- Critical race theory typically strives to advance a social justice framework. Unlike traditional scholarly research that investigates and/or explains how race and racism are organized and operate, critical race theory also aims to redress social inequalities. This is what makes it “critical.”
- Critical race theory draws upon paradigms of intersectionality. Recognizing that race and racism work with and through gender, ethnicity, class, sexuality and/or nation as systems of power, contemporary critical race theory often relies upon and/or investigates these intersections.
- In the post-9/11 period, contemporary critical race theory has shown increased interest in three main areas:
 - Materialist analyses of race and racism, in particular the ways in which globalization is a racialized process that intersects with ethnicity and religion.
 - Structures of power, in particular the workings of nation-states and nationalist ideologies. Questions of democracy, empire, transnationalism and imperialism now complement critical race theory's earlier attention to structures of the American social welfare state and criminal justice system.
 - Cultural studies and discourse analysis, encompassing work on areas as diverse as the body, ideologies, and the significance of mass media and popular culture.

Additional Resources on 21st Century Skills

- Regional Educational Laboratory and the Metiri Group. All rights reserved. This work was produced in whole or in part with funds from the Institute of Education Sciences (IES), U.S. Department of Education, under contract number ED-01-CO-0011.
- Partnership for 21st Century Skills, 177 N. Church Avenue, Suite 305 Tucson, AZ 85701 520-623-2466 - www.21stcenturyskills.org—The Center for 21st Century Skills @ EDUCATION CONNECTION www.skills21.org
- Consensus Alignment, Six Among Equals by Jonathan Costa & Dan Cogen-Drew, Center for Digital Learning & Center for 21st Century Skills respectively @ EDUCATION CONNECTION.
- ISTE/NETS—© 2007 International Society for Technology in Education. ISTE® is a registered trademark of the International Society for Technology in Education. National Educational Technology Standards (NETS•S) and Performance Indicators for Students.
- enGauge 21st Century Skills—© 2003 by the North Central

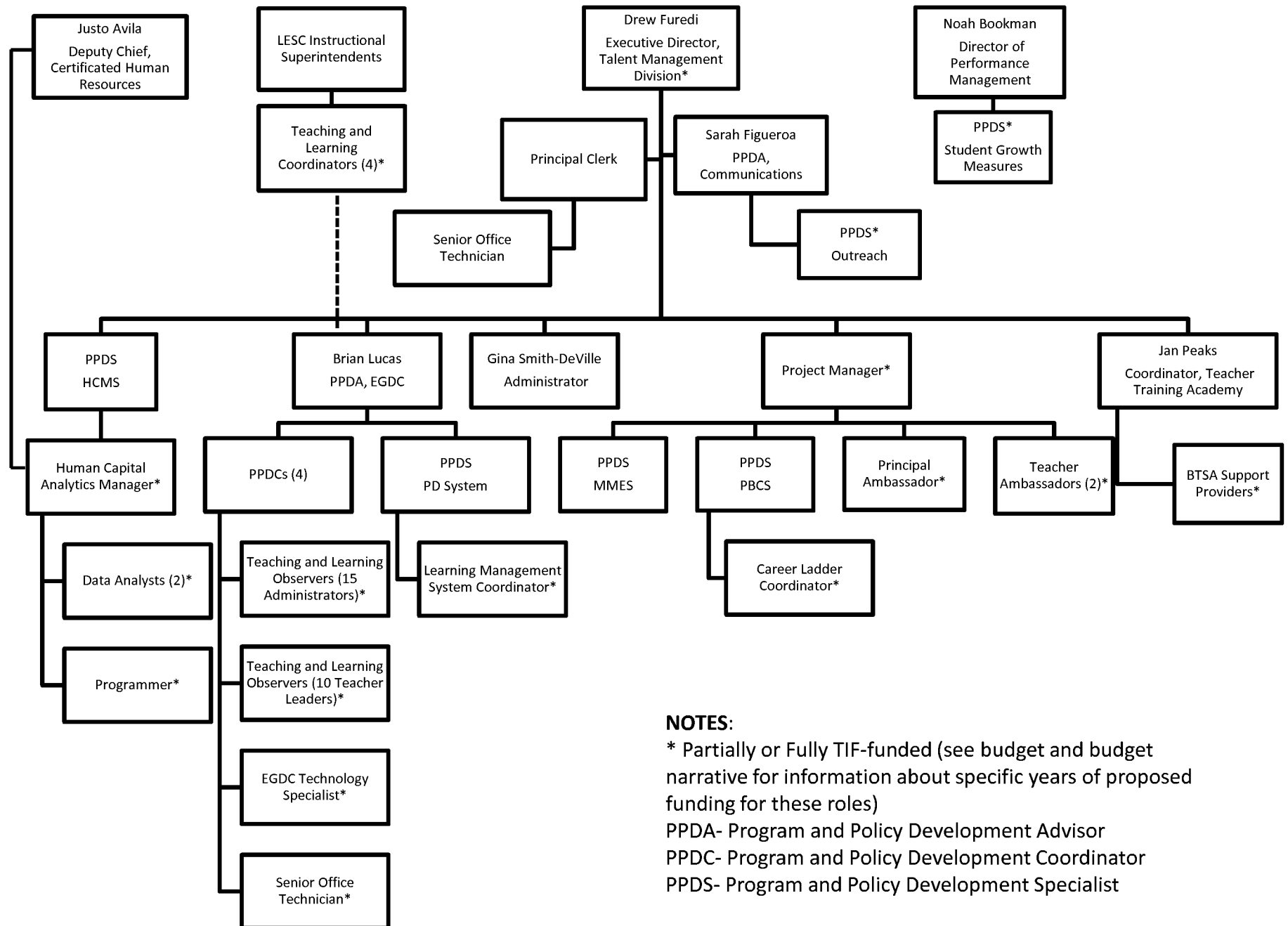
Murphy, J., Elliott, S. N., Goldring, E., & Porter, A. C. (2006). *Learning-Centered Leadership: A Conceptual Foundation*. New York: The Wallace Foundation.

LEA-wide Project Management Chart of Key Personnel



PR/Award # S374A120066

TIF Project Management Chart



NOTES:

* Partially or Fully TIF-funded (see budget and budget narrative for information about specific years of proposed funding for these roles)

PPDA- Program and Policy Development Advisor
PPDC- Program and Policy Development Coordinator
PPDS- Program and Policy Development Specialist

Project Management – Evaluation Plan
TIF Objectives, Outcomes and Data Sources

Objectives and Outcomes		Data Sources					
		Student/School Data	Observations	HCMS Data	Educator Feedback	SF Surveys	Document Review
Obj. 1:	Use EGDC to evaluate all educators			√	√		√
MMES	Certify and calibrate all observers		√	√	√		√
Obj. 2:	Provide career ladder differentials to effective educators						√
PBCS	Provide recruitment incentives to effective educators						√
	Provide retention incentives to effective educators						√
	Retain 90% of educators accepting retention incentives	√		√	√	√	
	All educators in high-needs schools will be effective	√		√		√	
Obj. 3:	Base all key HC decisions on EGDC data						√
HCMS	Develop data dashboards to support HC decisions				√		√
Obj. 4:	All PD will be evaluated and meet standards criteria				√		√
PD	All educators will access PD through the LMS				√		√
	90% of educators will report satisfaction with Master/Expert teacher supports		√		√	√	

Project Component	2012-13	2013-14	2014-15	2015-16	2016-17
HCMS	Create HC data warehouse	Develop HC analytic function and reporting tools	Deploy HC analytic tools and training to central and school site leaders		
	Build LMS platform for aligned and high-quality PD	Provide access to LMS platform to central and school site leaders and teacher			
	Develop PD quality control mechanism	Evaluate PD for impact on educator practice using MMES data			
	Build Framework-aligned video library		Create additional Framework-aligned videos to supplement existing library		
	Use IGPs to guide PD selection				
	Offer access to Framework-aligned PD	Continue to create Framework-aligned PD			
PCBS	Refine strategies and develop competitive application process with educator input	Using first year of MMES data, recruit and select PBCS schools	Conduct PBCS application process		
			Fund career ladder positions		
			Offer recruitment and retention incentives		
PD	Instructional Directors offer intensive support for principals at high-need schools				
			Expert and Master teachers provide school-based, job-embedded PD to teachers at high-need schools		

Project Component	2012-13	2013-14	2014-15	2015-16	2016-17
MMES	Finalize design of MMES processes and components with educator input	Begin LEA-wide MMES with 50% of teachers and 100% of site administrators	Complete phase-in of annual LEA-wide MMES for all LAUSD teachers with multiple observations	Continue implementation of annual, LEA-wide MMES with multiple observations for all educators	
	Finalize approach to overall rating, including student growth	Calculate overall rating for all assessed teachers and school leaders			
	Identify and pilot additional assessments in non-CST subjects to develop student growth measure	Administer LEA-wide assessments in non-CST subjects and reach 100% coverage in the student growth measure	Develop models for student growth calculations with other assessments		
Educator Input and Support	Convene PBCS working groups and incorporate feedback				
	Convene a non-CST assessment working group and incorporate feedback				
	Conduct LMS working group and incorporate feedback				
	Incorporate educator feedback from surveys and focus groups for refinement of MMES				
Sustainability	Identify existing career ladder resources to support the sustainability of TIF-created roles		Begin funding some of the TIF positions with matching funds	Shift existing career ladder resources to support the sustainability of TIF-created roles	
	Work with labor partners to explore possible shift away from single salary schedule				

Application Reference Charts

Instructions: These charts are provided to help applicants ensure that their applications address all of the priorities and requirements – as any application that does not do so is ineligible for funding for the 2012 competitions. These charts will be used by Department staff when screening applications.

Applicants should complete and include these charts as an attachment with their application. Go to <http://www2.ed.gov/programs/teacherincentive/applicant.html> to download a Microsoft Word version of this template. Fill out the Word document and submit it as a PDF attachment with your application.

Please indicate your eligibility classification

Instructions: Check the eligibility classification that applies to your application.

Applications from a single entity:

In the case of a single applicant that is an LEA, check this box.

☒ LEA

Group Applications:

Group applications involve two or more eligible entities. In the case of a group application, check the box that describes the eligibility classification of all of the applicants. Select only one box.

☐ 2 or more LEAs

☐ One or more SEAs and one or more LEAs

☐ One or more nonprofit organizations and one or more LEAs (no SEA)

☐ One or more nonprofit organizations and one or more LEAs and one or more SEAs

Instructions			
<p>Instructions: In each column of the table below, please specify where your application discusses each priority or requirement -- including each provision that applies to each priority or requirement. For information, descriptions, or assurances included in the project narrative, please complete both 1) the Title of the Section(s) or Subsection(s) and 2) the relevant Page Number(s) where this matter is discussed. Otherwise, please indicate the Attachment in which it is discussed.</p> <p>Please identify every section, page, and/or attachment in which the priority or requirement is discussed. More than one section, subsection, page, or attachment may appear in each cell.</p>			

Absolute Priority 1			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Absolute Priority 1: HCMS To meet this priority, the applicant must include, in its application, a description of its LEA-wide HCMS, as it exists currently and with any modifications proposed for implementation during the project period of the grant.	Section A – Human Capital Management System	Pp 1-24	Attachments Part A: Implementation Timeline
(1) How the HCMS is or will be aligned with the LEA’s vision of instructional improvement;	Section A Section B.3	Pp 4-8 P 31	Attachments Part A: Teaching and Learning Framework, School Learning Framework
(2) How the LEA uses or will use the information generated by the evaluation systems it describes in its application to inform key human capital decisions, such as	Section A (i)	Pp 10-14	Attachments Part A: Implementation Timeline

decisions on recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion;			
(3) The human capital strategies the LEA uses or will use to ensure that high-need schools are able to attract and retain effective educators	Section A.2 Section A.2 (v) PBCS Strategy 1 and 2	Pp 8-10 Pp 18-24	Attachments Part A: Implementation Timeline, Project Narrative References List
(4) Whether or not modifications are needed to an existing HCMS to ensure that it includes the features described in response to paragraphs (1), (2), and (3) of this priority, and a timeline for implementing the described features, provided that the use of evaluation information to inform the design and delivery of professional development and the award of performance-based compensation under the applicant's proposed PBCS in high-need schools begins no later than the third year of the grant's project period in the high-need schools listed in response to paragraph (a) of <u>Requirement 3--Documentation of High-Need Schools</u> .	Section A	Pp 3-24	Attachments: Part A Implementation Plan Attachments: Part C: High Need Documentation

Absolute Priority 2			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Absolute Priority 2: Educator Evaluation Systems To meet this priority, an applicant must include, as part of its application, a plan describing how it will develop and implement its proposed LEA-wide educator evaluation systems. The plan must describe-	Section B: Rigorous Multiple Measure Evaluation System	Pp 24-37	Attachments Part A: Implementation Timeline
(1) The frequency of evaluations, which must be at least annually;	Section B.4	P 34	Attachments Part A: Implementation Timeline
(2) The evaluation rubric for educators that includes at least three performance levels and the following--	Section B.1	Pp 26-28	Attachments Part A: Teaching and Learning Framework, School Leadership Framework
(i) Two or more observations during each evaluation period;	Section B.3	Pp 29-33	Attachments Part G: Teacher Growth and Development Cycle overview, Multiple measures overview, Teacher Observation Protocols

(ii) Student growth, which for the evaluation of teachers with regular instructional responsibilities must be growth at the classroom level; and	Section B.2 Section B.4	Pp27-30 Pp 33-37	Attachments Part G: AGT model development presentation, AGT Technical Report 2011-12
(iii) Additional factors determined by the LEA;	Section B	Pp 24-27	Attachments Part G: Multiple measures overview
(3) How the evaluation systems will generate an overall evaluation rating that is based, in significant part, on student growth; and	Section B.5 and B.6	Pp 35-37	Attachments Part G: Multiple measures overview
(4) The applicant's timeline for implementing its proposed LEA-wide educator evaluation systems.	Section B.4	P 34	Attachments Part A: Implementation Timeline

Competitive Preference Priority 4			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Competitive Preference Priority 4: New and Rural Applicants (if applicable) To meet this priority, an applicant must provide at least one of the two following assurances, which the Department accepts:			
(a) An assurance that each LEA to be served by the project has not previously participated in a TIF-supported project.	Introduction	P 2	

(b) An assurance that each LEA to be served by the project is a rural local educational agency (as defined in the NIA).			
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Competitive Preference Priority 5			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Competitive Preference Priority 5: An Educator Salary Structure Based on Effectiveness (if applicable) To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant's project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--	Introduction A.2 (v)	P 2 Pp 18-24	Attachments Part A: Implementation Timeline
(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;	A.2 (v)	Pp 18-24	
(b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and	A.2 (v)	Pp 18-24	
(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	A.2 (iii) A.2 (v) Section D	Pp 14-17 Pp 18-24 Pp 43-50	Attachments Part A: Implementation Timeline Attachments Part D: Support Letters/AALA and

			district leaders support letters Attachments Part G: UTLA Pilot MOU, UTLA Stabilization and Empowerment agreement
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Requirement 1			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Requirement 1: Performance-Based Compensation for Teachers, Principals, and Other Personnel. In its application, an applicant must describe, for each participating LEA, how its proposed PBCS will meet the definition of a PBCS set forth in the NIA.	A.2 (v)	Pp 18-24	
• Design Model 1 or 2	A.2 (v)	Pp 18-24	
• PBCS Optional Features	A.2 (v)	Pp 18-24	

Requirement 2			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Requirement 2: Involvement and Support of Teachers and Principals In its application, the applicant must include-- (a) Evidence that educators in each participating LEA have been involved, and will continue to be involved, in the development and implementation of the PBCS and evaluation systems described in the application;	Section D	Pp 43-50	Attachments Part D: AALA support letter, educator organizations' support letters, Educators for Excellence report, Our Schools Our Voice report, Teach-Plus-Los Angeles memos, LAUSD Initial Implementation Phase Feedback reports, LAUSD Teaching and Learning Framework feedback report
(b) A description of the extent to which the applicant has educator support for the proposed PBCS and educator evaluation systems; and	Section D	Pp 43-50	Attachments Part D: AALA support letter, educator organizations' support letters, Educators for Excellence report, Our Schools Our

			Voice report, Teach-Plus-Los Angeles memos, LAUSD Initial Implementation Phase Feedback reports, LAUSD Teaching and Learning Framework feedback report
(c) A statement indicating whether a union is the exclusive representative of either teachers or principals in each participating LEA.	Section A.1 Section D	P 5 Pp 43-50	Attachments Part D: AALA Support Letter

Requirement 3			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Requirement 3: Documentation of High-Need Schools Each applicant must demonstrate, in its application, that the schools participating in the implementation of the TIF-funded PBCS are high-need schools (as defined in the NIA), including high-poverty schools (as defined in the NIA), priority schools (as defined in the NIA), or persistently lowest-achieving schools (as defined in the NIA). Each applicant must provide, in its application--	Section A.2	P 9	Attachment Part C: High need documentation
(a) A list of high-need schools in which the proposed TIF-supported PBCS would be implemented;			Attachment Part C: High need documentation
(b) For each high-poverty school listed, the most current data on the percentage of students who are eligible for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act or are considered students from low-income families based on another poverty measure that the LEA uses (see section 1113(a)(5) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6313(a)(5))). [Data provided to demonstrate eligibility as a high-poverty school must be school-level data; the Department will			Attachment Part C: High need documentation

not accept LEA- or State-level data for purposes of documenting whether a school is a high-poverty school; and			
(c) For any priority schools listed, documentation verifying that the State has received approval of a request for ESEA flexibility, and that the schools have been identified by the State as priority schools.			n/a

School Code	School Name	Enrollment #	Limited English Proficient (%)	Students with Disabilities (%)	Free or Reduced Price Lunch (%)	African-American (%)	Asian (%)	Latino (%)	White (%)	School Performance Framework Classification	Proficient or Advanced (%)	Math Proficient or Advanced (%)	Algebra I Proficient or Advanced (%)	4-Year Cohort Grad Rate	Program Improvement Status	Met AYP	Title I eligible
5822	153rd St Elementary	380	32%	12%	100%	31%	2%	62%	1%	1. Focus	38%	47%	---	---	Year 5	No	Y
7301	24th St Elementary	624	47%	14%	100%	18%	0%	81%	0%	1. Focus	27%	41%	---	---	Year 5	No	Y
3959	42nd St Elementary	320	13%	14%	100%	72%	0%	27%	1%	1. Focus	29%	40%	---	---	Year 5	No	Y
8500	Civitas School of Leadership @ Roybal High School	363	39%	11%	100%	1%	4%	93%	0%	1. Focus	24%	2%	3%	37%	Year 2	No	Y
5781	Flournoy Elementary	698	45%	11%	100%	28%	0%	70%	0%	1. Focus	33%	50%	---	---	Year 5	No	Y
8650	Fremont Senior High	3498	33%	13%	100%	10%	0%	90%	0%	1. Focus	16%	4%	5%	37%	Year 5	No	Y
8160	Gompers Middle School	1077	26%	20%	100%	35%	0%	65%	0%	1. Focus	18%	14%	1%	---	Year 1	No	Y
5849	Griffith Joyner Elementary	805	40%	8%	100%	32%	0%	68%	0%	1. Focus	17%	31%	---	---	Year 1	No	Y
4528	HILLCREST DR Elementary	754	37%	9%	100%	44%	0%	54%	0%	1. Focus	28%	32%	---	---	Year 5	No	Y
8700	Huntington Park Senior High	3722	26%	11%	100%	0%	0%	99%	0%	1. Focus	24%	8%	8%	52%	Year 5	No	Y
8721	Jordan Senior High	935	26%	12%	100%	20%	0%	80%	0%	1. Focus	11%	3%	2%	34%	Year 5	No	Y
4786	La Salle Elementary	561	21%	11%	100%	65%	0%	35%	0%	1. Focus	24%	30%	---	---	Year 5	No	Y
8210	Los Angeles Teacher Prep Academy @Belmont High School	270	53%	4%	100%	2%	2%	91%	0%	1. Focus	10%	6%	12%	30%	Year 2	No	Y
8236	Mann Middle School	580	16%	24%	100%	54%	0%	45%	0%	1. Focus	17%	12%	12%	---	Year 5	No	Y
8268	Nimitz Middle School	1987	17%	10%	100%	0%	0%	99%	0%	1. Focus	36%	30%	31%	---	Year 5	No	Y
6868	Obama Global Prep Middle School	1154	24%	15%	100%	33%	0%	67%	0%	1. Focus	20%	10%	5%	---	0	No	Y

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7404	Santana Arts Academy Elementary	570	65%	8%	100%	5%	3%	86%	3%	1. Focus	23%	35%	---	---	0	No	Y
8716	Santee Educ Complex High School	2150	30%	11%	100%	6%	0%	94%	0%	1. Focus	16%	2%	3%	43%	Year 5	No	Y
8206	School of Visual Arts & Humanities @ RFK High School	437	32%	11%	100%	0%	9%	84%	0%	1. Focus	31%	11%	12%	44%	Year 1	Yes	Y
8396	Sun Valley Middle School	1204	27%	14%	100%	2%	0%	96%	1%	1. Focus	28%	25%	30%	---	Year 5	No	Y
7773	Torres Eng & Tech High School	483	24%	11%	100%	0%	0%	100%	0%	1. Focus	25%	7%	9%	---	0	No	Y
7775	Torres Hum/Art/Tech High School	495	26%	11%	100%	0%	0%	99%	0%	1. Focus	24%	3%	2%	---	0	No	Y
7634	Weigand Elementary	413	55%	11%	100%	14%	0%	86%	0%	1. Focus	30%	47%	---	---	Year 5	No	Y
5836	109th St Elementary	481	44%	10%	100%	23%	0%	76%	0%	2. Watch	34%	47%	---	---	Year 3	No	Y
7274	20th St Elementary	647	47%	6%	100%	3%	0%	96%	0%	2. Watch	45%	64%	---	---	Year 5	No	Y
6575	2nd St Elementary	434	48%	13%	100%	2%	0%	97%	0%	2. Watch	40%	56%	---	---	Year 3	No	Y
3932	49th St Elementary	976	54%	6%	100%	7%	0%	93%	0%	2. Watch	31%	47%	---	---	Year 5	Yes	Y
3808	52nd St Elementary	815	51%	10%	100%	19%	0%	81%	0%	2. Watch	27%	38%	---	---	Year 5	No	Y
3781	54th St Elementary	370	6%	16%	100%	79%	2%	16%	0%	2. Watch	49%	51%	---	---	0	No	Y
2014	Albion Elementary	351	41%	7%	100%	1%	20%	78%	1%	2. Watch	46%	57%	---	---	Year 2	No	Y
7398	Alta California Elementary	811	66%	11%	100%	2%	1%	96%	1%	2. Watch	26%	36%	---	---	0	No	Y

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7771	Ambassador School of Global Leadership @ RFK High School	664	28%	12%	100%	5%	12%	77%	1%	2. Watch	26%	10%	7%	---	0	No	Y
2369	AMBSDR-Global Educ Elementary	379	69%	7%	100%	5%	16%	74%	2%	2. Watch	36%	51%	---	---	0	No	Y
2137	Ann Elementary	151	41%	13%	100%	5%	3%	90%	0%	2. Watch	43%	51%	---	---	Year 1	No	Y
8609	Arleta Senior High	1656	17%	11%	100%	1%	0%	95%	1%	2. Watch	29%	7%	9%	75%	Year 4	No	Y
2603	Buchanan Elementary	531	25%	10%	100%	1%	4%	87%	3%	2. Watch	49%	57%	---	---	Year 1	No	Y
2616	Budlong Elementary	978	45%	8%	100%	19%	0%	80%	0%	2. Watch	42%	57%	---	---	0	Yes	Y
2671	Bushnell Way Elementary	439	38%	11%	100%	3%	1%	90%	3%	2. Watch	34%	43%	---	---	Year 3	No	Y
2726	Camellia Elementary	812	53%	10%	100%	0%	0%	98%	1%	2. Watch	34%	50%	---	---	Year 5	No	Y
2753	Canoga Park Elementary	865	52%	10%	100%	4%	2%	89%	3%	2. Watch	43%	57%	---	---	Year 5	No	Y
7401	Cardenas Elementary	540	59%	11%	100%	5%	1%	90%	4%	2. Watch	36%	53%	---	---	0	No	Y
2945	Century Park Elementary	426	10%	14%	100%	71%	0%	28%	0%	2. Watch	48%	54%	---	---	Year 5	No	Y
3014	Chase Elementary	696	54%	10%	100%	1%	5%	88%	3%	2. Watch	41%	65%	---	---	Year 1	No	Y
3096	City Terrace Elementary	462	23%	12%	100%	2%	7%	89%	1%	2. Watch	47%	58%	---	---	Year 2	No	Y
8062	Clinton Middle School	979	31%	12%	100%	6%	0%	94%	0%	2. Watch	24%	20%	14%	---	Year 4	No	Y
8245	Cochran Middle School	1161	26%	13%	100%	20%	0%	79%	0%	2. Watch	27%	24%	25%	---	Year 5	No	Y
8102	Columbus Middle School	856	23%	15%	100%	3%	6%	81%	6%	2. Watch	37%	33%	73%	---	Year 5	No	Y
3205	Compton Elementary	365	43%	11%	100%	29%	0%	71%	0%	2. Watch	39%	40%	---	---	Year 5	No	Y
3315	Dena Elementary	482	40%	6%	100%	1%	0%	99%	0%	2. Watch	36%	42%	---	---	Year 5	No	Y

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3521	Eastman Elementary	1152	48%	9%	100%	1%	0%	98%	0%	2. Watch	29%	50%	---	---	Year 5	No	Y
3541	El Dorado Elementary	569	49%	14%	100%	1%	1%	96%	1%	2. Watch	42%	54%	---	---	Year 4	No	Y
2942	Estrella Elementary	500	56%	9%	100%	6%	0%	94%	0%	2. Watch	34%	41%	---	---	0	No	Y
3890	Florence Elementary	845	43%	8%	100%	1%	0%	99%	0%	2. Watch	43%	49%	---	---	Year 1	No	Y
3918	Ford Blvd Elementary	1247	45%	13%	100%	0%	0%	100%	0%	2. Watch	40%	55%	---	---	Year 5	No	Y
8132	Foshay LC Middle School	2041	17%	8%	100%	15%	0%	84%	0%	2. Watch	37%	21%	16%	81%	Year 5	No	Y
8142	Fulton College Prep Middle School	2219	26%	15%	100%	3%	2%	89%	3%	2. Watch	29%	16%	11%	69%	Year 5	No	Y
8151	Gage Middle School	2537	21%	10%	100%	0%	0%	99%	0%	2. Watch	30%	29%	38%	---	Year 5	No	Y
4123	Glassell Park Elementary	561	57%	12%	100%	1%	1%	94%	1%	2. Watch	39%	50%	---	---	Year 3	No	Y
4260	Grant Elementary	685	41%	10%	100%	4%	6%	72%	15%	2. Watch	45%	57%	---	---	Year 3	No	Y
4301	Griffin Elementary	601	57%	9%	100%	0%	19%	80%	0%	2. Watch	36%	57%	---	---	Year 1	No	Y
6274	Hamasaki Elementary	429	29%	21%	100%	0%	1%	98%	0%	2. Watch	39%	52%	---	---	Year 5	No	Y
4425	Harbor City Elementary	504	50%	12%	100%	9%	1%	86%	3%	2. Watch	45%	65%	---	---	Year 4	No	Y
4681	Harmony Elementary	820	55%	8%	100%	7%	0%	93%	0%	2. Watch	36%	47%	---	---	Year 5	No	Y
4438	Harrison Elementary	577	46%	6%	100%	0%	0%	99%	0%	2. Watch	32%	52%	---	---	Year 5	No	Y
4534	Hillside Elementary	395	34%	12%	100%	2%	10%	88%	1%	2. Watch	43%	59%	---	---	Year 5	No	Y
4562	Holmes Elementary	375	34%	5%	100%	17%	5%	78%	0%	2. Watch	35%	48%	---	---	Year 5	No	Y
2944	Huerta Elementary	424	67%	7%	100%	2%	0%	97%	0%	2. Watch	28%	41%	---	---	0	No	Y
2943	Jones Elementary	330	65%	9%	100%	1%	0%	99%	0%	2. Watch	31%	42%	---	---	0	No	Y

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6886	Judith Baca Arts Academy Elementary	656	52%	5%	100%	13%	0%	87%	0%	2. Watch	20%	33%	---	---	0	No	Y
4696	Kennedy Elementary	453	43%	10%	100%	0%	0%	98%	1%	2. Watch	34%	44%	---	---	Year 2	No	Y
8064	Kim Academy Middle School	878	25%	10%	100%	2%	8%	86%	0%	2. Watch	34%	19%	17%	---	Year 1	No	Y
6869	Knox Elementary	843	46%	9%	100%	22%	0%	78%	0%	2. Watch	29%	42%	---	---	0	No	Y
4881	Limerick Elementary	930	46%	11%	100%	4%	6%	82%	5%	2. Watch	39%	59%	---	---	Year 5	No	Y
8729	Lincoln Senior High	2081	22%	11%	100%	1%	21%	76%	0%	2. Watch	30%	11%	7%	61%	Year 5	No	Y
4904	Logan Elementary	486	42%	10%	100%	1%	7%	91%	0%	2. Watch	34%	54%	---	---	Year 5	No	Y
4945	Lorena Elementary	763	42%	10%	100%	0%	0%	99%	0%	2. Watch	33%	44%	---	---	Year 5	No	Y
8200	Los Angeles Acad Middle School	1771	26%	10%	100%	9%	0%	91%	0%	2. Watch	32%	25%	27%	---	Year 5	No	Y
8501	Los Angeles High School of the Arts @RFK	410	26%	12%	100%	3%	6%	88%	0%	2. Watch	29%	16%	---	53%	0	No	Y
4986	Los Feliz Elementary	374	37%	6%	100%	2%	7%	51%	37%	2. Watch	52%	65%	---	---	Year 3	No	Y
5113	Mack Elementary	404	43%	11%	100%	23%	1%	75%	1%	2. Watch	40%	56%	---	---	Year 4	Yes	Y
8230	Madison Middle School	1604	24%	12%	100%	3%	3%	69%	22%	2. Watch	44%	30%	32%	---	Year 5	No	Y
8882	Maywood Academy Senior High	1273	19%	10%	100%	0%	0%	99%	0%	2. Watch	35%	8%	9%	71%	Year 5	No	Y
6658	Mc Kinley Elementary	783	45%	7%	100%	20%	0%	80%	0%	2. Watch	38%	41%	---	---	Year 5	No	Y
3500	Mid-City Magnet Elementary	285	21%	4%	100%	28%	1%	68%	2%	2. Watch	47%	48%	42%	---	Year 4	No	Y
5321	Miller Elementary	1075	42%	10%	100%	18%	0%	81%	0%	2. Watch	42%	49%	---	---	Year 4	No	Y
5384	Monte Vista Elementary	557	41%	13%	100%	0%	1%	96%	1%	2. Watch	40%	51%	---	---	Year 1	No	Y

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7402	Mosk Elementary	420	38%	8%	100%	10%	5%	75%	7%	2. Watch	39%	48%	---	---	0	No	Y
5438	Murchison Elementary	554	35%	14%	100%	2%	0%	97%	0%	2. Watch	39%	50%	---	---	Year 5	No	Y
7783	New Open World Academy Elementary	1029	51%	10%	100%	2%	8%	86%	0%	2. Watch	29%	31%	9%	---	Year 1	No	Y
5918	Oxnard Elementary	497	33%	13%	100%	2%	2%	91%	4%	2. Watch	50%	62%	---	---	Year 3	No	Y
5604	Panorama City Elementary	724	56%	10%	100%	1%	2%	94%	1%	2. Watch	33%	50%	---	---	Year 5	No	Y
3576	Parks Lrn Ctr Elementary	718	64%	12%	100%	2%	2%	95%	0%	2. Watch	36%	51%	---	---	Year 4	Yes	Y
3247	Plasencia Elementary	790	38%	9%	100%	3%	2%	90%	4%	2. Watch	40%	50%	---	---	Year 5	No	Y
6219	Raymond Ave Elementary	555	33%	9%	100%	35%	0%	65%	0%	2. Watch	35%	41%	---	---	Year 5	No	Y
6370	Rosemont Elementary	578	41%	13%	100%	3%	3%	81%	1%	2. Watch	45%	59%	---	---	Year 2	No	Y
6466	San Gabriel Elementary	680	35%	9%	100%	1%	0%	98%	0%	2. Watch	41%	55%	---	---	Year 5	No	Y
6589	Selma Elementary	263	41%	13%	100%	5%	2%	85%	7%	2. Watch	43%	43%	---	---	Year 4	No	Y
6753	Sierra Park Elementary	555	22%	12%	100%	0%	2%	96%	1%	2. Watch	38%	48%	---	---	Year 2	No	Y
8881	South East Senior High	2931	23%	10%	100%	1%	0%	99%	0%	2. Watch	33%	7%	4%	60%	Year 5	No	Y
6904	Stanford Elementary	844	42%	5%	100%	0%	0%	99%	1%	2. Watch	46%	56%	---	---	Year 3	No	Y
6918	State Elementary	678	46%	12%	100%	0%	0%	100%	0%	2. Watch	36%	55%	---	---	Year 5	No	Y
6952	Stoner Elementary	355	59%	14%	100%	3%	1%	93%	2%	2. Watch	37%	60%	---	---	Year 5	No	Y
7027	Sylvan Park Elementary	862	56%	9%	100%	2%	1%	94%	2%	2. Watch	35%	43%	---	---	Year 5	No	Y
8606	Torres ELA Perf Arts High School	510	21%	10%	100%	1%	0%	98%	1%	2. Watch	22%	3%	2%	---	0	No	Y

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7772	Torres Renaissance High School	470	24%	10%	100%	0%	0%	100%	0%	2. Watch	33%	6%	6%	---	0	No	Y
7777	Torres Soc Jst Ldshp High School	498	22%	13%	100%	0%	0%	99%	0%	2. Watch	19%	1%	3%	---	0	No	Y
7260	Tweedy Elementary	655	32%	8%	100%	0%	0%	98%	1%	2. Watch	49%	61%	---	---	Year 3	No	Y
7438	Van Nuys Elementary	544	59%	14%	100%	2%	1%	95%	2%	2. Watch	38%	58%	---	---	Year 3	Yes	Y
7589	Wadsworth Elementary	814	61%	8%	100%	3%	0%	96%	0%	2. Watch	29%	49%	---	---	Year 5	No	Y
4640	Walnut Park Elementary	932	38%	6%	100%	0%	0%	100%	0%	2. Watch	45%	54%	---	---	Year 5	No	Y
7644	West Athens Elementary	789	42%	9%	100%	28%	0%	71%	0%	2. Watch	29%	43%	---	---	Year 5	No	Y
7671	Western Elementary	599	39%	13%	100%	30%	0%	70%	0%	2. Watch	38%	57%	---	---	Year 5	Yes	Y
7836	Winnetka Elementary	458	49%	15%	100%	3%	13%	79%	3%	2. Watch	48%	66%	---	---	Year 5	No	Y
6872	Wisdom Elementary	871	51%	9%	100%	9%	0%	91%	0%	2. Watch	37%	47%	---	---	0	No	Y
7288	28th St Elementary	800	65%	9%	100%	1%	0%	98%	0%	3. Service & Support	33%	54%	---	---	Year 5	No	Y
3795	59th St Elementary	383	30%	14%	100%	45%	0%	55%	1%	3. Service & Support	41%	59%	---	---	Year 5	No	Y
8028	Audubon Middle School	826	12%	17%	100%	62%	0%	36%	0%	3. Service & Support	43%	35%	58%	---	Year 5	Yes	Y
2385	Gratts Learning Academy for Young Scholars (GLAYS) Elementary	624	57%	9%	100%	3%	0%	95%	0%	3. Service & Support	29%	45%	---	---	Year 5	No	Y
8208	King Middle School	1516	14%	11%	100%	2%	12%	64%	13%	3. Service & Support	56%	48%	34%	---	Year 5	No	Y
7399	Korenstein Elementary	579	52%	7%	100%	2%	1%	93%	3%	3. Service & Support	33%	53%	---	---	0	No	Y
8058	Liechty Middle School	1312	36%	12%	100%	2%	1%	96%	1%	3. Service & Support	29%	30%	21%	---	Year 3	No	Y

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8462	Virgil Middle School	1216	29%	14%	100%	2%	4%	87%	1%	3. Service & Support	36%	37%	42%	---	Year 5	No	Y
5740	118th St Elementary	595	50%	8%	100%	19%	0%	80%	0%	4. Achieving	46%	69%	---	---	Year 5	No	Y
7753	Leadership in Entertainment & Media Arts (LEMA) @ Lincoln High School	350	28%		100%	1%	10%	87%	1%	Performance Data Not Yet Available							Y
7725	Libra Academy @ Linda Esperanza Marquez HS (South Region High School #7)	334	13%		100%	0%	0%	99%	0%	Performance Data Not Yet Available							Y
5582	93rd St Elementary	1105	47%	10%	96%	21%	0%	79%	0%	2. Watch	34%	50%	---	---	Year 4	No	Y
2397	Belvedere Elementary	918	48%	10%	96%	0%	0%	99%	0%	2. Watch	31%	45%	---	---	Year 5	No	Y
4219	Graham Elementary	832	52%	6%	95%	3%	0%	96%	0%	2. Watch	38%	54%	---	---	Year 5	No	Y
4616	Humphreys Elementary	826	49%	6%	95%	0%	0%	99%	0%	2. Watch	39%	58%	---	---	Year 5	Yes	Y
7534	Vine Elementary	596	48%	13%	95%	2%	1%	94%	1%	2. Watch	45%	55%	---	---	Year 4	No	Y
5173	Dr Julian Nava Learning Academies - Business & Technology School (CR Middle School #7)	366	41%	13%	95%	5%	0%	95%	0%	Performance Data Not Yet Available							Y
4356	Anton Elementary	941	38%	9%	94%	0%	0%	100%	0%	2. Watch	34%	52%	---	---	Year 5	No	Y
3356	Dayton Heights Elementary	603	43%	14%	94%	4%	6%	84%	1%	2. Watch	53%	66%	---	---	0	No	Y
6438	Russell Elementary	957	52%	9%	94%	11%	0%	89%	0%	2. Watch	41%	58%	---	---	Year 5	Yes	Y

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8358	San Fernando Middle School	1435	26%	15%	94%	1%	0%	97%	1%	2. Watch	32%	32%	33%	---	Year 5	No	Y
6849	Soto Elementary	276	47%	19%	94%	0%	0%	100%	0%	2. Watch	36%	52%	---	---	Year 4	No	Y
2041	Alexandria Elementary	792	58%	11%	93%	1%	4%	90%	1%	2. Watch	38%	51%	---	---	Year 5	No	Y
5154	Orchard Academies 2C Middle School	427	23%	12%	93%	0%	0%	98%	1%	2. Watch	20%	17%	11%	---	0	No	Y
6671	Shenandoah Elementary	564	55%	11%	93%	9%	0%	88%	2%	2. Watch	40%	60%	---	---	Year 1	No	Y
8060	Bethune Middle School	1295	25%	9%	93%	13%	0%	87%	0%	3. Service & Support	26%	29%	28%	---	Year 5	No	Y
8113	Edison Middle School	1168	24%	12%	93%	3%	0%	97%	0%	3. Service & Support	31%	38%	40%	---	Year 5	No	Y
7708	ARTLAB @ Sotomayor LA (CR High School #13)	242	20%	16%	93%	2%	2%	88%	2%	Performance Data Not Yet Available							Y
8577	The Los Angeles River School @ Sotomayor Learning Academies (CR High School #13)	280	17%	14%	93%	0%	1%	91%	1%	Performance Data Not Yet Available							Y
8774	LA School of Global Studies High School	370	19%	6%	92%	1%	2%	92%	1%	2. Watch	32%	7%	11%	72%	0	Yes	Y
7068	Telfair Elementary	982	47%	10%	92%	0%	0%	99%	0%	2. Watch	37%	51%	---	---	Year 3	No	Y
8070	Dr Julian Nava Learning Academies - School of Arts & Culture (CR Middle School #7)	366	33%	13%	92%	4%	0%	95%	0%	Performance Data Not Yet Available							Y

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8207	Academic Leadership Community @ Contreras LC High School	414	31%	13%	91%	2%	1%	94%	0%	1. Focus	35%	12%	10%	54%	Year 2	No	Y
5153	Orchard Academies 2B Middle School	441	22%	17%	91%	0%	0%	97%	2%	2. Watch	29%	15%	9%	---	0	No	Y
8679	Garfield Senior High	2542	19%	10%	91%	1%	0%	99%	0%	3. Service & Support	39%	23%	23%	62%	Year 5	No	Y
4658	YES Academy Elementary	661	36%	12%	90%	41%	0%	59%	0%	1. Focus	30%	39%	---	---	Year 5	Yes	Y
6808	61st St Elementary	565	46%	7%	90%	13%	0%	87%	0%	2. Watch	41%	57%	---	---	Year 1	No	Y
6822	66th St Elementary	925	51%	8%	90%	8%	0%	91%	0%	2. Watch	45%	55%	---	---	Year 3	No	Y
3137	Cohasset Elementary	608	53%	14%	90%	3%	2%	91%	2%	2. Watch	40%	57%	---	---	Year 5	No	Y
8517	Contreras LC High School	943	27%	9%	90%	1%	1%	97%	0%	2. Watch	29%	7%	9%	64%	Year 4	No	Y
6565	Saticoy Elementary	584	43%	13%	90%	1%	4%	50%	41%	2. Watch	53%	65%	---	---	Year 2	Yes	Y
8117	Vista Middle School	1550	28%	15%	90%	3%	0%	93%	1%	2. Watch	29%	23%	41%	---	Year 5	No	Y
5329	Miramonte Elementary	1377	53%	7%	89%	1%	0%	98%	0%	2. Watch	33%	43%	---	---	Year 5	No	Y
8771	New Tech SH @ Jeff Senior High	342	21%	3%	89%	1%	0%	99%	0%	2. Watch	33%	7%	5%	56%	Year 1	No	Y
6027	Parthenia Elementary	693	45%	9%	89%	3%	2%	88%	3%	2. Watch	44%	58%	---	---	Year 3	No	Y
6501	San Fernando Institute of Applied Media (SFAM) @ San Fernando Middle School	395	23%		89%	1%	0%	97%	1%	Performance Data Not Yet Available							Y
2375	Hughes Elementary	885	36%	8%	88%	1%	0%	97%	2%	2. Watch	40%	55%	---	---	Year 5	No	Y
6878	Montara Ave Elementary	876	39%	8%	88%	0%	0%	99%	0%	2. Watch	45%	61%	---	---	Year 1	No	Y

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6021	Parmelee Elementary	956	42%	11%	88%	5%	0%	95%	0%	2. Watch	40%	52%	---	---	Year 5	No	Y
8153	Southeast Middle School	1327	22%	10%	88%	0%	0%	99%	0%	2. Watch	32%	24%	13%	---	Year 5	No	Y
4980	Pio Pico Middle School	668	25%	15%	88%	7%	1%	91%	0%	4. Achieving	41%	49%	78%	---	Year 5	No	Y
7707	School of History & Dramatic Arts @ Sotomayor LA (CR High School #13)	247	17%	12%	88%	1%	3%	90%	2%	Performance Data Not Yet Available							Y
8867	South Region High School #2 - Public Service Community School	292	31%	7%	88%	2%	0%	98%	0%	Performance Data Not Yet Available							Y
7719	South Region High School #2 - The Green Design Community School	315	32%	12%	88%	3%	0%	96%	0%	Performance Data Not Yet Available							Y
6795	68th St Elementary	1050	43%	9%	87%	17%	0%	83%	0%	2. Watch	41%	55%	---	---	Year 5	No	Y
8066	Burbank Middle School	859	14%	12%	87%	2%	2%	91%	1%	2. Watch	40%	38%	49%	---	Year 5	No	Y
8094	Carver Middle School	1133	31%	10%	86%	8%	0%	92%	0%	1. Focus	17%	19%	11%	---	Year 1	No	Y
2527	Broad Ave Elementary	827	24%	9%	86%	3%	1%	89%	3%	2. Watch	36%	59%	---	---	Year 5	No	Y
2548	Brockton Elementary	251	53%	16%	86%	5%	5%	76%	10%	2. Watch	39%	46%	---	---	Year 1	No	Y
7716	Social Justice Humanitas Academy @Chavez Learning Academies High School	459	13%	7%	86%	3%	0%	95%	2%	Performance Data Not Yet Available							Y

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8112	Drew Middle School	1177	28%	12%	85%	17%	0%	83%	0%	1. Focus	20%	20%	24%	---	Year 5	No	Y
5111	Alexander Sci Ctr Elementary School	644	27%	7%	85%	24%	2%	72%	1%	2. Watch	43%	58%	---	---	Year 3	No	Y
4767	Lane Elementary	407	20%	14%	85%	0%	1%	98%	0%	2. Watch	46%	57%	---	---	Year 1	No	Y
6178	Ramona Elementary	733	55%	13%	85%	2%	1%	82%	9%	2. Watch	44%	62%	---	---	Year 2	No	Y
8618	Wilson Senior High	2058	17%	13%	84%	1%	4%	94%	1%	1. Focus	28%	8%	7%	59%	Year 5	No	Y
5894	Osceola Elementary	385	38%	12%	84%	2%	1%	92%	2%	2. Watch	41%	51%	---	---	Year 3	No	Y
8179	Hollenbeck Middle School	1367	20%	15%	83%	1%	0%	98%	1%	2. Watch	30%	22%	9%	---	Year 5	No	Y
8189	Irving Middle School	660	19%	20%	83%	1%	4%	88%	1%	2. Watch	40%	29%	43%	---	Year 5	No	Y
3178	Coliseum Elementary	292	25%	17%	82%	62%	0%	36%	0%	1. Focus	29%	39%	---	---	Year 4	No	Y
8714	Jefferson Senior High	1628	34%	13%	82%	7%	0%	92%	0%	1. Focus	15%	1%	2%	34%	Year 5	No	Y
2247	Avalon Gardens Elementary	215	17%	11%	82%	69%	0%	31%	0%	2. Watch	45%	38%	---	---	Year 1	No	Y
3822	Figueroa Elementary	443	44%	12%	82%	19%	0%	81%	0%	2. Watch	36%	55%	---	---	Year 5	No	Y
7342	Meyler Elementary	827	47%	7%	82%	7%	3%	81%	3%	2. Watch	43%	56%	---	---	Year 1	No	Y
7715	ArTES Academy @Chavez Learning Academies High School	347	22%	9%	82%	7%	0%	86%	2%	Performance Data Not Yet Available							Y
3288	Crescent Hts L/A/S/J Elementary	374	18%	7%	81%	49%	1%	46%	2%	2. Watch	54%	55%	---	---	Year 1	No	Y
8255	Muir Middle School	1270	31%	13%	81%	20%	0%	80%	0%	2. Watch	23%	18%	33%	---	Year 5	No	Y

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7717	The Academy of Scientific Exploration @Chavez Learning Academies High School	304	22%	10%	81%	3%	0%	94%	2%	Performance Data Not Yet Available							Y
5110	Manhattan Place Elementary	383	17%	10%	80%	62%	0%	35%	0%	2. Watch	26%	36%	---	---	Year 5	No	Y
6158	Purche Elementary	557	11%	13%	80%	72%	1%	25%	0%	2. Watch	46%	55%	---	---	0	No	Y
8893	Van Nuys Senior High	2865	16%	10%	80%	4%	15%	62%	11%	2. Watch	50%	31%	14%	49%	Year 4	No	Y
7411	Vanalden Elementary	410	36%	7%	80%	7%	8%	67%	15%	2. Watch	48%	61%	---	---	Year 3	No	Y
7721	SR High School #2-Perf Arts	311	30%	12%	80%	5%	0%	93%	1%	Performance Data Not Yet Available							Y
8736	Los Angeles Senior High	1961	25%	13%	79%	12%	6%	79%	1%	1. Focus	26%	9%	3%	46%	Year 5	No	Y
8237	Markham Middle School	1202	25%	15%	79%	27%	0%	72%	0%	1. Focus	19%	15%	8%	---	Year 1	No	Y
6873	Escalante Elementary	625	52%	11%	79%	0%	0%	97%	2%	2. Watch	32%	48%	---	---	0	No	Y
2192	Arlington Hts Elementary	637	59%	11%	78%	14%	2%	82%	1%	2. Watch	40%	56%	---	---	Year 4	No	Y
5288	Micheltorena Elementary	279	28%	20%	78%	3%	4%	84%	8%	2. Watch	42%	50%	---	---	Year 3	No	Y
8259	Mulholland Middle School	1620	19%	17%	76%	4%	1%	86%	5%	2. Watch	38%	29%	35%	---	Year 5	No	Y
5986	Palms Elementary	416	40%	15%	76%	18%	9%	64%	7%	2. Watch	47%	54%	---	---	Year 2	No	Y
7718	South Region High School #2 - The Communication & Technology School	307	27%	12%	76%	8%	0%	92%	0%	Performance Data Not Yet Available							Y

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8571	Canoga Park Senior High	1742	22%	15%	75%	5%	3%	82%	7%	2. Watch	39%	23%	18%	65%	Year 5	No	Y
4575	Hooper Elementary	1241	53%	11%	75%	6%	0%	94%	0%	2. Watch	27%	46%	---	---	Year 5	No	Y
8696	Bernstein Senior High	1156	32%	13%	74%	2%	3%	84%	6%	1. Focus	23%	3%	3%	49%	Year 2	No	Y
6781	6th Ave Elementary	741	45%	9%	74%	22%	0%	77%	1%	2. Watch	30%	45%	---	---	Year 5	No	Y
8886	University Senior High	2058	11%	9%	74%	19%	10%	58%	10%	2. Watch	46%	13%	7%	66%	Year 5	No	Y
3311	Westside Leadership Mag Elementary	380	16%	9%	74%	20%	1%	72%	6%	2. Watch	43%	41%	12%	---	Year 3	No	Y
2146	Annalee Elementary	371	4%	14%	73%	86%	1%	9%	1%	2. Watch	42%	46%	---	---	Year 2	No	Y
2473	Bonita Elementary	479	19%	16%	73%	10%	4%	47%	4%	2. Watch	49%	61%	---	---	Year 3	No	Y
2530	Broadacres Elementary	262	2%	11%	73%	92%	1%	5%	0%	2. Watch	49%	62%	---	---	Year 2	Yes	Y
8683	Grant Senior High	2448	17%	12%	73%	4%	2%	64%	27%	2. Watch	39%	12%	11%	56%	Year 5	No	Y
7419	Van Deene Elementary	405	25%	12%	73%	6%	4%	75%	7%	2. Watch	48%	56%	---	---	Year 2	No	Y
3082	Cimarron Elementary	317	4%	19%	72%	90%	0%	8%	1%	2. Watch	43%	52%	---	---	Year 1	No	Y
8516	Cortines VAPA (Central High School #9)	1524	10%	6%	72%	11%	5%	68%	10%	3. Service & Support	52%	13%	12%	71%	Year 1	No	Y
8127	Fleming Middle School	1685	11%	10%	71%	16%	2%	68%	7%	2. Watch	45%	32%	22%	---	Year 5	No	Y
8701	International St LC High School	861	14%	8%	71%	1%	0%	99%	0%	2. Watch	42%	20%	18%	61%	Year 5	No	Y
8750	Marshall Senior High	2901	15%	10%	71%	2%	10%	65%	11%	2. Watch	44%	15%	5%	67%	Year 4	No	Y
7822	Windsor M/S Aero Mag Elementary	630	3%	5%	71%	90%	1%	8%	0%	2. Watch	51%	62%	---	---	Year 1	Yes	Y

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8600	Dorsey Senior High	1414	16%	17%	70%	54%	0%	45%	0%	1. Focus	20%	5%	6%	44%	Year 5	No	Y
7123	Bradley Eng/Human Mg Elementary	401	10%	10%	70%	76%	0%	23%	0%	2. Watch	33%	47%	---	---	Year 2	No	Y
8690	APEX High School	354	32%	10%	69%	1%	1%	93%	4%	1. Focus	12%	4%	2%	35%	Year 1	Yes	Y
8664	Gardena Senior High	1900	14%	11%	69%	24%	4%	67%	1%	1. Focus	28%	4%	4%	49%	Year 5	No	Y
5342	Monlux Elementary	770	28%	9%	69%	3%	4%	39%	51%	2. Watch	58%	65%	---	---	Year 1	No	Y
8871	South Gate Senior High	3313	21%	9%	68%	0%	0%	99%	0%	2. Watch	33%	13%	12%	70%	Year 5	No	Y
8878	Sylmar Senior High	2672	17%	12%	67%	2%	0%	94%	2%	1. Focus	33%	7%	10%	61%	Year 5	No	Y
2849	Carthay Center Elementary	376	20%	9%	65%	43%	7%	35%	12%	2. Watch	53%	55%	---	---	Year 3	No	Y
4973	Lorne Elementary	670	14%	12%	64%	6%	8%	59%	20%	2. Watch	59%	74%	---	---	Year 1	No	Y
5857	107th St Elementary	920	50%	7%	63%	25%	0%	74%	0%	1. Focus	30%	42%	---	---	Year 5	No	Y
6148	President Elementary	487	14%	14%	63%	21%	5%	52%	14%	2. Watch	53%	62%	---	---	Year 3	No	Y
8170	Harte Prep Middle School	1051	21%	12%	62%	27%	0%	72%	0%	1. Focus	26%	19%	14%	---	Year 5	No	Y
8725	Kennedy Senior High	2519	10%	14%	59%	4%	3%	79%	9%	2. Watch	42%	20%	13%	60%	Year 4	No	Y
8779	Narbonne Senior High	3338	10%	11%	58%	17%	3%	64%	7%	2. Watch	43%	17%	13%	60%	Year 4	No	Y
2712	Calvert Elementary	413	13%	19%	57%	11%	6%	43%	33%	2. Watch	54%	57%	---	---	Year 4	No	Y
7780	UCLA Community School Elementary	977	55%	8%	57%	2%	15%	78%	0%	2. Watch	30%	30%	7%	---	Year 1	No	Y
8907	Venice Senior High	2302	12%	12%	57%	9%	6%	69%	14%	2. Watch	43%	24%	16%	57%	Year 5	No	Y
8575	Carson Senior High	2826	7%	10%	56%	15%	2%	50%	3%	1. Focus	38%	10%	6%	49%	Year 5	No	Y

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8583	Chatsworth Senior High	2740	11%	13%	53%	8%	12%	55%	20%	2. Watch	48%	20%	11%	73%	Year 3	No	Y
8850	San Pedro Senior High	2972	6%	11%	52%	8%	2%	70%	17%	2. Watch	46%	12%	10%	53%	Year 5	No	Y
7657	Academies of Education & Empowerment @ Carson High School		7%	10%	56%	15%	2%	50%	3%	Performance Data Not Yet Available; demographic data from host school Carson SH							
7656	Academy of Medical Arts @ Carson High School		7%	10%	56%	15%	2%	50%	3%	Performance Data Not Yet Available; demographic data from host school Carson SH							



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July 26, 2012

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Jack Moscovitz

Dr. Mike O'Sullivan

Sylvia Perea

Steve Quon

STRATEGIST

David Tokofsky

LASDI CO-LEAD

Michelle Bennett

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue
Washington, D.C. 20202

Dear Secretary Duncan:

I am writing to support the Los Angeles Unified School District (LAUSD) Teacher Incentive Fund (TIF) grant application. The requirements of the grant are aligned with the work LAUSD has been doing to improve student achievement at our highest-need schools. Specifically, it would enhance the District's efforts to develop the skills of educators through the implementation of a performance review system based upon multiple measures, career pathways designed to keep outstanding teachers in the classroom and focused differentiated compensation.

Building leadership among teachers and administrators is essential for developing effective leadership teams at the school and district level. Given the increase in the number of new principals in the District, the TIF proposal's professional development plan is both timely and critical to the success of the teachers and students in our highest-need schools.

Since 2009, Associated Administrators of Los Angeles (AALA) leadership and membership have been represented on the Teacher Effectiveness Taskforce, presented recommendations to the Board of Education for improving the current performance evaluation systems, helped develop the LAUSD Teaching and Learning Framework, School Leadership Framework, and convened focus groups to support this work. Further, we have collaborated with the District and United Teachers, Los Angeles (UTLA) on a variety of important projects to help improve student performance. We know that effective leadership in every school is critical for helping all students reach their potential for success.

As the exclusive representative of LAUSD administrators, including principals and assistant principals, AALA strives to improve the existing systems and structures to provide better support and development for our members. We look forward to continuing our collaboration with the District during the planning and implementation years to address workload and capacity challenges for our membership and, thus, to ensure that a successful program is realized.

Sincerely yours,

(b)(6)

Dr. Judith Perez
AALA President

MEMBERS OF THE BOARD**LOS ANGELES UNIFIED SCHOOL DISTRICT**

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Administrative Office
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JOHN E. DEASY, Ph.D.
SUPERINTENDENT OF SCHOOLS

July 24, 2012

Secretary Arne Duncan
 U.S. Department of Education
 400 Maryland Avenue
 Washington, D.C. 20202

Dear Secretary Duncan:

I am writing in support of the Los Angeles Unified School District's (LAUSD) Teacher Incentive Fund (TIF) grant application. When I made the decision to come to the Los Angeles Unified School District, it was with the intention to make a difference for youth by way of what I deeply believe to be our single greatest opportunity: through supporting and developing employees to ensure there is a highly effective teacher in front of every student in every classroom across this district each and every day. Through our District leadership, LAUSD has been clear in its commitment to making investments in the development and support of our educators.

Research has had made it clear that classroom teachers are the most important in-school factor in a student's academic success. Study after study has shown that having an effective teacher can literally make or break a child's chance for success. This is especially true for our most vulnerable students. As a school system, we have a duty to do everything we can to ensure every student is academically prepared for success. Equally important, we have a duty to do everything we can to ensure that our teachers are valued and supported in their effort to teach all students to high levels.

To that end, LAUSD has capitalized on a tremendous opportunity to make improvements on our current teacher development and support system, more thoughtfully and faster than we ever have before, in a way that identifies and builds on the strengths of our educators and provides them with meaningful professional growth opportunities. This has been achieved by working in partnership with teachers, administrators, students, parents, and community organizations to field-test a development and evaluation system that includes multiple measures, is fair, grounded in research, and provides usable and meaningful feedback in order to help all students achieve. This process was designed to solicit and incorporate teacher feedback in a way where we can respond by make real-time improvements to the tools.

We believe that teacher and administrator voices are essential to the effort to improve the ways they are evaluated and supported throughout their careers. It is critical that we not only learn from the classrooms and schools where exceptional teaching and learning is taking place, but that we provide an systematized opportunity for teachers to bring their own expertise to the development of the basic educational performance standards of the District.

July 24, 2012

Page 2

As an organization, we are responsible for the education of nearly 700,000 students. It is clear that providing the students in our diverse district with the best possible education will require change and comprehensive reform in the way teachers and school leaders are recruited, compensated, evaluated, developed and retained. It is critical that we maintain the momentum for systematic improvement that currently exists, in the second largest district in the country. This grant will provide the District with the resources to continue developing and implementing the comprehensive system to establish an educator pipeline that will benefit students across Los Angeles and serve as a model for districts in our state.

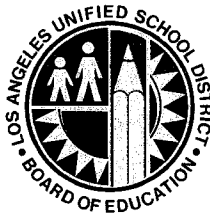
Thank you for your consideration of this proposal. We are enthusiastic about the opportunity this grant will provide the Los Angeles Unified School District. Please contact me should you have any questions regarding this letter.

Cordially,

(b)(6)

Dr. John E. Deasy

Los Angeles Unified School District
Board of Education



MONICA GARCIA
President

July 24, 2012

Secretary Arne Duncan
 U.S. Department of Education
 400 Maryland Avenue
 Washington, D.C. 20202

Dear Secretary Duncan:

I am writing to unequivocally endorse the Los Angeles Unified School District's (LAUSD) Teacher Incentive Fund (TIF) grant application. This grant is perfectly aligned with the incredible work this District has been engaged in since the Board of Education, under my leadership, passed the April 2009 Board Motion, *Quality Leadership and Teaching to Ensure a World Class Education For All*. The Task Force that was formed as a result of the resolution felt strongly that the focus areas of evaluation, tenure, differentiated compensation/career pathways and support mechanisms are, by their very nature, interconnected and thus represent a comprehensive approach to ensuring a highly effective teacher in every classroom and a highly effective leader for every school.

As an organization we are responsible for the education of nearly 700,000 students. We know the most critical difference in the academic success of a student is the quality of their teacher. It is clear that providing the students in our diverse district with the best possible education will require change and comprehensive reform in the way teachers and school leaders are recruited, compensated, evaluated, developed and retained. We must continue to build upon the successes we have experienced to ensure that every child is prepared to read, write and think critically; to attend college or begin a successful career; and to participate as an engaged member of society.

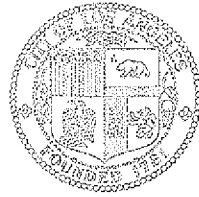
The Los Angeles Unified School District has an incredible opportunity to create real systematic change in our schools. Teachers have been asking for a better system that identifies and builds on their strengths as educators and provides them with relevant professional growth opportunities. Talented teachers and administrators have come together to explore new methods of reaching students, and they are seeing results. It is crucial that we maintain this momentum.

This grant will provide the District with the resources to continue developing and implementing the comprehensive system to establish an educator pipeline that will benefit students across Los Angeles and serve as a model for districts in our state. Thank you for your consideration of this proposal. We are enthusiastic about the opportunity this grant will provide the Los Angeles Unified School District. Please contact me should you have any questions regarding this letter.

In the spirit of hope,

(b)(6)

Mónica García
 President



ANTONIO R. VILLARAIGOSA
MAYOR

July 25, 2012

Arne Duncan
United States Secretary of Education
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Re: Support for LAUSD's Teacher Incentive Fund Grant Application

Dear Secretary Duncan:

I write to express my strong support for Los Angeles Unified School District's (LAUSD's) Teacher Incentive Fund (TIF) grant application. This grant would provide the District with critical resources to sustain and accelerate efforts to build a data-informed system of professional learning and support. This improved human capital system will position the District to meet the high standards that our students, parents and educators deserve.

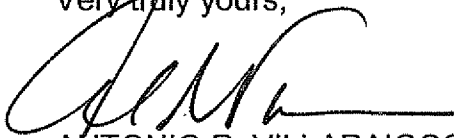
LAUSD has been making great strides towards supporting its educators' growth and development. Since 2009, the District has researched, designed, and is now piloting a multiple measure performance review system. At each stage of the system's development, LAUSD utilized a collaborative planning process to incorporate the input of teachers, administrators, parents, and community partners with a vested interest in the academic success of LAUSD students. To complement this work, LAUSD has begun establishing systems that create multiple career pathways and differentiated compensation in an effort to improve teacher effectiveness and, subsequently, student achievement.

Los Angeles children deserve high-quality schools that are led by strong teachers and administrators. This grant would allow LAUSD to build upon the success of the evaluation system pilot and strengthen the District's other efforts to improve teaching and learning. With the support of this grant, LAUSD would be one step closer to ensuring its educators' long-lasting positive impact on student success, in the classroom and beyond.

Secretary Duncan
July 25, 2012
Page 2

On behalf of Los Angeles students and families, I express my support for LAUSD's TIF grant and respectfully request that you give it your fullest consideration.

Very truly yours,



ANTONIO R. VILLARAIGOSA
Mayor

ARV:rc

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Assembly California Legislature



STEVEN BRADFORD
ASSEMBLYMEMBER, FIFTY-FIRST DISTRICT

COMMITTEES
CHAIR, UTILITIES AND COMMERCE
LOCAL GOVERNMENT
APPROPRIATIONS
INSURANCE
HOUSING AND COMMUNITY
DEVELOPMENT

SELECT COMMITTEES
CHAIR, PROCUREMENT

June 18, 2012

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue
Washington, D.C. 20202

Re: LAUSD Teacher Incentive Fund Grant Application

Dear Secretary Duncan:

It is with great pleasure that I write this letter in support of the Los Angeles Unified School District's (LAUSD) Teacher Incentive Fund (TIF) grant application. This grant would support LAUSD's effort to implement innovative and transformative systemic changes for the broader LAUSD community.

As the elected representative in 51st Assembly District, my office has seen first-hand how LAUSD has been proactive in responding to demands brought by parents, students, community organizations and teachers in my district. One such case has been the district's work on addressing teacher quality and professional development. The district has researched, designed, and begun implementing a multiple measure performance review system (Educator Growth and Development Cycle) in partnership with nearly 1,000 teachers, school leaders, and other instructional experts across the district. When fully implemented, this will allow LAUSD to increase the effectiveness of its educators by providing targeted quality training. At each stage of the program's development, the District has proactively sought to include teachers, administrators, parents, and community partners with a vested interest in the academic success of LAUSD students.

Awarding LAUSD the TIF grant will build upon the success of this partnership and strengthen the programs that support the District's strategy to dramatically improve teaching and learning. Particularly it would allow the district to develop a data-collection warehouse where employee data can be used to best understand the status of our educators at every step in the pipeline and allow LAUSD to transform into a continuous learning organization. Furthermore, it would allow the district to create an integrated professional development program and a system of multiple career pathways, coupled with differentiated compensation. It is important that the district continue to encourage excellence in its employees to ensure such excellence is present in all students served by the district.

On behalf of the students and families in the 51st Assembly District, I would like to express my complete support for the District's Teacher Incentive Fund grant application. Thank you for your consideration of this proposal. I am excited about the opportunity this grant will provide the Los Angeles Unified School District. Please contact me should you have any questions regarding this letter.

Sincerely,

A handwritten signature in black ink, appearing to read "Steven Bradford".

STEVEN BRADFORD
Assemblymember, 51st District

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Assembly California Legislature



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APPROPRIATIONS
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Elections and Redistricting
Human services

ISADORE HALL, III
ASSEMBLYMEMBER, FIFTY-SECOND DISTRICT
Chair, Governmental Organization Committee

June 29, 2012

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue
Washington, D.C. 20202

Re: LAUSD Teacher Incentive Fund Grant Application

Dear Secretary Duncan:

It is with great pleasure that I write this letter in support of the Los Angeles Unified School District's (LAUSD) Teacher Incentive Fund (TIF) grant application. This grant would support LAUSD's effort to implement innovative and transformative systemic changes for the broader LAUSD community.

As the elected representative for the 52nd Assembly District, my office has seen first-hand how LAUSD has been proactive in responding to demands brought by parents, students, community organizations and teachers in my district. One such case has been the district's work on addressing teacher quality and professional development. The district has researched, designed, and begun implementing a multiple measure performance review system (Educator Growth and Development Cycle) in partnership with nearly 1,000 teachers, school leaders, and other instructional experts across the district. When fully implemented, this will allow LAUSD to increase the effectiveness of its educators by providing targeted quality training. At each stage of the program's development, the District has proactively sought to include teachers, administrators, parents, and community partners with a vested interest in the academic success of LAUSD students.

Awarding LAUSD the TIF grant will build upon the success of this partnership and strengthen the programs that support the District's strategy to dramatically improve teaching and learning. Particularly it would allow the district to develop a data-collection warehouse where employee data can be used to best understand the status of our educators at every step in the pipeline and allow LAUSD to transform into a continuous learning organization. It would also allow the district to create an integrated professional development program and a system of multiple career pathways, coupled with differentiated compensation. It is important that the district continue to encourage excellence in its employees to ensure such excellence is present in all students served by the district.

On behalf of the students and families in the 52nd Assembly District, I would like to express my support for the District's Teacher Incentive Fund grant application. Thank you for your consideration of this proposal. Please contact me should you have any questions regarding this letter.

Sincerely,

ISADORE HALL, III
Assemblymember – 52nd District

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www.asm.ca.gov/lowenthal

Assembly California Legislature

BONNIE LOWENTHAL
ASSEMBLYMEMBER, FIFTY-FOURTH DISTRICT



COMMITTEES

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JOINT COMMITTEE ON EMERGENCY
MANAGEMENT, CHAIR
SELECT COMMITTEE ON PORTS, CHAIR
ACCOUNTABILITY AND ADMINISTRATIVE
REVIEW
HEALTH
ENVIRONMENTAL SAFETY & TOXIC
MATERIALS
LEGISLATIVE ETHICS

June 26, 2012

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue
Washington, D.C. 20202

Re: LAUSD Teacher Incentive Fund Grant Application

Dear Secretary Duncan:

I write in support of the Los Angeles Unified School District's (LAUSD) Teacher Incentive Fund (TIF) grant application. This grant would support innovative and transformative systemic changes for the broader LAUSD community.

As the representative of the 54th state Assembly District, I can tell you LAUSD has been responsive to parents, students, community organizations and teachers in my district. Leaders appear determined to improve teacher quality and professional development. The district has researched, designed, and begun implementing a multiple-measure performance-review system (Educator Growth and Development Cycle) in partnership with nearly 1,000 teachers, school leaders, and instructional experts.

The TIF grant would allow educators to build on those new foundations for learning.

I encourage you to grant the District's Teacher Incentive Fund application. Please don't hesitate to contact me should you have any questions regarding this letter.

Sincerely,

A handwritten signature in black ink that reads "Bonnie Lowenthal".

BONNIE LOWENTHAL
Assemblymember, 54th District

SENATOR KEVIN DE LEÓN
STATE CAPITOL, ROOM 5100
SACRAMENTO, CA 95834
TEL: 916-651-4022
FAX: 916-651-4027

SENATOR KEVIN DE LEÓN
TEL: 916-651-4022
FAX: 916-651-4027

California State Senate

SENATOR
KEVIN DE LEÓN
DEMOCRATIC CAUCUS CHAIR
TWENTY-SECOND SENATE DISTRICT



COMMITTEES
ELECTIONS & CONSTITUTIONAL
AMENDMENTS
ENERGY, UTILITIES &
COMMUNICATIONS
GOVERNMENTAL
ORGANIZATION
HEALTH
RULES

JOINT COMMITTEES
LEGISLATIVE AUDIT
RULES

July 26, 2012

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue
Washington, D.C. 20202

Re: LAUSD Teacher Incentive Fund Grant Application

Dear Secretary Duncan:

It is with great pleasure that I write this letter in support of the Los Angeles Unified School District's (LAUSD) Teacher Incentive Fund (TIF) grant application. This grant would support LAUSD's effort to implement innovative and transformative systemic changes for the broader LAUSD community.

As the elected representative in Senate District 22 my office has seen first-hand how LAUSD has been proactive in responding to demands brought by parents, students, community organizations and teachers in my district. One such case has been the district's work on addressing teacher quality and professional development. The district has researched, designed, and begun implementing a multiple measure performance review system (Educator Growth and Development Cycle) in partnership with nearly 1,000 teachers, school leaders, and other instructional experts across the district. When fully implemented, this will allow LAUSD to increase the effectiveness of its educators by providing targeted quality training. At each stage of the program's development, the District has proactively sought to include teachers, administrators, parents, and community partners with a vested interest in the academic success of LAUSD students.

Awarding LAUSD the TIF grant will build upon the success of this partnership and strengthen the programs that support their strategy to dramatically improve teaching and learning. Particularly it would allow the District to develop a data-collection warehouse where employee data can be used to best understand the status of our educators at every step in the pipeline and allow LAUSD to transform into a continuous learning organization. Furthermore, it would allow the District to create an integrated professional development program and a system of multiple career pathways, coupled with differentiated compensation. It is important that the District continue to encourage excellence in its employees to ensure such excellence is present for all students.

On behalf of the students and families in Los Angeles, I would like to express my complete support for the LAUSD's Teacher Incentive Fund grant application. Thank you for your consideration of this proposal. I am excited about the opportunity this grant will provide the Los Angeles Unified School District.

Thank you for your consideration. I'd be happy to discuss this with you. Please feel free to call me at 916-651-4022.

Sincerely,

KEVIN DE LEÓN
Twenty-Second Senate District

PR/Award # S374A120066

Page e181

California State Senate

SENATOR
FRAN PAVLEY



June 20, 2012

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue
Washington, D.C. 20202

Dear Secretary Duncan,

As a California State Senator and a longtime middle school teacher, I am writing in support of the Los Angeles Unified School District's (LAUSD) Teacher Incentive Fund (TIF) grant application. This grant would support LAUSD's effort to implement innovative and transformative systemic changes for the broader LAUSD community.

The district has researched, designed, and begun implementing a multiple measure performance review system, Educator Growth and Development Cycle, in partnership with nearly 1,000 teachers, school leaders, and other instructional experts across the district. When fully implemented, this will allow LAUSD to increase the effectiveness of its educators by providing targeted training. At each stage of the program's development, the district has proactively sought to include teachers, administrators, parents and community partners with a vested interest in the academic success of LAUSD students.

Awarding LAUSD the TIF grant will build upon the success of this partnership and strengthen the programs that support the district's strategy to dramatically improve teaching and learning. Particularly it would allow the district to develop a data-collection warehouse where employee data can be used to best understand the status of our educators at every step in the pipeline and allow LAUSD to transform into a continuous learning organization. Furthermore, it would allow the district to create an integrated professional development program and a system of multiple career pathways, coupled with differentiated compensation.

Thank you for your consideration of this proposal. It is important that the district continue to encourage excellence in its employees to ensure such excellence is present in all students served by the district. If you have any questions, please contact Marie Lakin in my office at (818) 876-3352.

Sincerely,

Fran Pavley
California State Senator, District 23

California State Senate

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E-mail: senator.wright@senate.ca.gov

www.sen.ca.gov/wright

SENATOR RODERICK D. WRIGHT TWENTY-FIFTH SENATE DISTRICT

Representing the Communities of Alondra Park, Athens, Compton, Gardena, Florence-Graham, Hawthorne, Inglewood, Ladera Heights, Lawndale, Long Beach, Los Angeles, Palos Verdes Peninsula, San Pedro, Watts, Westchester, Westmont, and Willowbrook



GOVERNMENTAL ORGANIZATION
CHAIR

BUDGET & FISCAL REVIEW

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ON EDUCATION

ENERGY, UTILITIES &
COMMUNICATIONS

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CALIFORNIA JOB CREATION
AND RETENTION - CHAIR

CALIFORNIA'S HORSE RACING
INDUSTRY CHAIR

CALIFORNIA'S WINE INDUSTRY

EARTHQUAKE AND DISASTER PREPAREDNESS,
RESPONSE, AND RECOVERY

EXCELLENCE AND INNOVATION
IN STATE GOVERNMENT

PROCUREMENT

JOINT COMMITTEE ON RULES

June 27, 2012

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue
Washington, D.C. 20202

Dear Secretary Duncan:

I write this letter to extend my support for the Los Angeles Unified School District's (LAUSD) Teacher Incentive Fund (TIF) grant application.

LAUSD has been at the forefront of addressing parent, students, teachers and community needs while providing quality education to our youth. The district is proactive in insuring we have quality and professional teachers by implementing district wide programs such as the Educator Growth and Development Cycle geared towards greater teacher performance and targeted quality training when needed.

LAUSD will utilize the TIF grant to build upon its successes and to grow and develop into a more evolved district that encourages excellence from its teachers and students. They plan on developing systems that collect teacher specific data that allow the district to cultivate its employees and illuminate pathways of greater professional development. LAUSD understands the importance of rewarding teacher success. When our teachers succeed our students are the true winners.

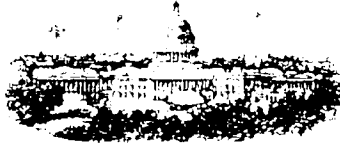
I fully support LAUSD in its efforts to serve the students and families in the community and I am pleased to recommend them for the Teacher Incentive Fund grant.

Sincerely,

RODERICK D. WRIGHT
Senator, 25th District

Enclosure
RDW:bat/cdi

BUDGET COMMITTEE
 FOREIGN AFFAIRS COMMITTEE
 SUBCOMMITTEE ON AFRICA, GLOBAL HEALTH,
 AND HUMAN RIGHTS
 SUBCOMMITTEE ON OVERSIGHT AND
 INVESTIGATION
 WWW.KARENBASS.HOUSE.GOV



KAREN BASS
 CONGRESS OF THE UNITED STATES
 33RD DISTRICT, CALIFORNIA

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 202-225-7084

DISTRICT OFFICE
 6909 WESTBURY ROAD, SUITE 600
 LOS ANGELES, CA 90046
 310-905-1422

June 20, 2012

Secretary Arne Duncan
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, D.C. 20202

Re: LAUSD Teacher Incentive Fund Grant Application

Dear Secretary Duncan:

It is with great pleasure that I write this letter in support of the **Los Angeles Unified School District's (LAUSD)** Teacher Incentive Fund (TIF) grant application. This grant would support LAUSD's effort to implement innovative and transformative systemic changes for the broader LAUSD community.

As the Congressmember for 33rd Congressional District of California, my office has seen first-hand how LAUSD has been proactive in responding to demands brought by key stakeholders in my district. One such case has been the district's work on addressing teacher quality and professional development. The district has researched, designed, and begun implementing a multiple measure performance review system (Educator Growth and Development Cycle) in partnership with nearly 1,000 teachers, school leaders, and other instructional experts across the district. When fully implemented, this system will allow LAUSD to increase the effectiveness of its educators by providing targeted quality training. At each stage of the program's development, the District has proactively sought to include teachers, administrators, parents, and community partners with a vested interest in the academic success of LAUSD students.

Awarding LAUSD the TIF grant will build upon the success of this partnership and strengthen the programs that support the District's strategy to dramatically improve teaching and learning. Particularly it would allow the district to develop a data-collection warehouse where employee data can be used to best understand the status of

our educators at every step in the pipeline and allow LAUSD to transform into a continuous learning organization. Furthermore, it would allow the district to create an integrated professional development program and a system of multiple career pathways, coupled with differentiated compensation. It is important that the district continue to encourage excellence in its employees to ensure such excellence is present in all students served by the district.

On behalf of the students and families in my district, I would like to express my strong support for the District's Teacher Incentive Fund grant application. Thank you for your consideration of this proposal. I am excited about the opportunity this grant will provide the Los Angeles Unified School District. Please contact me should you have any questions regarding this letter.

Sincerely,

A handwritten signature in black ink that reads "Karen Bass". The signature is fluid and cursive, with the first name "Karen" and last name "Bass" clearly distinguishable.

Member of Congress
Karen Bass
US House of Representatives
California, 33rd District

**COMMITTEE ON
FOREIGN AFFAIRS
RANKING MEMBER**

**COMMITTEE ON
THE JUDICIARY**

Subcommittee on Intellectual Property,
Competition, and the Internet



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www.house.gov/berman

HOWARD L. BERMAN

28TH DISTRICT, CALIFORNIA

United States House of Representatives

June 19, 2012

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue
Washington, D.C. 20202

Dear Secretary Duncan:

I am writing in support of the Los Angeles Unified School District's (LAUSD) Teacher Incentive Fund (TIF) grant application. This grant will be used to implement innovative and transformative systemic changes in the LAUSD community.

LAUSD has a longstanding reputation of working in partnership with parents, students, community organizations and teachers and is proactive in addressing the concerns of its stakeholders. For example, the District researched, designed, and implemented a multiple measure performance review system (Educator Growth and Development Cycle) in unison with nearly 1,000 teachers, school leaders, and other instructional experts across the district. This effort has proactively included teachers, administrators, parents, and community partners at each stage of the program's development. When fully implemented, this system allows LAUSD to increase educator effectiveness through targeted training.

The TIF grant will build upon the success of this partnership and help improve teaching skills with an employee data-collection warehouse. The data collected will monitor educator's development and help transform LAUSD into a continuous learning organization. It is vital that the district continue to encourage excellence in its employees to ensure such excellence is present in all students served by the District.

I support the District's Teacher Incentive Fund grant application. Thank you for your consideration of this proposal.

Sincerely,

A handwritten signature in black ink that reads "Howard L. Berman".

HOWARD L. BERMAN
Member of Congress

LAURA RICHARDSON

37TH DISTRICT, CALIFORNIA

1330 LONGWORTH BUILDING
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House of Representatives
Washington, DC 20515COMMITTEE ON
TRANSPORTATION AND
INFRASTRUCTURE
SUBCOMMITTEES ON
HIGHWAYS AND TRANSIT
RAILROADS, PIPELINES, AND
HAZARDOUS MATERIALS
WATER RESOURCES AND
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EMERGENCY PREPAREDNESS,
RESPONSE, AND COMMUNICATIONS
RANKING MEMBER
CYBERSECURITY,
INFRASTRUCTURE PROTECTION,
AND SECURITY TECHNOLOGIESDEMOCRATIC STEERING AND
POLICY COMMITTEE REGIONAL WHIP

June 22, 2012

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue
Washington, D.C. 20202**Re: LAUSD Teacher Incentive Fund Grant Application**

Dear Secretary Duncan,

It gives me great pleasure to support the Los Angeles Unified School District's (LAUSD) Teacher Incentive Fund (TIF) grant application. This grant would support LAUSD's effort to implement innovative and transformative systemic changes for the broader LAUSD community.

As the elected representative of the 37th Congressional District, my office has seen first-hand LAUSD's proactive response to demands brought by parents, students, community organizations and teachers. I wholeheartedly commend the LAUSD for addressing teacher quality and professional development through researching, designing, and beginning the implementation of a multiple measure performance review system; this system entitled, "Educator Growth and Development Cycle" works in partnership with nearly 1,000 teachers, school leaders, and other instructional experts throughout the LAUSD. The full implementation of this system will allow LAUSD to increase the effectiveness of its educators by providing targeted quality training. At each program development stage, the LAUSD has proactively sought to include teachers, administrators, parents, and community partners with a vested interest in the academic success of its students.

Awarding LAUSD the TIF grant will build upon the success of this partnership and strengthen the programs that support the focused and targeted strategy to dramatically improve teaching and learning. Specifically, it would allow development of a data-collection warehouse where employee data can best be utilized to understand the status of our educators at every step in the pipeline and allow LAUSD to transition into a continuous learning organization. Furthermore, it would allow the LAUSD to create an integrated professional development program and a system of multiple career pathways, coupled with differentiated compensation. It is important that LAUSD continues to encourage excellence in its employees to better ensure the excellence of its students.

On behalf of the students and families of the 37th Congressional District, I express my resounding support for LAUSD's, TIF grant application. I am excited about the opportunity this grant will provide the LAUSD.

Sincerely,

Laura Richardson
Member of Congress, 37th District

Committee on Appropriations
 Subcommittee on Homeland Security
 Subcommittee on Labor,
 Health and Human Services and
 Education
 Democratic Senior Whip
 Congressional Hispanic Caucus



LUCILLE ROYBAL-ALLARD
 34th DISTRICT, CALIFORNIA

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 Washington, DC 20515-0534
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 255 East Temple Street, Suite 1800
 Los Angeles, CA 90012-1578
 Telephone: (213) 628-9230
 Fax: (213) 628-8578
 www.house.gov/roybal-allard

July 23, 2012

Secretary Arne Duncan
 U.S. Department of Education
 400 Maryland Avenue
 Washington, D.C. 20202

Dear Secretary Duncan:

It is with great pleasure that I write this letter in support of the Los Angeles Unified School District's (LAUSD) Teacher Incentive Fund (TIF) grant application. Funding this proposal will support LAUSD's effort to implement innovative and transformative systemic changes for the broader LAUSD community.

As the representative for California's 34th Congressional District, my office has seen first-hand LAUSD's responsiveness to calls from parents, students, and community advocates to improve student outcomes. One such case has been the district's development of a multiple measure performance review system (Educator Growth and Development Cycle) to address teacher quality and professional development. When fully implemented, this proposed system will increase the effectiveness of its educators by providing targeted quality training. At each stage of the program's development, LAUSD has proactively sought to include teachers, administrators, parents, and community partners with a vested interest in the academic success of LAUSD students.

Awarding LAUSD the TIF grant will build upon the success of this partnership and strengthen the programs that support LAUSD's strategy to dramatically improve teaching and learning. Specifically, it will enable LAUSD to develop a data-collection warehouse where employee data can be used to best understand the status of our educators at every step in the pipeline and allow LAUSD to transform into a continuous learning organization. It will also empower the district to create an integrated professional development program and a system of multiple career pathways, coupled with differentiated compensation. It is important that the district continue to encourage excellence in its employees to ensure all students receive the best education available.

Given the tremendous benefits this system has to offer not only teachers at LAUSD, but also students and families within the district, I fully support the Los Angeles School District's grant proposal and respectfully request your favorable consideration for funding under the Teacher Incentive Fund.

Sincerely,

LUCILLE ROYBAL-ALLARD
 Member of Congress

MEMBER:
 COMMITTEE ON ETHICS
 RANKING MEMBER
 COMMITTEE ON
 THE JUDICIARY
 SUBCOMMITTEE ON INTELLIGENCE, PROPERTY,
 COMPETITION, AND THE INTEREST
 COMMITTEE ON
 VETERANS' AFFAIRS
 SUBCOMMITTEE ON ECONOMIC OPPORTUNITY
 DEMOCRATIC STEERING AND
 POLICY COMMITTEE

Linda T. Sánchez
 39TH DISTRICT, CALIFORNIA

Congress of the United States
House of Representatives
Washington, DC 20515

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 2423 RAYBURN BUILDING
 WASHINGTON, DC 20515
 (202) 225-6676

DISTRICT OFFICE:
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 SUITE 100
 CERRITOS, CA 90703
 (562) 860-5050

www.lindasanchez.house.gov

SENIOR WHIP

July 2, 2012

Secretary Arne Duncan
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, DC 20202

Re: *Teacher Incentive Fund Grant Application- CFDA 84.374A & 84.374B*

Dear Secretary Duncan:

I am writing to request full and fair consideration of the Los Angeles Unified School District's (LAUSD) ***Teacher Incentive Fund*** (TIF) grant application.

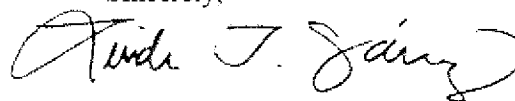
TIF is designed to support the development and implementation of performance-based teacher and principal compensations systems in high-need schools. TIF goals include improving student achievement by increasing teacher and principal effectiveness, reforming teacher and principal compensation systems to reward based on student achievement increases and increasing the number of effective teachers teaching socioeconomically disadvantaged students and creating sustainable.

This grant would support LAUSD's effort to implement innovative and transformative systemic changes for the broader LAUSD community. The school district has researched, designed, and implemented a multiple-measure performance review system- Educator Growth and Development Cycle- in partnership with approximately 1,000 teachers, school leaders and other instructional experts. When fully implemented, this performance system will allow LAUSD to increase the effectiveness of its educators by providing targeted quality training.

The ***Teacher Incentive Fund*** would support LAUSD's development of a data-collection warehouse where employee data can be used to best understand educators at every step in the pipeline. In doing so, LAUSD would create an integrated professional development program and a system of multiple career pathways, coupled with differentiated compensation.

I appreciate your consideration of this worthwhile request. I urge you to give this application the full and fair consideration it deserves. Please keep me apprised of developments on this matter by contacting Ms. Daisy Pizana on my staff at (562) 860-5050 or daisy.pizana@mail.house.gov.

Sincerely,



Linda T. Sánchez
 Member of Congress

California State University
Northridge

July 25, 2012

Office of the Dean
 Michael D. Eisner College of Education

Secretary Arne Duncan
 U.S. Department of Education
 400 Maryland Avenue
 Washington, D.C. 20202

Dear Secretary Duncan:

I am writing in support of the Los Angeles Unified School District's (LAUSD) Teacher Incentive Fund (TIF) grant application.

This grant is perfectly aligned with the recent work LAUSD has launched to support programs focused on increasing student achievement in our highest-need schools and communities. Notably, it would support the District's effort to improve teacher and school leader practice through the implementation of a multiple measure evaluation system aligned to professional learning options. Additionally, this proposal envisions multiple career pathways and differentiated compensation for those educators taking on additional roles in their schools.

The Michael D. Eisner College of Education at California State University, Northridge is the single largest preparer of LAUSD teachers, school leaders, and other educators, and we have maintained a long-standing relationship with the District. I am heartened by our continuing partnership to identify best practices in educator support, as well as the development of data systems to improve our understanding of how we can better prepare educators to become effective educators in LAUSD.

We collectively know the most critical difference in the academic success of a student is the quality of their teacher. The Los Angeles Unified School District has an opportunity to explore systematic change in its schools by implementing a multiple measure performance review system that is aligned to a compensation and career pathway. According to the District, teachers have been asking for a better evaluation system that identifies and builds on their strengths as educators and provides them with relevant professional growth opportunities. In some preliminary efforts, teachers and administrators have come together to investigate new methods of reaching students and the District reports that they are seeing results.

As a representative of a partner institution of higher education and a District stakeholder, I understand that the District has effectively established a collaborative planning process at each stage of the program's development to allow for the inclusion of teachers, administrators, parents, and community partners with an invested interest in the academic success of LAUSD students. Awarding LAUSD a grant will build upon the success of this partnership and strengthen the programs that support the District's strategy to dramatically improve teaching and learning.

I believe that the District is committed to establishing an educator pipeline that will benefit students across the Los Angeles basin and serve as a model for districts across our state. We are excited about the opportunity this grant will provide the Los Angeles Unified School District to work in partnership with institutions of higher education and other community agencies to

positively impact student learning through a commitment to preparing, recruiting, and retaining high quality teachers and administrators.

Please contact me should you have any questions regarding this letter.

Sincerely,

(b)(6)

Michael E. Spagna, Ph.D.

Dean

Michael D. Eisner College of Education



July 25, 2012

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue
Washington, D.C. 20202

Dear Secretary Duncan:

I am writing to enthusiastically endorse the Los Angeles Unified School District's (LAUSD) Teacher Incentive Fund (TIF) grant application. This grant is perfectly aligned with the recent work LAUSD has launched to support programs focused on increasing student achievement at our highest-need schools in our communities. Notably, it would support the district's effort to improve teacher and school leader practice through the implementation of a multiple measure evaluation systems aligned to professional learning options. Additionally, this proposal envisions multiple career pathways and differentiated compensation for those educators taking on additional roles in their schools.

Furthermore, as the Dean of Education at an institution that has worked in partnership with the Los Angeles Unified School District to prepare hundreds, if not thousands of teachers, school leaders and other educators through a long-standing relationship, I am heartened by our recent and continuing work together to identify best practices in educator support and growth and the development of data systems and partnerships to better understand the impact of teachers and leaders in the district and how we can better prepare educators to become effective educators in LAUSD.

We know the most critical difference in the academic success of a student is the quality of their teacher. It is clear that providing the students in our diverse district with the best possible education will require change and comprehensive reform in the way teachers and school leaders are recruited, compensated, evaluated, developed and retained. The Los Angeles Unified School District has an incredible opportunity to create real systematic change in our schools by implementing a multiple measure performance review system that is aligned to a compensation and career pathway. Teachers have been asking for a better evaluation system that identifies and builds on their strengths as educators and provides them with relevant professional growth opportunities. Talented teachers and administrators have come together to explore new methods of reaching students, and they are seeing results. It is crucial that we maintain this momentum.

As a University partner and LAUSD stakeholder, we must highlight that LAUSD has effectively established a collaborative planning process at each stage of the program's development to allow for the inclusion of teachers, administrators, parents, and community partners with an invested interest in the academic success of LAUSD students. Awarding LAUSD a grant will build upon the success of this partnership and strengthen the programs that support the district's strategy to dramatically improve teaching and learning. We understand an educators' impact on student achievement is significant and long-lasting, and this grant would put the district one step closer to ensuring an educator's impact on student achievement is positive in every way.

We believe this grant will support the district in establishing an educator pipeline that will benefit students across the Los Angeles basin and serve as a model for districts across our state. Thank you for your consideration of this proposal. We are excited about the opportunity this grant will provide the Los Angeles Unified School District. Please do not hesitate to contact me at 310.338.7301 or via email at shane.martin@lmu.edu should you have any questions regarding this letter.

Sincerely,

(b)(6)

Shane P. Martin, Ph.D.

Dean and Professor, Loyola Marymount University School of Education
PR/Award # S374A120066



DOMINIC JAMES BREWER, Ph.D.
*Vice Dean for Research,
 Partnerships and Globalization*

July 25, 2012

Secretary Arne Duncan
 U.S. Department of Education
 400 Maryland Avenue
 Washington, D.C. 20202

Dear Secretary Duncan:

As, Vice Dean for the Research, Partnerships, and Globalization for the USC Rossier School of Education, I would like to on behalf of the Rossier School of Education, formally support the Los Angeles Unified School District's (LAUSD) Teacher Incentive Fund (TIF) grant application. The Rossier School of Education has had a long standing partnership with the Los Angeles Unified School District through research, professional development and placement of our alumni in teaching, administration, leadership and staff positions throughout the district.

Key faculty from our school including Drs. Katharine Strunk and Julie Marsh are working on essential research and evaluation initiatives with LAUSD. Dr. Strunk and Marsh are the Principal Investigators on the evaluation of the Investing in Innovation Development Grant examining the district's Public School Choice Initiative. Dr. Strunk is also leading the evaluation study of LAUSD's new multiple measure evaluation and support system for teachers and school leaders.

The TIF grant is strongly aligned with the recent work LAUSD has launched to support programs focused on increasing student achievement at our highest-need schools in our communities specifically focusing on the multiple measure evaluation and support system.

As a leading research institution that is preparing 2000 teachers through our award winning online Master's of Arts in Teaching program, Rossier is interested in identifying ways to better prepare effective educators, studying best practices in educator support and growth, and developing data systems to better understand the impact of teachers and school leaders.

The Los Angeles Unified School District has an incredible opportunity to potentially create systematic change in our schools by implementing a multiple measure performance review system that is aligned to a compensation and career pathway. Rossier believes this grant will support the district in establishing an educator pipeline that will benefit students across the Los Angeles basin. The TIF grant would also provide a strong opportunity for our faculty to continue to broaden and strengthen their ongoing research partnerships with the LAUSD.

Please contact my Assistant Dean for Research, Dr. Cathryn Dhanatya at dhanatya@rossier.usc.edu or at 213-821-3123, should you have any questions regarding this letter.

Sincerely,

(b)(6)



Dominic J. Brewer, Ph.D.
 Vice Dean of Research, Partnerships and Globalization
 Clifford H. and Betty C. Allen Professor in Urban Leadership
 Professor of Education, Economics and Policy

DJB:rkh

July 24, 2012

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue
Washington, D.C. 20202

Dear Secretary Duncan:

I am writing in support of the Los Angeles Unified School District's (LAUSD) Teacher Incentive Fund (TIF) grant application. The TIF grant is well-aligned with LAUSD's recent initiatives that support programs focused on increasing student achievement in the district's highest-need schools. Importantly, the TIF grant would help to support LAUSD's ongoing efforts to improve teacher and school leader practice through the implementation of a multiple measure evaluation and support system. Additionally, the district's TIF proposal sets out a differentiated compensation and career ladder for educators taking on additional roles in their schools.

LAUSD just completed its first year pilot of its multiple measure evaluation and support system. In my work as the Principal Investigator on an evaluation study of this new system, I have been impressed with LAUSD's desire to implement research-based strategies to improve teacher practice and student performance, and by their willingness to partner with objective external researchers to assess the true impacts of their work. Early results from my analysis of the pilot year of the evaluation and support system show that participating teachers and administrators are incredibly supportive of the process and content of the system, and believe that it is a far better evaluation system than what has been in place for decades. Participating teachers and administrators overwhelmingly believe that the new system helps them to reflect on and improve their practice as teachers and instructional leaders, and will provide them with access to development opportunities aligned with their needs.

It is crucial that LAUSD maintains the momentum generated in this pilot year. Awarding LAUSD a TIF grant will help the district to build upon their early successes and will strengthen the District's strategy to improve teaching and learning. In addition, the TIF grant would provide a tremendous opportunity for researchers to partner with LAUSD to further learning about effective human capital practices.

Thank you for your consideration of this proposal. Please contact me should you have any questions regarding this letter.

Sincerely,

(b)(6)

Katharine O. Strunk
Assistant Professor of Education & Policy
Rossier School of Education and, by courtesy, the Sol Price School of Public Policy
University of Southern California

University of Southern California
901E 3470 Trousdale Parkway, Los Angeles, California 90089 • Tel: 213 740 2190 • Email: kstrunk@usc.edu



Alliance for a Better Community

June 19, 2012

350 South Bixel Street, Suite 180
Los Angeles, CA 90017
Phone: (213) 250-0052
Fax: (213) 250-0105
info@afabc.org
www.afabc.org

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue
Washington, D.C. 20202

The Alliance for a Better Community (ABC)
promotes equity for Latinos in education,
health, economic development and civic
engagement for the betterment of the
Los Angeles region.

Dear Secretary Duncan:

I am writing to enthusiastically endorse the Los Angeles Unified School District's (LAUSD) Teacher Incentive Fund (TIF) grant application. This grant is perfectly aligned with the recent work LAUSD has launched to support programs focused on increasing student achievement at our highest-need schools in our communities. Notably, it would support the district's effort to improve teacher and school leader practice through the implementation of systems that create multiple career pathways and differentiated compensation.

For example, since April 2009, the district has researched, designed, and begun implementing a multiple measure performance review system (Educator Growth and Development Program) in partnership with teachers across the District. When fully implemented, this will allow LAUSD to increase the effectiveness of its educators by providing targeted quality training. Furthermore, this program will provide the necessary support to instructional leaders in the classrooms and school sites across the system.

As a community partner and LAUSD stakeholder, we must highlight that LAUSD has effectively established a collaborative planning process at each stage of the program's development to allow for the inclusion of teachers, administrators, parents, and community partners with an invested interest in the academic success of LAUSD students. Awarding LAUSD a grant will build upon the success of this partnership and strengthen the programs that support the District's strategy to dramatically improve teaching and learning. We understand an educators' impact on student achievement is significant and long-lasting, fortunately this grant would put the district one step closer to ensuring an educator's impact on student achievement is positive in every way.

The Alliance for a Better Community (ABC) is an organization dedicated to promoting equity for Latinos in health, education, economic development and civic engagement. As a long-time partner of the district, we applaud its efforts to continue to enhance its systems. On behalf of the students and families ABC serves, we would like to express our support for the District's Teacher Incentive Fund grant application.

Thank you for your consideration of this proposal. We are excited about the opportunity this grant will provide the Los Angeles Unified School District. Please contact me should you have any questions regarding this letter.

Sincerely,

(b)(6)

Angelica Solis, Executive Director
Alliance for a Better Community
Angelica@afabc.org, (213) 250-0052 ext. 202
PR/Award # S374A120066



July 17, 2012

**Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue
Washington, D.C. 20202**

Dear Secretary Duncan:

I am writing to enthusiastically endorse the Los Angeles Unified School District's (LAUSD) Teacher Incentive Fund (TIF) grant application. This grant is perfectly aligned with the recent work LAUSD has launched to support programs focused on increasing student achievement at our highest-need schools in our communities. Notably, it would support the district's effort to improve teacher and school leader practice through the implementation of systems that create multiple career pathways and differentiated compensation.

The California Office to Reform Education (CORE) believes in creating and sustaining District collaborations as a way to work together to innovate, implement, and scale new strategies and tools that help our students succeed, so that district practice and policies are improved to meet the challenges of the 21st century. CORE is a leader of transformative change. CORE districts are working together to address a common set of high-priority challenges in education. CORE staff coordinates and facilitates the collaboration, and ensures ongoing communication between, among, and about the districts to advance the work. As a result, education leaders across California will benefit from new, more efficient, sustainable, and easily-leveraged strategies for improving teaching and learning at a more rapid, sustainable, and scaled pace.

Specifically, CORE has concentrated efforts around three specific areas of collaboration: Standards, Assessment and Instruction, Talent Management, and Building Capacity for Improvement. As a member District, the Los Angeles Unified School District has been an active thought-partner around developing, supporting, and empowering great teachers and school leaders through improved recruitment, preparation, and professional support systems, including an effective teacher and principal evaluation system and sharing and using information, knowledge, and experience across districts more effectively to improve instruction and foster systems of continuous improvement, particularly in support of struggling schools. Together, the eight member Districts have served more than one million Californian students and their families.

The Los Angeles Unified School District has an incredible opportunity to create real systematic change in our schools by implementing a multiple measure performance review system that thoughtfully and strategically changes the way teachers and school leaders are recruited, compensated, evaluated, developed and retained. Teachers have been asking for a better evaluation system that identifies and builds on their strengths as educators and provides them with relevant professional growth opportunities. Talented teachers and administrators have come together to explore new methods of reaching students, and they are seeing results. It is crucial that we maintain this momentum.

916.441.2917 (T)

1130 K Street, Suite 250
Sacramento, CA 95814

916.441.4577 (F)

www.coredistricts.org

PR/Award # S374A120066

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As a partner in this work, we must highlight that LAUSD has effectively established a collaborative planning process at each stage of the program's development to allow for the inclusion of teachers, administrators, parents, and community partners with an invested interest in the academic success of LAUSD students. Awarding LAUSD a grant will build upon the success of this partnership and strengthen the programs that support the District's strategy to dramatically improve teaching and learning. We understand an educators' impact on student achievement is significant and long-lasting, fortunately this grant would put the district one step closer to ensuring an educator's impact on student achievement is positive in every way. Thank you for your consideration of this proposal. We are excited about the opportunity this grant will provide the Los Angeles Unified School District. Please contact me should you have any questions regarding this letter.

Sincerely,

(b)(6)

Rick Miller
CORE
916-441-2917
rick@capimpactllc.com

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PR/Award # S374A120066

Page e197



June 19, 2012

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue
Washington, D.C. 20202

Dear Secretary Duncan:

I am writing to enthusiastically endorse the Los Angeles Unified School District's (LAUSD) Teacher Incentive Fund (TIF) grant application. This grant is perfectly aligned with the recent work LAUSD has launched to support programs focused on increasing student achievement at our highest-need schools in our communities. Notably, it would support the district's effort to improve teacher and school leader practice through the implementation of systems that create multiple career pathways and differentiated compensation.

For example, since April 2009, the district has researched, designed, and begun implementing a multiple measure performance review system (Educator Growth and Development Program) in partnership with teachers across the District. When fully implemented, this will allow LAUSD to increase the effectiveness of its educators by providing targeted quality training. Furthermore, this program will provide the necessary support to instructional leaders in the classrooms and school sites across the system.

As a community partner and LAUSD stakeholder, we must highlight that LAUSD has effectively established a collaborative planning process at each stage of the program's development to allow for the inclusion of teachers, administrators, parents, and community partners with an invested interest in the academic success of LAUSD students. Awarding LAUSD a grant will build upon the success of this partnership and strengthen the programs that support the District's strategy to dramatically improve teaching and learning. We understand an educators' impact on student achievement is significant and long-lasting, fortunately this grant would put the district one step closer to ensuring an educator's impact on student achievement is positive in every way.

College Summit is a national non-profit organization that partners with underserved high schools and districts to increase college enrollment rates and foster sustainable college-going cultures on high school campuses. In the 2012-13 academic year we will serve nearly 3,650 students at nine high schools in LAUSD. We rely on highly motivated and competent teachers and counselors to implement our program effectively and with fidelity, in order to send more students to college.

On behalf of the students and families College Summit serves, we would like to express our support for the District's Teacher Incentive Fund grant application.

Thank you for your consideration of this proposal. We are excited about the opportunity this grant will provide the Los Angeles Unified School District. Please contact me should you have any questions regarding this letter.

Sincerely,

(b)(6)

Alexis Shah
Executive Director
College Summit Southern California
ashah@collegesummit.org

College Summit - Southern California
5601 W. Slauson Ave., Suite 265, Culver City, CA 90230
t. 310-216-2701 www.collegesummit.org



July 25, 2012

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue
Washington, D.C. 20202

Dear Secretary Duncan:

I am writing to enthusiastically endorse the Los Angeles Unified School District's (LAUSD) Teacher Incentive Fund (TIF) grant application. This grant is perfectly aligned with the recent work LAUSD has launched to support programs focused on increasing student achievement at our highest-need schools in our communities. Notably, it would support the district's effort to improve teacher and school leader practice through the implementation of systems that create multiple career pathways and differentiated compensation.

For example, since April 2009, the district has researched, designed, and begun implementing a multiple measure performance review system (Educator Growth and Development Program) in partnership with teachers across the District. When fully implemented, this will allow LAUSD to increase the effectiveness of its educators by providing targeted quality training. Furthermore, this program will provide the necessary support to instructional leaders in the classrooms and school sites across the system.

As a community partner and LAUSD stakeholder, we must highlight that LAUSD has effectively established a collaborative planning process at each stage of the program's development to allow for the inclusion of teachers, administrators, parents, and community partners with an invested interest in the academic success of LAUSD students. Awarding LAUSD a grant will build upon the success of this partnership and strengthen the programs that support the District's strategy to dramatically improve teaching and learning. We understand an educators' impact on student achievement is significant and long-lasting, fortunately this grant would put the district one step closer to ensuring an educator's impact on student achievement is positive in every way.

Communities for Teaching Excellence works to ensure effective teaching for every student, in every classroom, every year. We work closely with LAUSD while building public awareness of and support for the district's efforts to provide a high quality teaching for every student. On behalf of the students and families that Communities for Teaching Excellence serves, we would like to express our support for the District's Teacher Incentive Fund grant application.

Thank you for your consideration of this proposal. We are excited about the opportunity this grant will provide the Los Angeles Unified School District. Please contact me should you have any questions regarding this letter.

Sincerely,

(b)(6)

Yolie Flores
 President & CEO

Educators Excellence

Los Angeles

448 South Hill Street, Los Angeles, CA 90013

Tel (213) 622-5669

Educators4Excellence.org

July 13, 2012

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue
Washington, D.C. 20202

Dear Secretary Duncan,

Educators 4 Excellence (E4E), a teacher-led and student-focused organization, eagerly supports the Los Angeles Unified School District's (LAUSD) Teacher Incentive Fund (TIF) grant application. This grant is essential to continue LAUSD's work creating programs focused on increasing student achievement at the highest-need schools in our communities. Specifically, the grant would incentivize and reward leadership development by creating multiple career pathways and differentiated compensation for teachers.

This grant would support the district's effort to improve teacher evaluation and support systems. For the past three years and with support from teachers across the district, LAUSD has begun implementing a multiple measure teacher evaluation system (Educator Growth and Development Program) that, once fully implemented, will provide teachers with specific feedback and targeted professional development. Furthermore, this program will provide the necessary support to identify instructional leaders.

Investing in teacher leadership is at the core of E4E's mission. Our mission is to place the voices and ideas of teachers at the forefront of the conversations that shape our classrooms and careers. Our organization has 7,000 members nationwide and 1,000 members in California. We recently interviewed several LAUSD teachers to understand their thoughts on this grant opportunity. All fifteen teachers we interviewed expressed support for an expanded system for career pathways and differentiated compensation. The majority of teachers interviewed said this change is necessary to identify, leverage and retain teachers as leaders, mentors, content experts and coaches.

Awarding LAUSD this grant would enable our district to recognize and invest in teacher leadership. With this in mind, we proudly endorse LAUSD's application for this grant. Thank you for your consideration of this proposal. Please contact me should you have any questions regarding this letter.

Sincerely,

Ama Nyamekye
Educators 4 Excellence
213-622-5669



Oscar E. Cruz
President & CEO

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Wealth Manager
Morgan Stanley

June 18, 2012

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue
Washington, D.C. 20202

Dear Secretary Duncan:

I am writing to enthusiastically endorse the Los Angeles Unified School District's (LAUSD) Teacher Incentive Fund (TIF) grant application. This grant is perfectly aligned with the recent work LAUSD has launched to support programs focused on increasing student achievement at the highest-need schools in our communities. Notably, it would support the District's effort to improve teacher and school leader practice through the implementation of systems that create multiple career pathways and differentiated compensation.

For example, since April 2009, the District has researched, designed, and begun implementing a multiple measure performance review system (Educator Growth and Development Program) in partnership with teachers across the District. When fully implemented, this will allow LAUSD to increase the effectiveness of its educators by providing targeted quality training. Furthermore, this program will provide the necessary support to instructional leaders in the classrooms and school sites across the system.

As a community partner and LAUSD stakeholder, we would like to highlight that LAUSD has effectively established a collaborative planning process at each stage of the program's development to allow for the inclusion of teachers, administrators, parents, and community partners with a vested interest in the academic success of LAUSD students. Awarding LAUSD a grant will build upon the success of this partnership and strengthen the programs that support the District's strategy to dramatically improve teaching and learning. We understand that an educator's impact on student achievement is significant and long-lasting. The TIF grant would put the District one step closer to ensuring and increasing an educator's positive impact on student achievement.

Families In Schools (FIS) is a nonprofit organization founded in 2000 and based in Los Angeles, California, whose mission is to involve parents and communities in their children's education to achieve lifelong success. FIS has worked with over 100 schools in LAUSD during the past twelve years, including presenting programs and curricula workshops to increase teacher and administrator effectiveness in the area of parent and community engagement; augment parent, staff and student knowledge about the college pathway; raise parent and staff awareness about how to support reading at home, particularly in homes where English is not spoken; and provide parents and staff with information about how to choose quality schools and support



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effective teachers. In addition, FIS has been and continues to be an active member of multiple reform committees, both inside and outside of LAUSD, focused on improving teacher and administrator performance for the purpose of increasing student outcomes for all students. On behalf of the students and families that FIS serves, we would like to express our support for the District's Teacher Incentive Fund grant application.

Thank you for your consideration of this proposal. We are excited about the opportunity this grant will provide the Los Angeles Unified School District. Please contact me should you have any questions regarding this letter.

Sincerely,

(b)(6)

Oscar E. Cruz
President & CEO

FUTURE NOW SCHOOLS

July 25, 2012

Secretary Arne Duncan
U. S. Department of Education
400 Maryland Avenue
Washington, D. C. 20202

Dear Secretary Duncan:

We are writing in strong support of the Los Angeles Unified School District's Teacher Incentive Fund grant application.

Future Is Now Schools, led by Green Dot Public Schools' founder Steve Barr and Success Academy Charter Schools' Vice Chairman Gideon Stein, is dedicated to creating politically and economically sustainable models for education reform. We are currently working with the LAUSD to create teacher-led schools that embrace best practices from high performing charters while remaining in-district and retaining teachers' union affiliations.

LAUSD's TIF application draws on the district's experience with teacher evaluation and builds on teacher career path research from across the country – research that underlines the fact that great teachers will stay in the classroom if given the opportunity to grow as skilled professionals, and be compensated accordingly.

Without qualification, we strongly support the application of the Los Angeles Unified School District for the Teacher Incentive Fund application.

Sincerely,

Steve Barr
CEO and Chairman, Future is Now Schools

Green Dot
Public

June 18, 2012

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue
Washington, D.C. 20202

Dear Secretary Duncan:

I am writing to enthusiastically endorse the Los Angeles Unified School District's (LAUSD) Teacher Incentive Fund (TIF) grant application. This grant is perfectly aligned with the recent work LAUSD has launched to support programs focused on increasing student achievement at our highest-need schools in our communities. Notably, it would support the district's effort to improve teacher and school leader practice through the implementation of systems that create multiple career pathways and differentiated compensation.

For example, since April 2009, the district has researched, designed, and begun implementing a multiple measure performance review system (Educator Growth and Development Program) in partnership with teachers across the District. When fully implemented, this will allow LAUSD to increase the effectiveness of its educators by providing targeted quality training. Furthermore, this program will provide the necessary support to instructional leaders in the classrooms and school sites across the system.

As a partner in the delivery of high quality public education in Los Angeles, and an LAUSD stakeholder, we work closely with LAUSD on a range of innovative approaches to solving the profound challenges to serving all students at the highest level. LAUSD is a valued partner, committed to the changes required in the way we evaluate the performance of our public education teachers. LAUSD has effectively established a collaborative planning process at each stage of the Educator Growth and Development Program's evolution to allow for the inclusion of teachers, administrators, parents, and community partners with an invested interest in the academic success of LAUSD students. Awarding LAUSD a grant will build upon the success of this partnership and strengthen the programs that support the District's strategy to dramatically improve teaching and learning. We understand an educators' impact on student achievement is significant and long-lasting. This grant would put the district one step closer to ensuring an educator's impact on student achievement is positive in every way.

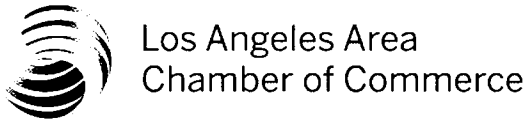
On behalf of the students and families Green Dot Public School serves, we would like to express our support for the District's Teacher Incentive Fund grant application.

Thank you for your consideration of this proposal. We are excited about the opportunity this grant will provide the Los Angeles Unified School District. Please contact me should you have any questions regarding this letter.

Sincerely,

(b)(6)

Marco Petrucci
Chief Executive Officer



Los Angeles Area
Chamber of Commerce

July 25, 2012

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue
Washington, D.C. 20202

Dear Secretary Duncan:

I am writing to enthusiastically endorse the Los Angeles Unified School District's (LAUSD) Teacher Incentive Fund (TIF) grant application. This grant is perfectly aligned with the recent work LAUSD has launched to support programs focused on increasing student achievement at our highest-need schools in our communities. Notably, it would support the district's efforts to improve teacher and school leader practice through the implementation of systems that create multiple career pathways and differentiated compensation. As an organization that represents the public and private sectors serving millions of families across this city, we consider the Los Angeles Unified School District a critical partner in our work. When the nearly 700,000 students who attend schools in the District succeed academically, families do better, the economy thrives, and our citizens become more engaged.

As conveners of the L.A. Compact, an unprecedented commitment by 18 major L.A. institutions that want to see positive change in Los Angeles public schools, and better prepare local students for college and the 21st century workplace, we pledge to continue building support for these initiatives. The L.A. Compact identifies important areas where its partners can work together to address pressing educational issues, better leverage resources and have a measurable impact. Compact partners, including LAUSD, the School Board, Mayor Villaraigosa, the City Council, the L.A. Area Chamber of Commerce, 11 local institutions of higher learning, Associated Administrators of Los Angeles (AALA), United Way of Greater Los Angeles, and the Los Angeles County Federation of Labor, AFL-CIO, have pledged to work together on a set of collaborative strategies to improve public education. These strategies include *Achieving High-Quality Teaching and Learning in Classrooms* (Collaborative Strategy #1), and *Building Collaborative Leadership Capacity* (Collaborative Strategy #2). We recognize that teachers must have the capacity for high-quality teaching and that strong leadership among all school stakeholders is essential for effectively managing schools, and believe that the District's TIF grant application is aligned to these strategies.

It is clear that providing the students in our diverse district with the best possible education will require change and comprehensive reform in the way teachers and school leaders are recruited, compensated, evaluated, developed and retained. The Los Angeles Unified School District has an incredible opportunity to create real systematic change in our schools by implementing a multiple measure performance review system that is aligned to a compensation and career

pathway. Teachers have been asking for a better evaluation system that identifies and builds on their strengths as educators and provides them with relevant professional growth opportunities. Talented teachers and administrators have come together to explore new methods of reaching students, and they are seeing results. It is crucial that we maintain this momentum.

As a community partner and LAUSD stakeholder, we must highlight that LAUSD has effectively established a collaborative planning process at each stage of the program's development to allow for the inclusion of teachers, administrators, parents, and community partners with an invested interest in the academic success of LAUSD students. Awarding LAUSD a grant will build upon the success of this partnership and strengthen the programs that support the District's strategy to dramatically improve teaching and learning. We understand an educators' impact on student achievement is significant and long-lasting, fortunately this grant would put the district one step closer to ensuring an educator's impact on student achievement is positive in every way.

Our members want to know that LAUSD students are prepared to contribute to our region's economy, and we believe this grant will support this goal by helping the district establish an educator pipeline that will benefit students across the Los Angeles and serve as a model for districts across our state. Thank you for your consideration of this proposal. We are excited about the opportunity this grant will provide the Los Angeles Unified School District. Please contact me should you have any questions regarding this letter.

Sincerely,

(b)(6)

David Rattray, Senior Vice President
Education and Workforce Development
Los Angeles Area Chamber of Commerce
President, UNITE-LA



July 25, 2012

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**Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue
Washington, D.C. 20202**

Dear Secretary Duncan:

The Los Angeles Education Research Institute (LAERI) is an independent, nonprofit organization that is engaged in a collaborative partnership with the Los Angeles Unified School District (LAUSD) to bring research to bear on problems of practice. We look forward to working with the District in this partnership relationship and establishing a culture of data-driven decisions, transparency and sharing of information at critical points, and trust across District and research partners. As part of the partnership work, LAUSD has involved LAERI in many planning and strategy conversations around key issues, including the multiple measure evaluation system. LAERI researchers have served as critical research friends to the development process in several different ways as the multiple measure system has been implemented, including bringing research and critical analysis to the conversation, exploring the validity and reliability of measures within the system, and identifying national experts for the Technical Advisory Group, which has proven useful in helping develop the value-added models used. LAERI and its affiliates look forward to continuing to serve as a research resource for LAUSD as it progresses in developing its multiple measure evaluation system.

We believe that all District policies, including those emphasizing multiple career pathways and differentiated compensation, should be carefully designed and rolled out in such a way that effectiveness in improving teaching and learning can be evaluated. We support the

District's intent to use the TIF grant to continue to critically examine the reliability and validity of their multiple measures, as well as to evaluate the effect of the new human capital strategies on student outcomes.

As a research partner and LAUSD stakeholder, we would like to affirm that LAUSD has established a collaborative planning process at each stage of the development of the multiple measure evaluation system to allow for the inclusion of teachers, administrators, parents, and

community partners who have a vested interest in the academic success of LAUSD students. Our hope is that this grant will provide for the resources and opportunities to build upon these collaborations and strengthen the District's efforts to include a variety of stakeholder perspectives, as well as research evidence, in policy and program decisions designed to improve teaching and learning.

We also hope this grant will build into the implementation process a rigorous evaluation design, to help ensure that the District's efforts will lead to information that will benefit students across the Los Angeles basin, and serve as a model for districts across our state and the nation. Please contact me should you have any questions regarding this letter.

Sincerely,

(b)(6)

Kyo Yamashiro
Executive Director
Los Angeles Education Research Institute
11870 Santa Monica Blvd., Ste. 106-544
Los Angeles, CA 90025
www.laeri.org
kyo@laeri.org
310.963.2409



L.A. Gay & Lesbian Center

June 27, 2012

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue
Washington, D.C. 20202

McDonald/Wright Building

Administration
1625 N. Schrader Boulevard
Los Angeles, CA 90028
Tel: 323-993-7400
Fax: 323-308-4480
TDD: 323-993-7698

Health & Mental Health Services

Jeffrey Goodman Special Care Clinic
Mental Health Services
Sexual Health Program
Women's Health Program
1625 N. Schrader Boulevard
Los Angeles, CA 90028
Tel: 323-993-7500
Fax: 323-308-4400

The Village at

Ed Gould Plaza
1125 N. McCadden Place
Los Angeles, CA 90038
Tel: 323-860-7302
Fax: 323-308-4484

Jeff Griffith Youth Center

7051 Santa Monica Boulevard
Los Angeles, CA 90038
Tel: 323-860-2280
Fax: 323-308-4479

The Spot

745 N. San Vicente Avenue
West Hollywood, CA 90069
Tel: 323-993-7440
Fax: 323-308-4170

www.lagaycenter.org

Dear Secretary Duncan:

On behalf of the L.A. Gay & Lesbian Center, I enthusiastically endorse the Los Angeles Unified School District's (LAUSD) Teacher Incentive Fund (TIF) grant application.

The Center is the largest LGBT organization in the world and has long been at the forefront in offering services to LGBTQ youth and, in particular, at-risk youth. Starting at the end of 2010, we began collaborating with LAUSD on a plan for a comprehensive approach to ending LGBTQ youth suicide and reducing homophobia and transphobia in district schools. I am the senior executive at the Center responsible for overseeing this project. Through this partnership, called Project SPIN, we've worked closely with LAUSD leadership for nearly two years.

This grant is perfectly aligned with the recent work LAUSD has launched to support programs focused on increasing student achievement at the highest-need schools in our communities. Notably, it would support the district's effort to improve teacher and school leader practice through the implementation of systems that create multiple career pathways and differentiated compensation.

Through Project SPIN, LAUSD and the Center recognize the critical importance of a comprehensive approach by school systems that incorporates collaborative partnerships with communities. For example, since April 2009, the district has researched, designed, and begun implementing a multiple measure performance review system (Educator Growth and Development Program) in partnership with teachers across the District. When fully implemented, this will allow LAUSD to increase the effectiveness of its educators by providing targeted quality training. Furthermore, this program will provide the necessary support to instructional leaders in the classrooms and at school sites.

As a community partner and LAUSD stakeholder, we must highlight that LAUSD has effectively established a collaborative planning process to allow for the inclusion of teachers, administrators, parents, and community partners with an invested interest in the academic success of LAUSD students. Awarding LAUSD a grant will build upon the success of these partnerships and strengthen programs that support the District's strategy to dramatically improve teaching and learning. We understand an educator's impact on student achievement is significant and long-lasting. This grant would put the district one step closer to ensuring an educator's impact on student achievement is positive in every way. Accordingly, we strongly support this grant application.

Sincerely,

(b)(6)

Alan Acosta
Director of Strategic Initiatives

Partnership for Los Angeles Schools

June 27, 2012

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue
Washington, D.C. 20202

Dear Secretary Duncan:

I am writing to enthusiastically endorse the Los Angeles Unified School District's (LAUSD) Teacher Incentive Fund (TIF) grant application. This grant is perfectly aligned with the recent work LAUSD has launched to support programs focused on increasing student achievement at our highest-need schools in our communities. Notably, it would support the district's effort to improve teacher and school leader practice through the implementation of systems that create multiple career pathways and differentiated compensation.

For example, since April 2009, the district has researched, designed, and begun implementing a multiple measure performance review system (Educator Growth and Development Program) in partnership with teachers across the District. When fully implemented, this will allow LAUSD to increase the effectiveness of its educators by providing targeted quality training. Furthermore, this program will provide the necessary support to instructional leaders in the classrooms and school sites across the system.

As a community partner and LAUSD stakeholder, we must highlight that LAUSD has effectively established a collaborative planning process at each stage of the program's development to allow for the inclusion of teachers, administrators, parents, and community partners with an invested interest in the academic success of LAUSD students. Awarding LAUSD a grant will build upon the success of this partnership and strengthen the programs that support the District's strategy to dramatically improve teaching and learning. We understand an educators' impact on student achievement is significant and long-lasting, fortunately this grant would put the district one step closer to ensuring an educator's impact on student achievement is positive in every way.

On behalf of the students and families the Partnership serves, we would like to express our support for the District's Teacher Incentive Fund grant application. The Partnership was created in 2007 by Mayor Antonio Villaraigosa to turn around the lowest performing schools in LAUSD located in some of LA's most impoverished



Partnership for Los Angeles Schools

neighborhoods. We are currently transforming 22 schools with approximately 16,500 students by implementing a comprehensive reform model that includes: Great School Leaders, Improving Teacher Practice, Targeted Student Support, Opportunities for Students, and Family & Community Engagement.

Thank you for your consideration of this proposal. We are excited about the opportunity this grant will provide the Los Angeles Unified School District. Please contact me should you have any questions regarding this letter.

Sincerely,

(b)(6)



Marshall Tuck
Chief Executive Officer
Partnership for Los Angeles Schools
(213) 201-2000 x251

July 25, 2012

The Honorable Arne Duncan
 Secretary of Education
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, D.C. 20202

Dear Secretary Duncan:

On behalf of Teach Plus Los Angeles, I am writing to enthusiastically endorse the Los Angeles Unified School District's (LAUSD) Teacher Incentive Fund (TIF) grant application. This grant is very well aligned with LAUSD's efforts to improve student achievement at our highest-need schools. Notably, it would support the district's important efforts to improve teacher and school leader practice through the implementation of systems that create multiple career pathways and differentiated compensation.

Since 2009, the district has researched, designed, and begun implementing a multiple measure performance review system in partnership with teachers across the District, including many teachers who are engaged in Teach Plus' Teaching Policy Fellows program and our T+ Network program. Our teachers deeply appreciate that the goal of this work is to provide them with data and professional development opportunities that will ultimately allow them to do more for their students.

Because of this support, Teach Plus' Teaching Policy Fellows, who work in schools across LAUSD, have been actively engaged in advising and providing feedback to the district on this important work through the district's collaborative planning process to allow for the inclusion of teachers, among others, in a meaningful and impactful way throughout each stage of the process. Awarding LAUSD a grant will build upon the success of this partnership and strengthen the programs that support the District's strategy to dramatically improve teaching and learning.

The mission of Teach Plus is to improve outcomes for urban children by ensuring that a greater proportion of students have access to effective, experienced teachers. On behalf of the students and teachers we serve, we would like to express our strong support for the District's Teacher Incentive Fund grant application.

Thank you for your consideration of LAUSD's proposal. Please contact me should you have any questions regarding this letter.

Sincerely,

(b)(6)

John R. Lee
 Executive Director
 Teach Plus Los Angeles



June 15, 2012

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue
Washington, D.C. 20202

Dear Secretary Duncan:

The success of the over 700,000 students attending school in the Los Angeles Unified School District (LAUSD) is critical to the economic and civic health of our entire region. **I urge you to support LAUSD's Teacher Incentive Fund (TIF) grant application, which will enable the district to continue to support programs focused on increasing student achievement at our highest-need schools.** Notably, it would support the District's effort to improve teacher and school leader practice through the implementation of systems that create multiple career pathways and differentiated compensation.

United Way released a study on LAUSD's educator policies and practices in 2011, in partnership with civil rights and parent organizations. This study demonstrated the need for LAUSD to further strengthen evaluation, professional development, career paths and compensation structures for our educators. The District has been at the forefront of an effort to do just this with development and pilot implementation of a multiple measure performance review system (Educator Growth and Development Program) in partnership with teachers across the District. When fully implemented, LAUSD will have the necessary data and tools to increase educator effectiveness in the classrooms and schools across the system.

As a community leader partnering with businesses, families, educators, and non-profits throughout Los Angeles, we must highlight that LAUSD has effectively established a collaborative planning process at each stage of the program's development to invite community input. Awarding LAUSD a grant will build upon the success of this partnership and strengthen programs that support the District's strategy to dramatically improve teaching and learning. This grant would put the District one step closer to ensuring an educator's impact on student achievement is positive in every way.

United Way is committed to helping teachers and students succeed by providing a broad range of community supports, from after-school programming to business-school partnerships to research on how to bring best practices to scale. **On behalf of our students, families and businesses, United Way of Greater Los Angeles fully endorses the District's Teacher Incentive Fund grant application.**

Thank you for your consideration of this proposal. We are excited about the opportunity this grant will provide the Los Angeles Unified School District. Please contact me should you have any questions regarding this letter.

Sincerely,

(b)(6)

Elise Buik
President and CEO

YOUTH POLICY INSTITUTE

Headquarters

634 South Spring Street, 10th Floor
Los Angeles, CA 90014

Phone: (213) 688-2802

Fax: (213) 688-2942

www.ypiusa.org

Founded 1983

June 14, 2012

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue
Washington, D.C. 20202

Dear Secretary Duncan:

I am writing to enthusiastically endorse the Los Angeles Unified School District's (LAUSD) Teacher Incentive Fund (TIF) grant application. This grant is perfectly aligned with the recent work LAUSD has launched to support programs focused on increasing student achievement at our highest-need schools in our communities. Notably, it would support the district's effort to improve teacher and school leader practice through the implementation of systems that create multiple career pathways and differentiated compensation.

For example, since April 2009, the district has researched, designed, and begun implementing a multiple measure performance review system (Educator Growth and Development Program) in partnership with teachers across the District. When fully implemented, this will allow LAUSD to increase the effectiveness of its educators by providing targeted quality training. Furthermore, this program will provide the necessary support to instructional leaders in the classrooms and school sites across the system.

As a community partner and LAUSD stakeholder, we must highlight that LAUSD has effectively established a collaborative planning process at each stage of the program's development to allow for the inclusion of teachers, administrators, parents, and community partners with an invested interest in the academic success of LAUSD students. Awarding LAUSD a grant will build upon the success of this partnership and strengthen the programs that support the District's strategy to dramatically improve teaching and learning. We understand an educators' impact on student achievement is significant and long-lasting, fortunately this grant would put the district one step closer to ensuring an educator's impact on student achievement is positive in every way.

The Youth Policy Institute (YPI) provides education, training and technology services to lift families out of poverty. Since 2001, YPI has accomplished this by serving families in Los Angeles at 125 program sites throughout the city – at many times with the help of LAUSD. On behalf of the students and families YPI serves, we would like to express our support for the District's Teacher Incentive Fund grant application.

Thank you for your consideration of this proposal. We are excited about the opportunity this grant will provide the Los Angeles Unified School District. Please contact me should you have any questions regarding this letter.

Sincerely,

(b)(6)

Dixon Slingerland
Executive Director



LA Teachers Take On Teacher Evaluation

Educators Excellence

Los Angeles

PR/Award # S374A120066

Page e215

Unlike many other professions, teaching can feel like an isolating career. Teachers often feel alone and unsupported in their classrooms. Despite research illuminating the importance of our work, many of us have gone years without receiving meaningful feedback on our practice. When we do receive feedback, it's largely perfunctory—the act of checking off a few boxes.

As a team, we embarked on a research and policy mission to undo this problem. At first, we set out to propose a teacher evaluation system. We did the research, looking at best practices and every measurement tool imaginable.

Then, we realized that teachers and students need more than evaluation—we all deserve opportunities for growth.

Evaluation is the tool described in this paper, but professional growth is the goal. Woven throughout this policy paper are recommendations for how various measures of evaluation can support our growth and aspirations as teachers, which will in turn support the development of our students. This guided our process and priorities for building a strong evaluation system.

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Our Priorities for Building a Strong Evaluation System

Most of us became teachers in part because our lives were touched by other teachers who made us feel that life was not only full, but overflowing with possibility. Our team of teachers wrote this policy paper because we, too, believe in the unlimited potential of our teachers and students.

In the spring of 2012, our team of diverse educators came together to combine our frontline teaching experience with national and local research on teacher evaluation. We are a truly diverse group—some of us hailing from Burma and Ukraine to Echo Park and Los Feliz. We teach in elementary, middle and high schools and in adult and alternative schools. We are leaders in our school departments, grade teams and unions. Several of us bring our experience as participants in teacher evaluation pilot programs.

We don't agree about everything, but we do agree that just as all students can learn, so too can the best teachers among us get even better. Though our differences are many, we are united by a belief that we need a teacher evaluation system that competently and compassionately promotes genuine, collaborative professional development. The need for such a system is a foundational belief of our policy paper.

Our Policy Team of teachers is taking on the elephant in the room, standardized testing, a polarizing issue in public education. We have taken on the complexity and controversy of this issue and produced a new way forward for teacher evaluation, one that unites ideas from our union and district.

This document is honest in how it reflects our desire to (1) Bridge the gap between those who make policy and those of us implementing these policies in our schools, (2) Move beyond polarizing rhetoric to have a solutions-oriented conversation about students and our careers and (3) Open our classrooms to feedback and support.

It is with this spirit of collaboration that we share our voices and welcome yours.

*The E4E-LA Teacher Evaluations Policy Team
June 2012*

Replace the current “barebones” teacher evaluation rubric with a rigorous, research-based rubric. This rubric should provide clear and high expectations for teachers and meaningful feedback to identify areas for professional growth and support.

Include administrator and peer observations of teacher practice. To provide opportunities to receive summative peer feedback, we propose including peer observations as an informative tool. These informative peer observation rubrics will count as part of the “observing” teacher’s evidence of quality peer input (part of the “Professional and Community contributions portion of the evaluation system).

Our students are the reason we teach—their success is our success. For this reason, we propose basing nearly half of our evaluation system on how our children are growing in our classrooms. Because we recognize that no one test captures student achievement, we want a balance of state standardized tests and locally designed district-approved assessments, which we are calling Local School Choice Assessments.

The evaluation system should highlight our ability to build and engage community by providing stakeholder input on our work, encouraging peer collaboration and fostering professional reflection and recognition. This measure should consist of both how students experience our classrooms and schools and how we provide meaningful peer feedback.



For our differentiated recommendations on the use of Student Academic Growth Over Time, see page 13.

The Power of Local School Choice

Our peers participating in pilot evaluation programs note that conducting a thorough multiple-measure process requires significant time and resources. Teachers deserve meaningful evaluation once a year, but we recognize that our schools have limited capacity, particularly during these deep cuts to our budget and office personnel.

For this reason, we suggest conducting required multi-measure observations for the first three years of a teacher's career and every other year after that. Borrowing a sound practice from UTLA's framework on evaluation,* we believe administrators concerned about struggling teachers should be able to conduct an evaluation during any year.

A Year of Information

To roll out the evaluation system, we suggest having the first year be a pilot “year of information” to allow our district, union, administrators and teachers to familiarize themselves with the new system prior to the evaluation system being for stakes. With this pilot, teachers and administrators can participate and provide feedback during the first year. The evaluation system during the pilot year will be “no-stakes” and used solely for information and to familiarize teachers and administrators with the new system.

Evaluating the Evaluation

The evaluation should be audited every few years to understand potential inconsistencies and assess how the system meets the needs of teachers, students, administrators and stakeholders.

Sample Timeline for a Seven-Year Teacher

Year Year Year Year Year Year

Far too many of us experience observations that are quick, directionless, sporadic and without meaningful follow-up. As a result, our schools miss opportunities to have real dialogue about professional performance and growth.

Through observation and reflection, we can examine the link between teacher practice and student outcomes. Not only is QPIR directly linked to student achievement, but it also allows teachers to be part of an ambitious professional culture with clear, high expectations that effectively identifies specific areas for our professional growth.

The importance of assessing teacher planning, instruction and reflection:

- Assess how our teaching and classroom management influences student performance

- Provide a common language for what effective teaching looks like
- Create opportunities for teachers to receive useful, differentiated feedback that can form the foundation for professional goal setting, training and support

Use multiple perspectives and information sources to evaluate teacher planning, instruction and practice.

- **Administrator Observations with Follow-Up.** Trained administrators will conduct two formal full-lesson classroom observations with pre- and post-conferences to provide context and opportunities to collaboratively set growth goals.
- **Peer Observations and Insights.** Research has shown that peer observations can be both valuable and unreliable. For this rea-

These elements of QPIR will be part of the rubric used to evaluate teacher practice. While we believe the district and the union should collectively negotiate the weight for these elements of QPIR, our team recommends placing the greatest weight on administrator observations.

son, peer observations should be informative, not evaluative. However, to encourage high-quality peer feedback, the observation rubrics should be included in the peer observer's Professional and Community Contributions (PCC) component score.

- **Rubrics.** QPIR will be measured with clear, comprehensive, rigorous, research-validated rubrics. Examples of performance rubrics include the LAUSD Teaching and Learning Framework, the Danielson Framework for Effective Teaching and the California Standards for the Teaching Profession.
- **Evidence-based Portfolios and Reflection.** Portfolios will include artifacts such as lesson and unit plans, IEPs, assessments and student work as well as teacher reflections on

Sample Ways the Evaluation System Can Empower School Choice

Peer Observations

Teacher Choice:

student work and growth. These portfolios will provide the principal with additional information about a teacher's planning and reflection.

While we place significant value on the importance of QPIR, we recognize the potential pitfalls to successful implementation.

LAUSD should consider:

- Training our administrators to effectively and fairly conduct observations
- Striking a balance between developing a rubric that is feasible and comprehensive
- Leveraging peers to increase perspectives and capacity for conducting observations
- Creating a common language for best practices, but avoid imposing cookie-cutter molds of teaching
- Including a system of checks and balances by including teacher data and input in principal evaluations

Team Choice:

While QPIR provides a direct link to understanding the impact teacher practice has on student achievement, it can also invigorate our professional culture and school communities.

Using trends and insights from observations, our schools can:

- Determine professional growth goals and trainings
- Identify strong teacher coaches, mentors and department leaders
- Establish teacher growth goals around leadership, content and pedagogy
- Create a culture of peer learning and mutual accountability for success

School Choice:

There is no question that we measure our success according to the academic growth of our students. The question, however, is how best to measure that growth. Student Academic Growth Over Time captures the quantifiable changes in student achievement scores on assessments from one year to the next. It is most commonly measured using “value-added models.” Numerous states and school districts across the country have included value-added data as one part of a multi-measure teacher evaluation system to “determine the ‘value’ teachers contribute to student outcomes...”*

In considering how best to incorporate this measure, we looked at practices used in other districts and school networks across the country. Student Academic Growth Over Time data constitutes a minimum of 40% of the overall teacher evaluation system (The College Ready Promise, Achievement First, NYC DOE and Hillsborough evaluations) and reaches a maximum of 50-55% (D.C. Impact, Indiana Rise, Denver LEAP, Houston evaluations). Like our peers in other districts, we believe a good teacher evaluation system should be centered on student achievement.

We also debated the limitations of this component of evaluation. Ultimately, we concluded that value-added models are an important way of capturing stu-

For our differentiated recommendations on the use of Student Academic Growth Over Time, see page 13.

dent growth—which is our goal as educators—but do not capture the full picture of teacher practice and student learning. For this and other reasons, value-added models can never be used as the sole measure for evaluating teaching and learning.

We don't aim to evaluate teachers by a single measure. Nor should we evaluate student growth by a single measure. In fact, a focus on one test may lead to a narrowing of our curriculum. We argue that we not only need better assessment tools than the current state standardized tests, but we need more tools to capture the diversity of teaching and learning.

The importance of measuring student growth:

-
- Comply with state's education laws that require teacher evaluation be based in part on student progress toward meeting state standards as evident by state-approved tests.*
 - Provide a common California yardstick for measuring student growth over time, while simultaneously pursuing local assessments of growth
 - Create a culture where teachers are responsible for supporting student growth and administrators are responsible for supporting teacher growth

We recommend that multiple measures of SAGT data constitute 40% of the overall teacher evaluation. To provide a rich perspective on student growth, we propose using a combination of State Standardized Tests/Common Core Assessments and Local School Choice Assessments. Local School Choice encourages our district and individual schools to identify or develop other assessments that measure student skills not being captured by current state tests.

As part of integrating more Local School Choice, schools can decide to aggregate data in a way that specifically targets their school or department goals. For instance, a school interested in fostering more collaboration may choose to use school-wide or department-wide student growth data.

To empower schools to be accountable for pursuing and measuring student growth, schools can choose from existing, pre-approved assessments or seek district approval for their own measurement tools and protocols. For example, schools can create their own district-approved assessments aligned with their curricular benchmarks and goals.

We also recognize the need for flexible growth assessments that capture the “value” of special educators, artists, physical educators, etc. Therefore, we recommend differentiating the assigned percentage weights to accurately measure growth for tested, partially tested,[†] and non-tested subjects. This is an opportunity for schools to de-

Valuing Student Academic Growth

Teacher Performance Evaluation System Tested Subjects



Sample Local School Choice Measures

Percent of Evaluation	Description
5%	How students within my math department grow based on Common Core/CST
15%	How my students grow based on Local School Choice Assessments

For those who teach subjects regularly tested by the California Standards Test, we propose a balance of student growth based on CST/Common Core assessments and 20% based on Local School Choice Assessments that are district approved.

Teacher Performance Evaluation System Partially Tested Subjects



Sample Local School Choice Measures

Percent of Evaluation	Description
5%	How all students in my school grow according to Common Core/CST
20%	How my students grow based on Local School Choice Assessments

For teachers of partially tested subjects, 15% of this measure will be determined by individual student scores on CST/Common Core assessments and 25% will be based on Local School Choice Assessments.

Teacher Performance Evaluation System Non-Tested Subjects



Sample Local School Choice Measures

Percent of Evaluation	Description
30%	How my students grow according to district-approved, local project-based assessments (25%)
	How all students in my school grow according to Common Core/CST (5%)

For teachers of non-tested subjects, 30% of their total evaluation score will be composed of student growth determined by Local School Choice Assessments. Our aim is to encourage schools to start valuing electives and non-tested subjects. Teachers of non-tested subjects would have greater weight (10% more) added to QPIR.

termine how best to measure student growth in diverse subjects.

We urge LAUSD to pursue our recommendations around Local School Choice. Creating opportunities for schools to shape our evaluation system may create more ownership over and engagement in the process of measuring student growth. Equally important, providing Local School Choice would support the district's new focus on local school innovation, autonomy and empowerment.

The following are some strategies that LAUSD could pursue:

- Provide guidelines and online training for schools looking to develop district-approved assessments
- Create and enforce a strong school integrity

and accountability system for testing, with clear consequences for cheating. (For instance, we agreed that teachers should never administer or grade their own students' assessments and student assessments should be evaluated and scored by at least two teachers.)

- Create systems to ensure data is properly reported to the district and conduct random audits on compliance
- Encourage schools currently working to use project-based learning assessments to measure growth
- Train teachers, administrators and other stakeholders to make sense of and use student growth data
- Replace the current district assessment bank with a robust and user-friendly online library and include all district-approved Local School Choice Assessments

Measuring teacher practice by student performance creates an opportunity to offer relevant professional development tailored to the needs of our students.

Using trends and insights from student growth data, our schools can:

- Set goals for how to use Local School Choice in evaluation to measure specific school growth goals
- Focus common planning sessions on school/team data trends
- Marry insights from classroom observations with data on student growth to identify best pedagogy practices

A singular focus on instruction and student growth misses the mark because it fails to capture the roles we perform when the bell rings. We run student clubs and afterschool tutoring, make phone calls to parents, participate in professional development and take on school leadership roles.

By focusing on a teacher's professional and community contributions, we can highlight the teaching and learning that happens during and after the bell rings. Using student surveys, peer observation and self-reflection tools, our schools can measure and value the often "behind the scenes" work that is essential to strengthening school culture.

Assessing professional and community contributions is important because it allows us to:

- Use stakeholder input to help measure community contributions

- Recognize professional development and engagement
- Reflect on and share evidence of school contributions with administrators

Principals don't always have opportunities to see the full range of our work: phone calls to parents, home visits or after school meetings. To provide the full picture of a teacher's work, we propose including stakeholder feedback and self-reflection tools.

Mini Portfolios with Peer Observations (5%)

The portfolio will feature artifacts with short reflections on professional and community contributions.

- Artifacts can be items such as professional development agendas, email student updates to parents, department meeting agenda, etc.
- The mini portfolios will be scored as part of the broader performance rubric

Teacher Performance Evaluation System Contributions to School and Community

10%

**Contributions to
School and
Community**

-
- Mini portfolios must contain at least one peer observation rubric scored for balanced, professional and specific feedback on a peer's practice

Student Survey (5%)

The Measures of Effective Teaching Project, a recent research initiative led by academics, teachers and education organizations found that high-quality student feedback surveys, when combined with other critical measures, provide diverse information on teacher practice that might not be captured through observations. As regular observers of our practice, students offer multiple perspectives and deep context.

Given the importance of our students, we propose:

- District-created student surveys that address teacher instruction, student support, rigor and classroom management
- Local School Choice options for using the data to evaluate individuals or the school staff at large. These decisions should depend on the specific goals and aims for student feedback established collectively at the school site.

Surveys developed for LAUSD by UCLA's research team

- Providing schools with guidance on dissemination plans to collect a statistically significant sample
- Creating a user-friendly and comprehensive peer observation rubric

The insights and best practices gleaned from observations, reflections and surveys can help our schools:

- Measure and value the non-testable elements of the teaching profession
- Create professional channels for constructive peer feedback
- Help principals to better understand and build upon our unique talents and contributions
- Use student surveys to improve communication, systems, policies and practices

Sample Ways the Evaluation System Can Empower School Choice

Student Surveys

School-wide student survey data:

Team-specific student survey data:

The reliability and usefulness of this measure hinges upon having a thorough system for data collection.

To make this policy a workable practice, LAUSD should consider:

- Requiring the use of peer observations as informative tools and scoring the quality of the actual observation, not the quality of the observed teacher's instruction
- Designing clear, research-based and student-friendly surveys, such as the Tripod Survey and the Classroom and School Environment

Clearly, the core customers are our students—who experience our instruction and our school environments every day. For this reason, student input is the primary stakeholder data used to improve teacher performance. However, parents are also customers who provide valuable input on the educational environment and experience provided within our schools. Indeed, shrinking student enrollment numbers reveal that some of our parents, as customers, are “voting with their feet” and flocking to suburbs or public charter schools in pursuit of a high-quality education.

A recent wave of parent-led advocacy efforts—particularly the passage of Parent Trigger legislation—is inspiring parents to be change agents in our schools. This advocacy, however, is most powerful when parents and educators solve problems together.

The importance of parent feedback:

- Create a culture of open communication and transparency around school climate and safety
- Strengthen communication between parents and faculty
- Gain family perspectives in order to teach “the whole child”

While parents have limited exposure to individual classrooms, curriculum maps and lessons, they often know when their child is thriving in a learning environment. This is particularly true on the secondary school level where parents have multiple teachers for multiple subjects and less daily school participation. The final weight placed on this measure should be determined as part of the creation of a comprehensive school evaluation system.

Parent School Satisfaction Survey

Parents should weigh in on the school culture, faculty, operations, communication and achievement at large. Parent input should be a significant part of a multi-measure school evaluation that looks at overall performance, quality of instruction, safety, communication and school culture at large.

- Offering multi-lingual surveys
- Providing schools with guidance on dissemination plans to collect a statistically significant sample
- Only including statistically significant data into evaluation scores

Unlike students who are in our buildings, parents and teachers don't regularly interact—particularly in middle and high school.

To make this policy workable, LAUSD should consider:

- Designing a clear, research-based and parent-friendly survey

This measure can help schools:

- Create best practices for parent outreach
- Set school goals for improving school culture, communication and operations
- Encourage collaboration and shared accountability for school success

- Empower teachers with more input around student growth assessments
- Avoid relying on a single standardized test
- Create systems for productive peer input
- Use evidence-based portfolios to encourage reflection on teacher practice
- Emphasize the importance of the teaching process — planning and instruction
- Include student growth in achievement
- Include feedback from students, peers, administrators and parents
- Provide thorough and frequent evaluations of teacher practice
- Include evidence-based portfolios that reflect on practice and analyze student work
- Create opportunities for rigorous self-reflection on practice
- Incorporate stakeholder input
- Include local measures of student academic growth
- Use the evaluation system to provide a pilot phase of “information and learning” during initial implementation of the evaluation system

Creating a System that Honors the Rights of Students

E4E held more than a dozen focus groups with roughly 150 teachers in our district schools and polled E4E Members to identify the most important and impactful policy issues.

We met for six weeks to review research on different national teacher evaluation systems as well as local evaluation systems being proposed or piloted by UTLA, LAUSD and The College-Ready Promise consortium of charter schools.

We conducted peer and administrator interviews as well as a student survey to gather critical stakeholder feedback. We also conducted a survey among E4E Members and non-members to understand the most essential components of teacher evaluation.

Creating a System that Honors the Rights of Teachers

Educators Excellence

Los Angeles

Our Schools, Our Voice: Recommendations for a New Teacher Evaluation System

May 2012

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SUMMARY OF RECOMMENDATIONS

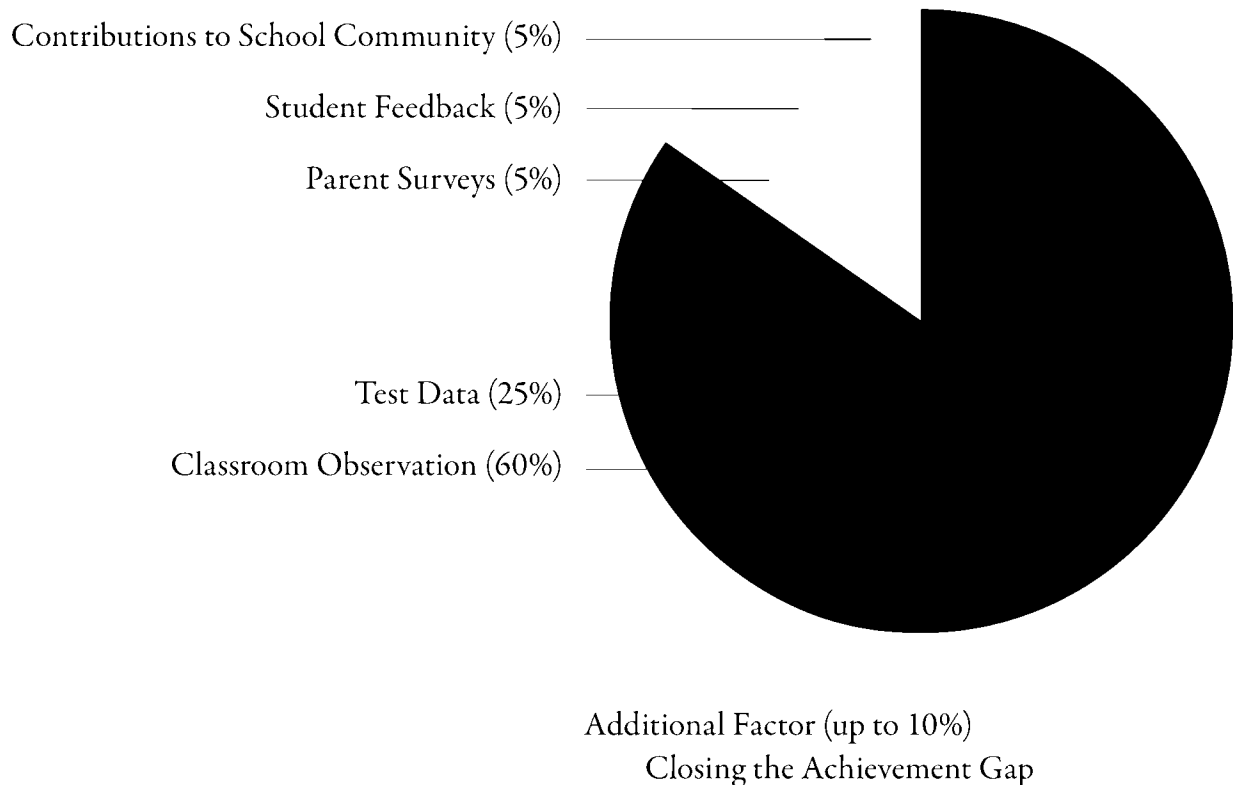
Our Goal

Over the past two months, a diverse and unprecedented group of Los Angeles Unified School District (LAUSD) teachers, parents, community members, and advocates has worked together to revise the current teacher evaluation system. Our goal was to define major elements of a new teacher evaluation system that authentically reflects the needs and expectations of all major stakeholders in education here in Los Angeles. To accomplish this urgent task, we drew on a diverse body of existing evaluation research and frameworks, as well as our own varied experiences as stakeholders in LAUSD.

We believe a strong teacher evaluation system must be implemented now to ensure that Los Angeles' students receive the high quality education they deserve. The following is a summary of our recommendations. We sincerely hope these recommendations will form the basis of a new, workable evaluation system, as well as a basis for immediate, effective advocacy around this critical issue.

~ Our Schools, Our Voice Coalition

COMPONENTS OF PROPOSED TEACHER EVALUATION SYSTEM



Classroom Observation (60%)

Classroom observation should represent the largest portion of a teacher's evaluation. Observing a teacher in his or her classroom is critically important in the determination of his or her impact on student learning.

- 1) Probationary teachers will be observed yearly; permanent-status teachers will be observed once every two years.
- 2) Teachers will be observed at least four times per year; two of these observations will be planned and two will be unannounced.
- 3) Teachers will be observed by one administrator and one teacher with the required grade level or content expertise.
- 4) Observations will be based on two to three identified areas of focus agreed upon by the teacher and administrator during a mandatory planning conference that precedes the observation process.

Test Data (25%)

Teachers have many roles; however, their primary role is to make sure that students learn the material, improve throughout the year, and meet state standards for knowledge and proficiency. Student test data should form a significant part of a teacher's evaluation.

- 1) During the two-year implementation period of the new teacher evaluation system, a teacher's Academic Growth over Time (AGT) score will be determined in one of two ways: 1) It would be either his or her individual AGT score or 2) the schoolwide AGT score, whichever is higher.
- 2) For teachers in non-tested subject areas, the schoolwide AGT score will be used if it improves their overall evaluation scores.
- 3) No test data will be used for probationary teachers.
- 4) Oversight of AGT implementation and reliability will be provided by a committee of key stakeholders.

Student Feedback (5%)

Given their daily interaction with their teachers, students are uniquely positioned to assess the effectiveness of their teachers. Their feedback, collected through surveys, can offer meaningful insight into teachers' performance.

- 1) Student surveys will be used in grades three through twelve.

Parent Surveys (5%)

Parents, too, can help determine multiple aspects of a teacher's effectiveness, from whether their children are motivated to whether they themselves are being welcomed to be part of the educational process.

- 1) Parent surveys will be used for every grade level, provided that a minimum number of surveys were returned.

Contribution to School Community (5%)

Great teachers often do a lot outside their classrooms that helps develop a more vibrant and supportive school community, engaging students' interests.

- 1) Contribution to school community will be measured based on parent engagement, schoolwide collaboration, and other school involvement.

Closing the Achievement Gap (up to 10% additional value)

Los Angeles is struggling to close the achievement gap between low-performing students and their peers, which makes this a critical issue. If a teacher successfully helps low-performing students markedly improve, he or she should receive additional recognition and credit for this accomplishment.

- 1) Closing the achievement gap will be measured based on a teacher's success in increasing the year-to-year progress of students scoring in the lowest quartile. Progress will be measured against statewide averages on the applicable test(s).

PRINCIPLES AND PURPOSE

What We Believe

We believe that an effective teacher evaluation system should be strengths-based and meaningful in creating a learning community where all students have teachers who help them learn, thrive, and achieve their full potential.

Specifically, we believe the teacher evaluation system should:

1. Result in timely, specific, and useful feedback that provides actionable steps for teacher improvement and corresponding professional development opportunities to further enhance the teacher's capacity and effectiveness;
2. Identify, celebrate, and reward excellent teachers and teaching;
3. Promote measurable growth in student outcomes;
4. Inform all employment decisions including tenure, advancement (differentiated career paths and identification of master teachers), and dismissal;
5. Allow room for the teacher's creativity to flourish and the passion for teaching students to be reaffirmed;
6. Create a classroom and school-site culture of achievement and learning; and
7. Receive sustained support by the District and all stakeholders in ensuring its success.

CLASSROOM OBSERVATION (60%)

Purpose

- All students deserve to be taught by an effective teacher; classroom observation is a comprehensive tool aimed at evaluating teacher effectiveness in the classroom.
- Professional growth is essential to quality teaching; classroom observation and feedback are critical elements in the identification of a teacher's areas of improvement and professional development opportunities.
- Highly effective teaching should be recognized and emulated; classroom observation is an excellent means of identifying outstanding teaching practices.

Conditions

1. All administrators and teachers involved in the observations related to teacher evaluation must receive comprehensive training on the observation protocol prior to the administration of any observation.
2. All administrators and teachers involved in the observations related to teacher evaluation must be duly certified as "competent" in the administration of the observation protocol and related evaluation elements.
3. All teachers involved in the observations related to teacher evaluation must have grade-level and/or content-area expertise pertinent to the teacher being evaluated.

Components

1. Multiple observations shall be part of every evaluation process (yearly for probationary teachers and every other year for teachers with permanent status).
2. Observations shall be performed by both a qualified school site administrator (from the teacher's school site) and a qualified teacher with content-area or grade-level expertise (from any school site).
3. Planned observations shall occur twice per year. Before a planned observation, there shall be a planning conference to identify two-to-three areas of focus mutually agreed upon between the teacher and site administrator. Within two weeks after the planned observation, there shall be a post-conference to provide feedback from the observation and to identify areas for professional development, as appropriate.

4. Unplanned (or unannounced) observations shall occur twice a year and shall form part of the observation component of the teacher evaluation process.
5. For teachers identified as needing intensive support, a mentor teacher will be identified to work with the teacher for the remainder of the year in which evaluation occurs as well as in the subsequent year.

TEST DATA (25%)

Purpose

We submit the following recommendations regarding the inclusion of Academic Growth over Time (AGT) data as a portion of a multiple-measure teacher evaluation system. Our recommendations derive from the premise that student data should be used in evaluations in a responsible and accountable manner. In short, the recommendations provided specifically address the conditions under which AGT could possibly be included in teacher evaluations.

Conditions

1. **Test Integrity:** Tests used for teacher evaluation should be subject to stringent integrity procedures. All potential opportunities for teachers and/or administrators to manipulate test data to their benefit must be eliminated.

Rationale: Even without the use of test data in evaluations as of yet, Los Angeles has seen its fair share of test score manipulation. Because the inclusion of test data in evaluations will heighten this risk, LAUSD must develop ways to ensure the doctoring of test data is minimized.

2. **Confidentiality:** All AGT scores shall be kept strictly confidential, for use by teachers, administrators, and authorized District personnel only.

Rationale: In addition to committing to denying all media requests to publish employee evaluations, LAUSD must commit to ensuring that district and school leaders do not share employee AGT data without permission to any employees, families, or other stakeholders.

Components

1. **Reliability:**
 - a. ELL levels should be differentiated for purposes of calculating AGT.
 - b. There should be minimum student attendance requirements (e.g., a student should be present more than 85% of the days in a particular classroom between the start of school and the CST testing date for his/her scores to count in AGT).
 - c. There should be minimum teacher attendance requirements (e.g., scores would not be counted if a teacher were on approved leave more than 15 cumulative days).
 - d. Scores would not be counted in a particular class if a student teacher were the primary instructor for more than 30 days between the start of school and the CST test date.
 - e. Scores only would be counted if there were two consecutive years of valid test data in the years immediately preceding a teacher's evaluation.

- f. Scores only would be counted if the mandated curriculum matched the CST tested material (e.g., the mandated curriculum of AP World History has little overlap with the tested material on the CST World History).
- g. A teacher's AGT scores only would count if they were based on a statistically significant sample size of tested students.

Rationale: One of the main concerns on the use of AGT in teacher evaluations has been the reliability of the metric itself. If student data is going to be used to evaluate teachers, all efforts should be made to ensure that the measurement is reliable. In our discussions, teachers, parents, and community members raised specific suggestions for its improvement.

2. **Timeframe for Implementation:** To ensure smooth and fair implementation of AGT in teacher evaluations, we recommend a two year, phased-in process.

Rationale: The sheer size of LAUSD often presents a challenge to the effective implementation of any project or initiative. To ensure the effective implementation of AGT in evaluations, we recommend scaling it over a period of two years.

3. **Use of Schoolwide AGT:** During the two year implementation phase, the AGT score used in a teacher's evaluation would be the higher of the schoolwide AGT score for the previous year or the teacher's individual AGT score. Any teacher with a below average AGT score (3) must address his/her score through a professional development plan. After the implementation phase, only the teacher's individual AGT would be used.

Rationale: While teachers generally teach as individuals, we recognize that the best teaching occurs in collaboration with one's colleagues and peers. Additionally, great collaboration does not simply result in excellent teaching, but also contributes positively to the culture and community of each school. As student data is phased in, this recommendation is designed to ensure that AGT encourages teachers to collaborate with each other while still recognizing individual excellence.

4. **Teachers in Non-Tested Subject Areas:** Schoolwide AGT would be used for up to 20% of overall score for teachers in non-tested subjects, if the schoolwide AGT score would improve the teacher's overall evaluation. Schoolwide AGT would not be used if use of the AGT score did not improve a non-tested subject teacher's overall evaluation score.

**NOTED DIVERGENCE
(Re: Teachers in Non-Tested
Subject Areas):**

Rationale: It is clear that teachers of non-tested subjects are just as impactful on students' lives and academic success as those teaching in traditionally tested subjects. Our recommendation is designed to indirectly account for the impact of teachers of the non-tested grade levels and subjects as they positively contribute to their colleagues' work and to their school community. Additionally, the recommendation is designed to alleviate fears that, for example, an excellent art teacher would receive a lower evaluation if he/she is committed to working in a school that struggles in math and English.

Two group members recommended that all teachers should have some part of assessment based on student growth.

Our Schools, Our Voice:

5. **Probationary Teachers:** AGT data would not be used in the evaluation of probationary teachers.

Rationale: Every new teacher goes through initial growing pains. This recommendation is designed to ensure that new teachers receive extensive support at the beginning of their careers as they learn from mentors, peers, and professional development. During this process, new teachers need to have a space to absorb, practice, observe, and refine their craft, without any additional pressure due to student test results.

6. **Weighting:** There would be a phased-in weighting of AGT simultaneous with the first implementation of the new teacher evaluation process. In the first year of a new evaluation system, AGT would count for 10% of the total score. In the second year, AGT would count for 15% of the total score. In the third year and subsequent years, AGT would count for 25% of the total score.

Rationale: While AGT can be used as a consequential, but not determinant portion of an effective multiple-measure evaluation system, it should not scale all at once. The phasing-in of the weighting will allow teachers to gradually become comfortable with the system, while establishing that LAUSD is devoting appropriate resources to ensure that the more weighty portions of an evaluation (e.g. observations) are implemented well.

7. **Oversight:** There would be an oversight committee, comprised of major stakeholders, District representatives, union representatives, parents, and community leaders, focused on ensuring fair, transparent implementation of AGT in teacher evaluation.

Rationale: As mentioned earlier, even the best of reforms are often difficult to implement and scale. Often, these reforms derail, or worse, distort due to the lack of effectiveness or follow through (e.g. the “STULL”). Our final recommendation is designed as a “catch-all” to ensure that as the use of AGT data in teacher evaluations is phased in, stakeholders have a continued place at the table to ensure successful implementation. The oversight committee will provide continuing recommendations to address any issues that may impact the effectiveness of AGT.

STUDENT FEEDBACK (5%), PARENT SURVEYS (5%), AND CONTRIBUTION TO SCHOOL COMMUNITY (5%)

Purpose

- To emphasize the importance of teachers who further enhance the student academic experience through the engagement of the various stakeholders in the education of a child: the student, his/her family members, the school community including other teachers and administration staff, plus the community-at-large.
- To identify and incentivize teachers who are particularly effective in fostering these relationships (in addition to performing at a high level in their primary role as an educator).
- To reward and incentivize schools that are particularly effective in fostering these relationships, which further support students' academic success and increase graduation rates.
- To promote teacher effectiveness in supporting student achievement and to ensure appropriate assessment of measurable teacher contributions.

Conditions

Any system measuring teacher success in engaging stakeholders and creating school community should contain the following:

1. An understanding that the metrics themselves will and should shape the relationships being incentivized.
2. A design process that includes analyses of the successes and failures of previous efforts to engage stakeholders (particularly parents) and that explores innovative ways to reach and engage stakeholders.
3. The design of a school-level accountability metric that encourages parent engagement and school-wide (teacher-teacher, administration-faculty) collaboration. This metric should include teacher surveys regarding the school site's community and collegiality in furthering student achievement.
4. The development of a mechanism by which school-level "Contribution to School Community" findings are presented to the community (parents, students, and community groups) in a clear and cogent manner for accountability (e.g. School Report Card; improved graduation rates; increased college acceptances; increased CST scores).
5. An oversight process that assesses and refines the framework once it has been put into place to ensure the appropriate assessment of measurable teacher contributions.

Components

Once three years of data is available, 15% of a teacher's evaluation would be measured by Student Feedback, Parent Surveys, and Contributions to School Community. This metric would include:

- 1) 5% Student Surveys (beginning in the 3rd grade)
- 2) 5% Parent Surveys
- 3) 5% School-Level Metric

Caveats and Contingencies:

1. For evaluation of teachers of students in Pre-K through 2nd grade, the weighting of Parent/Family Surveys and School-Level Measure would increase to 7.5%. Efforts should be made to research and develop successful use of student surveys or feedback in lower grades.
2. The inclusion of student surveys and parent/family surveys is contingent on completion of the surveys with adequate sample sizes. Emphasis should be placed on limiting the surveys' length to ensure completion by stakeholders.
3. The school's evaluation would be measured through an assessment of improvements in CST scores, reduction in dropout rates, graduation rates, and other assessments/metrics that yield relevant measureable school performance data, as appropriate. This metric includes teacher input regarding colleagues' contribution to community and their degree of collaboration in furthering student achievement.
4. The school-level measure should account for 15% of principal evaluation.

CLOSING THE ACHIEVEMENT GAP (UP TO 10% ADDITIONAL VALUE)

Purpose

- To provide emphasis on the importance of equity in education by closing the gaps in achievement for African-American and Latino students, with a parallel focus on lower income students, English language learners, and special needs students, among others.
- To identify teachers who are particularly effective in closing the achievement gap and to learn from their successes.
- To recognize and reward teachers who demonstrate effectiveness in raising achievement for all students and promoting equitable educational achievement.

Conditions

Any system measuring teacher success in closing the achievement gap should contain the following:

1. A focus on closing the achievement gap through improvement of all students relative to a recognized standard of proficiency.
2. A no-stakes piloting of the use of closing the achievement gap in evaluation for a period of two years before formal implementation.
3. A sustained, linked program of professional development focused on effective instructional strategies and practices focused on closing the achievement gap for all lower-achieving students, with particular emphasis on African American and Latino students.
4. A “rewards only” system (for purposes of determining a teacher’s total evaluation score) that provides clear incentives to teachers successful at closing the achievement gap through increasing student achievement of the lowest performing students.

Components

Teachers in tested subjects would be able to increase their overall evaluation score by up to 10% for successfully closing the achievement gap. Although the actual mechanics are beyond the scope of this proposal, we recommend the following:

Any system measuring teacher success in closing the achievement gap should contain the following:

1. Year-to-year progress of students with scores in the lowest quartile on a statewide basis in a particular grade or subject area.

Teachers in non-tested subjects (or lacking the requisite number of lower-performing students) would be provided with comparable opportunities for earning “extra credit” rewards through one of more of the following: schoolwide success in closing the achievement gap and/or in-school/community-based contributions to closing the achievement gap.

>> Appendix <<**>> Our Schools, Our Voice Coalition: Participating Members <<**

Kate Anderson
 LAUSD Parent
 Mar Vista Elementary School
 Director of LA Office, Children Now

Felicia Jones
 Director, Community Engagement &
 Advocacy
 Families in Schools

Sujata Bhatt
 LAUSD Teacher
 Grand View Elementary School

Mayra Lara
 LAUSD Teacher
 Maywood Academy High School

Martha Cortes
 Education Policy Coordinator
 Alliance for a Better Community

Dr. Linda Murray
 Senior Advisor
 The Education Trust-West

Fabiola Del Toro
 LAUSD Parent
 Maywood Academy HS
 Nimitz Middle School

Alberto Retana
 Executive Vice President
 Community Coalition

James Encinas
 LAUSD Teacher
 Westminster Avenue Elementary
 School

Allison Rief
 LAUSD Teacher
 Virginia Road Elementary School

Amanda Guzman-Perez
 Director of Community Services
 Bienvenidos Children's Center

Jeneen Robinson
 LAUSD Parent
 Loyola Village Elementary School

Kyle Hunsberger
 LAUSD Teacher
 Cochran Middle School

Angelica Solis
 Executive Director
 Alliance for a Better Community

Mike Stryer
 Director
 Future is Now

TEACH

LOS ANGELES

Teacher Recommendations for Improving Teacher Evaluation in Los Angeles

The Teach Plus Los Angeles Teaching Policy Fellows are a group of district and charter school teachers who meet regularly to address issues of importance to students and teachers in Los Angeles. Our goal is to ensure that teachers' voices are heard as policy decisions are made that impact our classrooms. In Los Angeles, important changes are being made to how teachers are evaluated. We solicited input from over 300 teachers in the Los Angeles Unified School District (LAUSD). Here, we make recommendations for how the new evaluation system could be implemented to improve teaching and learning in our district.

During the 2011-2012 school year, Teach Plus Teaching Policy Fellows have gathered input from over 300 teachers at 5 events and 9 focus groups across the city.

1. Ensure Observations are Useful for Professional Growth

Recommendation: Provide feedback after observations and link subsequent support:

- *Provide teachers with formal and informal observations*
- *Use multiple, well-trained observers*
- *Provide high quality and critical/constructive feedback*
- *Align observation results to targeted professional development*

2. Differentiate by Level of Instruction and Subject Area

Recommendation: Vary the weights and measures of some feedback data, depending on grade level and subject:

- *Parent and student surveys*
- *Classroom observers*
- *Formative and summative assessments for untested subjects*
- *Video and peer observers*

3. Include Student Growth Measures (Academic Growth over Time)

As teachers, we believe that student growth measures must be included in teacher evaluation and that improving evaluation is going to help make even better the teaching and learning in the district. We call on United Teachers Los Angeles (UTLA) as our professional association to lead the way in this work. In February 2012, thousands of UTLA members voiced their desire to have UTLA lead the way by voting to negotiate a teacher-driven evaluation system¹. Our union has made great strides in proposing a multiple measure framework for teacher development and evaluation². However, LAUSD and UTLA have yet to negotiate the inclusion of student growth measures in teacher evaluation. As part of a multiple measure evaluation system, we believe that it is critical to include student outcomes because it provides important insight into effective teaching.

76% of teachers responded that student growth measures, such as AGT, should play a role in teacher evaluation.

Recommendation: Phase-in the weighting of AGT based on meeting implementation benchmarks. We suggest a minimal starting point at 10% and increasing the percentages up to 33% as benchmarks are attained.

AGT should be weighted a larger portion of a teacher's evaluation *only* as LAUSD demonstrates measurable progress toward an effective implementation

Accurately Assessing	1. Proactively align AGT with Common Core Assessments and curricula. 2. Hold students accountable for results of any assessments used to evaluate teachers.
Excellent Teaching	3. Develop incentives to encourage collaboration within schools and departments. 4. Proactively implement rigorous assessment integrity measures.
Teacher Understanding and Acceptance	5. Ensure and measure systemwide teacher understanding of and investment in AGT. 6. Further refine the AGT algorithm as additional methods of capturing relevant student control variable data become available.

4. Build Teacher Understanding and Investment

Recommendation: Create processes to improve communications with teachers, solicit teacher feedback, and amplify teacher voice during implementation:

- *Actively and immediately communicate and inform teachers*
- *Develop a way to measure teacher investment and scale accordingly*
- *Utilize teacher feedback during implementation*

"Teachers know the importance of giving our students meaningful feedback on their work – not as judgment, but as opportunity for improvement. Similarly, this same attitude of 'learning' should be what drives teacher evaluations."

-Kyle Hunsberger, Teach Plus Los Angeles Teaching Policy Fellow

¹ Blume, Howard. (2012, February 11). "Teachers want moratorium on layoffs and a new evaluation system." Los Angeles Times.

² UTLA Teacher Effectiveness Workgroup (2012, March). *UTLA Teachers Development and Evaluation Framework*. http://www.utla.net/system/files/TDEF_Framework_march_2012.pdf

TEACH

2015 Award #3

To: Sarah Figueroa and Jeannette Soriano, LAUSD Talent Management Division
From: Teach Plus Policy Fellows; Sandra Alamo, Sujata Bhatt, Nicole Guillen, Daniel Jocz, and Natalie Smith
Re: Contributions to School Community Revisions
Date: May 14, 2012

We thank you for meeting with us on April 26, and are heartened that the updated Contributions to School Community (CSC) measure supports and extends the vision of school-site autonomy, experimentation, and accountability proposed by the LAUSD-UTLA Memorandum of Understanding of December 2011. We appreciate your model of change as something that happens from the ground up. We agree that as school teams define and solve local problems and come to see themselves as change-agents, district culture will gradually shift towards a greater professionalization. Like you, we believe that school teams shaping, reflecting, and being accountable for their school cultures will be the most powerful unit of change.

We also appreciate that the updated CSC recognizes that professional educators are already engaged in an enormous variety of practices that build school communities. The streamlining of the measure validates the work they already do rather than add to it. We agree standards 4A *Maintaining Accurate Records*, 4C *Demonstrating Professionalism*, and 5A *Reflecting on Practice* are appropriate to include in the Instructional Practice Measure. It also seems appropriate to focus CSC on 4B *Communicating with Families* and 5B *Participating in a Professional Community*. A two-year cycle timeline, which includes an “off” and “on” year, seems adequate time for reflecting on CSC and implementing an action plan that will support teacher growth in these areas, given that resources and support are provided to the teacher.

It was shared that the vision for measuring 4B is to use a parent survey, which has yet to be finalized. Without seeing the actual parent survey document, it is difficult to conclude whether it is reliable, valid, and effective at providing information in regards to a teacher’s effectiveness in communicating with students’ families. Some of the questions we have regarding the parent survey include:

- Will it be the same survey for all LAUSD students’ families?
- How will surveys be distributed, accessed, calculated, and analyzed?
- Will surveys vary based on grade level, school culture, or content area?

It is our belief that the intention of the parent survey should be to give each teacher the opportunity to reflect and analyze the feedback provided by these surveys, develop an action plan for maintaining effective communication or improving in this area. It is critical that teachers be given sufficient time and support to improve their skill, such as the proposed two-year cycle. We do not see it useful or productive to evaluate a teacher’s ability to communicate with families by having administrators analyzing and evaluating based on the results/comments of the survey itself. Teachers are life-long learners, and as the needs of families and communities change, they must be evaluated based on the process and progress of meeting the communication needs of their students’ families.

Fostering a professional community at each school site takes time, resources, trust, active participation of its members, and a collaborative rather than competitive environment. The district recognizes the need to evaluate teachers’ participation in their professional communities based on the specific needs of individual school sites, allowing them the autonomy to choose with their administrator how best to promote effective instructional collaboration. We want to emphasize the importance of the process of reflection, rather than the end result for measuring effectiveness. A tool that can measure a teacher’s participation and effectiveness towards developing skill in this area should include the documentation of the following:

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COS ANCHORS

- Clear objectives for collaboration that promote student achievement
- An action plan with clearly articulated steps/strategies to move towards meeting the objective(s)
- Outline of timeline and necessary resources/support
- Analysis of accomplishments/progress towards meeting the objective(s) and the contributing factors
- Teacher's reflection of results, accompanied with their vision of next steps for continued or improved collaboration which promotes student achievement

(Measure would evaluate a teacher's plan, attempt, reflection, and success/progress towards collaborating with other teachers using a 4-5 part scoring scale.)

In keeping with Dr. Deasy's vision of identifying and rewarding exemplary teachers and communities, we think it is vital that the measure is accompanied by means to do so. We look forward to future opportunities to work with you on the critical work of designing a meaningful, effective CSC measure, which will inform school stakeholders of best practices and promote communication and professionalism across all LAUSD schools to support student achievement.

TEACH

Opportunities for Teachers, Results for Urban Students

To: Dr. John Deasy, Incoming Superintendent, Los Angeles Unified School District
 CC: Drew Furedi, Noah Bookman
 From: Teach Plus Los Angeles Advisory Work Group
 Date: April 1, 2011
 RE: Celebrating great teachers in LAUSD

We would like to begin by thanking you, Dr. Deasy, for enlisting teachers in solving the problems that exist within our profession and within LAUSD. We are hopeful that as the district moves to better define and measure effective teaching, the message about why this is so essential is focused on teacher improvement, retention of effective teachers and expanding teacher leadership. You may not be able to enact all of the recommendations herein immediately, but adopting some among these and talking about them publicly and often as part of a comprehensive agenda (we humbly suggest calling it ***Valuing Excellent Teachers***) is a high-leverage, no-cost way to build support among teachers for reforms that celebrate success.

As classroom teachers in Los Angeles district and charter schools, we believe that recognizing and celebrating great teachers is critically important in providing motivation for all teachers to become great, and to encourage already great teachers to stay in the teaching profession. Many teachers feel isolated within our classrooms and too often go without the positive affirmation and support we need to have greater results with students. Teachers are expected to meet expectations held by the many stakeholders in education: school administrators, parents, community members, district officials, and most importantly, the students we teach. The pressure, coupled with the necessity to implement school, district, state, and federal mandates, are realities felt by all educators. Teachers who demonstrate effectiveness while faced with such demands should and need to be celebrated. Teachers want a culture of celebrating great teaching that:

- Provides leadership opportunities at the school and district level;
- Values the opportunity for continuous improvement;
- Incorporates various ways of publicly recognizing great teachers; and
- Gives greater access to curricular resources to further learning opportunities and impact on students.

Based on our collective experience as teachers, we have drafted key recommendations that will improve LAUSD's practices of rewarding and celebrating great teachers. In these difficult budget times, we have focused our recommendations on strategies that have varying levels of fiscal impact. Ultimately, great teachers know our greatest reward is seeing the difference we make in the lives of students.

Valuing Excellent Teachers

Recommendation: Provide leadership opportunities at the school and district level only for teachers with demonstrated effectiveness.

- School level – Include great teachers in staffing the schools; allow them to serve on selection teams for new teachers, administration, and enrichment staff hires.
- Local District level – Convene a task force of high performing teachers across varying grade levels and subjects to review professional development offerings and the evidence of their success before they are mandated for teachers across the district.
- District level – Establish a teacher advisory group to the Superintendent that can serve as a policy think tank and sounding board for decisions, especially high-stakes decisions. Also, provide opportunities for great teachers to present to senior district staff on topics such as evidence-based, promising practices in the classroom.

Great teachers value expanded leadership opportunities in order to influence students beyond our classrooms. We want our expertise and ideas to impact students at a broader level through influence at the school and district level. We want a voice in policy decisions because we are well positioned to advocate for policies that will better serve students and better retain other great teachers. The greatest lever the district has is to provide a wide array of teacher leadership opportunities that are only available to the most effective teachers.

Recommendation: Provide meaningful opportunities for continuous improvement.

- Coordinate community work groups for excellent teachers from across all grade levels, from district and charter schools, to come together to share best practices.
- Sabbaticals, or opportunities such as the Fund For Teachers fellowship, would allow great teachers to pursue self-designed professional growth and share out to teachers upon the completion of the project. Great teachers can help design a program for these types of teacher-directed inquiry projects.
- Drawing on examples such as the Cotsen Family Foundation and Teach For America, great teachers should be videotaped and showcased in a compendium of best practices. This best practices library could ultimately save money by bringing a different model for professional development to the district. Additionally, a struggling teacher could upload video of a lesson and receive valuable feedback from a great teacher through virtual mentoring. Teach Plus is currently working on this type of professional development.
- Great teachers want more autonomy in selecting professional development sessions that meet our individual growth needs and goals and better serve them in becoming more effective with students. We should be awarded PD waivers that allow us to be excused from certain professional development sessions in order that we may pursue independent learning. Examples include attending local and national education conferences, online learning opportunities, and independent plans of study.

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Great teachers want to learn. Just as we differentiate to meet students' varied needs and encourage them to become independent learners, we would like our learning to be encouraged, supported, and differentiated. Teachers want to engage with other great teachers on effective teaching practices. Though we list these strategies as rewards for great teachers, it is our hope that LAUSD considers adopting these recommendations as district-wide practice for all teachers.

Recommendation: Publicly recognize great teachers at the school level, district level, and to the general public.

- There are various types of public recognition that the district can coordinate, such as ceremonies, awards, certificates, and special dinners. The district can take the lead on partnering with local businesses to sponsor these events.
- Publicize great teachers and the work of our students through traditional media outlets, social media outlets, the LAUSD website, and the LAUSD TV network. By sending a media team to create a video montage of great teachers, the district can showcase some of the phenomenal practices taking place on a regular basis.
- It is important to consider the value of peer and student recognition. One teacher notes, "being recognized by someone who knows me personally, and my work in the classroom, has greater value to me than receiving recognition by a far removed district official or school board member. However, we can establish a culture at the district level to require the recognition of the important work being done by excellent educators at EVERY school site."

Great teachers desire public recognition that speaks to what makes us great, specifically by focusing on what our students have accomplished.

Recommendation: Give greater access to curricular resources to further learning opportunities.

- Great teachers want autonomy and flexibility in implementing mandated curriculum. We have a firm grasp of content standards as well as the needs of our students and therefore would like more curricular freedom in deploying our expertise to help our students master the standards. We want to include additional curricular resources proven effective in helping students achieve. We want the freedom to build interdisciplinary, project-based, hand-on learning pathways for our students. Some charter schools do this well and we would like to ensure that all great teachers have a voice in the curricular decisions that are made.
- Provide additional technology and technology support to reward great teachers. Ensure that we have access to the technology we desire, such as on-site technology coordinators, computer labs for student use, document readers, and LCD projectors
- Partner with philanthropic groups to donate gift cards for Lakeshore or Staples in order to reward great teachers with additional classroom resources.
- Create enrichment partnerships with outside institutions to provide greater resources for teachers. For example a partnership with LACMA could provide the top teachers a one-year free membership to LACMA.

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- Provide transportation for local field trips so that great teachers can extend learning opportunities for our students beyond the classroom.

Great teachers want more autonomy to draw upon multiple resources and best practices to continuously improve in our craft and make a greater impact in the lives of our students.

As teachers, we believe it is important that rewards be both meaningful and differentiated. Teach Plus and the teachers who participated on this Advisory Work Group are interested in helping the district design and implement these strategies, particularly with the high visibility, low cost solutions. We are grateful to have the chance to weigh in on this question, particularly at a time when there is a great need to highlight what is working well in classrooms. Too often, we feel the public rhetoric in the media and political arena is quick to point out what is not working in our schools. However, there is much that is working well. Like students, great teachers need positive feedback to expand our influence beyond the classroom and feel valued by peers and administrators. These are motivating factors that help celebrate excellence and retain excellent teachers in the profession.

Teach Plus Los Angeles Advisory Work Group

Sandra Alamo*, Larchmont Charter School

Sarah Eun, Larchmont Charter School

Kyle Hunsberger, Cochran Middle School

Sujata Bhatt*, Grand View Elementary School

Steve Reynolds, Palms Middle School

Jennifer Villaryo, Grand View Elementary School

John Lee, Teach Plus Los Angeles Executive Director

**Denotes lead author*

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Opportunities for Teachers,
Results for Urban Students

To: Dr. John Deasy, Superintendent, Los Angeles Unified School District
 CC: Dr. Drew Furedi, Noah Bookman, Tommy Chang, Sarah Figueroa
 From: John Lee, Teach Plus Los Angeles Executive Director
 Date: September 28, 2011
 RE: T+ Network Event “A Conversation with Superintendent Deasy: How Can We Best Support, Develop, Evaluate, and Retain Our Teachers?,” September 22, 2011

Dear Dr. Deasy,

Thank you for speaking with teachers at the September 22nd T+ Network event. Teachers were very satisfied with the opportunity to hear from and speak directly with you. I received positive feedback from many teachers during our reception and after the event, particularly regarding how you engaged teachers and thoughtfully considered the solutions that were proposed to improve the development and support of teachers in LAUSD. We also appreciated the tweets you sent out after the event. We would love to have you speak at additional T+ Network events this school year and will coordinate with your team on potential dates and topics. I have attached the data from our event as well as the summary below.

Who was in the room?

- There were 69 teachers in the audience. We also had a number of teachers who informed us that Thursday’s event coincided with their Back-to-School nights, so they wanted to attend, but had that conflict.

Teachers want better strategies in LAUSD to identify, recognize and retain effective teachers

- 85 percent of teachers said that the district is not doing enough to identify, recognize and retain effective teachers.
- Follow-up comments revealed that it is not just the responsibility of the district, but also a responsibility of principals and teacher colleagues to provide the support necessary to achieve these goals.

On Evaluation: Teachers value feedback from their peers and want aligned professional development

- When asked who could offer the best feedback from classroom observations, the top rated choice was “Peer teacher who teaches the same subject or grade”.
- The lowest rated choice was “Principal”.
- The ensuing conversation revealed teachers want a relationship of trust and included suggestions to build trust by including principals and other observers in teacher trainings in the pilot evaluation this year.
- Instead of more training, teachers want more autonomy, leadership and differentiation in professional development.

Teachers desire leadership opportunities that keep them in the classroom

- 42 percent of teachers said that in order to improve the teaching profession, they seek “more opportunities for advancement without leaving the classroom”.
- Additionally, 22 percent stated that “more teacher voice in policy” is a critical lever to improve the profession.
- Interestingly, only ten percent selected “higher pay/prestige” and only two percent chose “more recognition for excellence with students.” In another question, teachers selected a fair salary and health benefits suggesting that the teachers are more concerned with specific opportunities for roles and responsibilities than compensation.

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Opportunities for Teachers,
Results for Urban Students

To: Mayor Antonio Villaraigosa

CC: Joan Sullivan, Deputy Mayor of Education; Lauren Chianese, Senior Education Policy Analyst

From: John Lee, Teach Plus Los Angeles Executive Director

Date: March 23, 2011

RE: T+ Network Event “An Evening with the Mayor: Teachers weigh in on education in Los Angeles,”
March 14, 2011

Dear Mayor Villaraigosa,

Thank you for speaking with teachers at the March 14th T+ Network event. Teachers were very satisfied with the opportunity to hear from and speak directly with you. I received positive feedback from many teachers during our reception and after the event, particularly regarding how you really listened to the teachers’ comments and responded to the results of the polling questions. Data from the event are included below. If you would like Teach Plus to facilitate a similar session with PLAS teachers or with other groups of teachers, I would be happy to work with your team. I have attached the data as well as the summary below.

Who was in the room?

- There were 62 teachers in the audience.
- 58% teach in district schools; 42% teach in a charter schools.
- The majority of teachers (71%) have between 3-10 years of classroom teaching experience.

Teachers want better evaluation

- Only 17% of teachers agreed that their current evaluation system helps to improve their teaching practice. Sixty percent responded that it does not help to improve their teaching practice; 23% selected “Maybe”.
- Almost three-quarters of teachers (72%) agreed that growth in student learning should be included as part of a teacher's evaluation.
- Follow up comments revealed that some teachers wanted multiple measures of student growth, including portfolios.

Teachers want quality to be considered in layoff decisions

- More than half (63%) of teachers stated that seniority and quality indicators, such as teacher performance and professional behavior, should be taken into consideration when a district faces Reduction in Force decisions.
- 25 percent of respondents said that only quality indicators should be considered.
- Only 2% stated seniority should be the only factor in RIF decisions considered

Teachers want a revamped salary structure

- Almost all (88%) teachers agreed that the current salary structure needs to be revamped in order to keep great teachers in the profession.
- Additionally, 85% felt that some teachers at their schools contributed more to student learning and school improvement than others, and should be rewarded accordingly.

INITIAL IMPLEMENTATION PHASE TRAINING FEEDBACK

November 2011

CONTEXT

Over the last two years, the Los Angeles Unified School District (LAUSD) has worked with internal and external stakeholders, including teachers, administrators, labor partners, parents, and students, to develop multiple measure performance review systems that will allow the District to better differentiate between the performance levels of its educators, celebrate and recognize excellence, and provide targeted support to improve teaching and learning. The Initial Implementation Phase (IIP) of the Educator Growth and Development Cycle will test out the multiple measure performance review and support system we seek to bring to district-wide scale for our teachers and school leaders.¹ In this phase, we are working with a set of representative schools throughout LAUSD, where participants will be providing critical feedback on the tools and process necessary to further develop and refine the components.

This report is part of our commitment to collect, synthesize, and respond to feedback as we approach the mid-year mark of this Initial Implementation Phase. Survey data from participants in the IIP process will be used to inform future observer and teacher trainings as well as make refinements to the LAUSD Educator Growth and Development Cycle.

SUMMARY FINDINGS

This summer, prior to the start of the Initial Implementation Phase, teachers, school leaders, central and local district office personnel who volunteered to participate in the no-stakes IIP attended trainings that introduced them to the Educator Growth and Development Cycle, familiarized them with their roles and expectations, and prepared them to begin implementing the program at their school sites.

Most Observer Certification Training participants were satisfied with the quality of the workshop delivery and reported feeling that the training sufficiently equipped them for the observer role. However, respondents felt less confident using the web platform, understanding 21st Century Skills, and were less satisfied with the pace of the workshop, which they reported as being too much to digest in five full days.

¹ The Initial Implementation Phase of the Educator Growth and Development Cycle is based on a multiple measure performance review system made up of objective classroom observations by trained professionals, including each teacher's supervising administrator and a second observer, along with smaller fractions of the process consisting of stakeholder feedback, contributions to school community, and contributions to student outcomes. The support and development of our educators will be individualized for each employee, and will be based on the specific needs and opportunities for acceleration identified during an educator's performance review process. To that end, we are developing templates, training, and support for Individual Growth Planning for each teacher and school leader. These plans will include education (e.g., attending classes and workshops), exposure (e.g., watching someone else demonstrate excellence in the development area) and experience (e.g., targeted attempts at trying out new skills in one's role as a teacher or school leader).

Teacher Training participants also mostly felt that their training activities were effective. Their open-ended comments revealed the need for greater clarification of the Initial Implementation Phase and expectations for participating teachers.

Key IIP Participant Recommendations

- Systematize a feedback loop to gather input and communicate it back.
- Clarify the Initial Implementation Phase, with specific due dates for action items.
- Ensure that participants know how to receive the support and answers they need from Talent Management.
- Offer tech support and computer training before the general training and improve usability of the web platform.
- Spend more time during the observer training reviewing the Teaching & Learning Framework rubric and clarifying 21st Century skills.
- Build in more practice observing and scoring videos of classroom teaching or live teaching, and allow observers to compare their scores with those of the “experts.”
- Streamline the activities and templates to make implementation more feasible.

OBSERVER TRAINING

I. Introduction

This summer, LAUSD held a series of 5-day trainings to prepare school leaders, local district leaders, and District instructional experts for their observation role in the Initial Implementation Phase of the Educator Growth and Development Cycle. From mid-June to mid-October, primary observers (Principals and Assistant Principals) and second observers (local district staff, central office staff, instructional experts, etc.) participated in 32-hour, week-long trainings that took place around the district. Five hundred and fifty-four observers enrolled in the course, EGD201, and 413 have completed the course to date (105 primary observers and 308 secondary observers) in 12 different cohorts. The training was developed and facilitated by LAUSD’s partner, Teaching & Learning Solutions (TLS). Staff from the LAUSD Talent Management Office was present at the trainings to provide an overview of the context, purpose, and history of this work, as well as to answer participant questions. Throughout the observer training, participants viewed videos to collect evidence of teaching, and assessed the teacher’s performance against the Teaching & Learning Framework to derive scores for the teacher’s performance. The participants’ evidence and ratings of the teacher’s performance were submitted on the final day for an individual assessment of their work.

II. Observer Certification Training Survey Findings

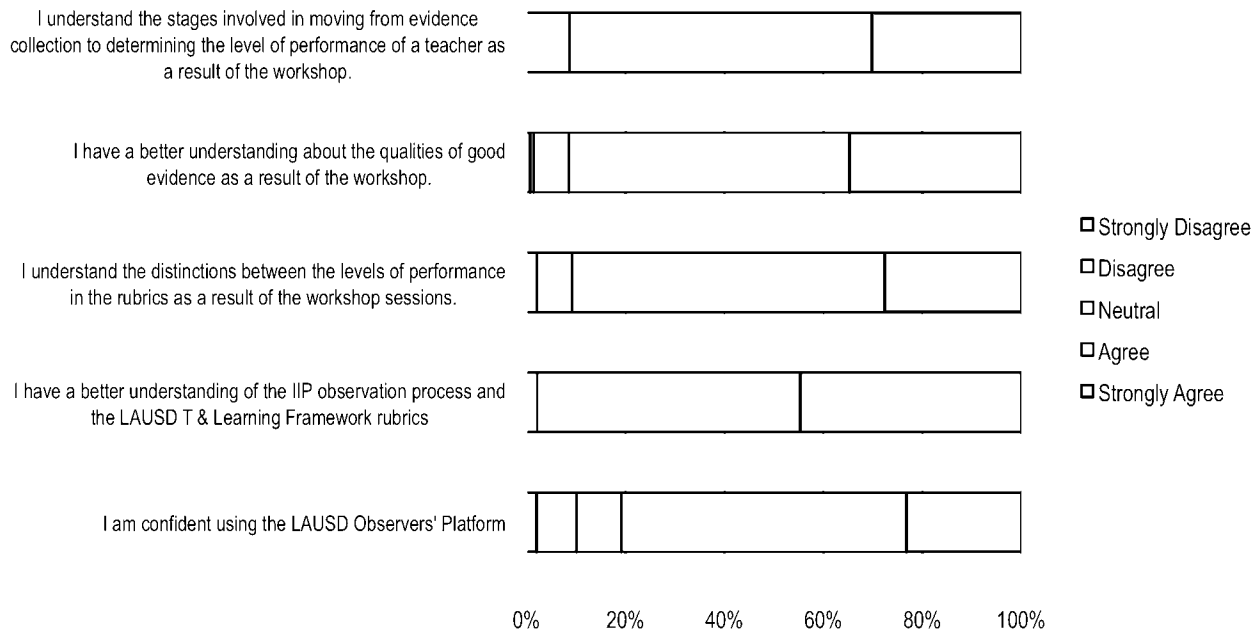
After each training series ended, Teaching & Learning Solutions (TLS) sent an online survey to workshop participants asking for feedback via SurveyMonkey. The survey uses a combination of open and close-ended questions to ask for feedback on the workshop delivery and mastery of observer concepts and skills. 141 participants completed the feedback survey, giving data

collection efforts a response rate of 34%.² This report used the available data from this survey, incorporating 5 different data sets, some which were only available in summary form. Seventy-two responses were available in raw form, and we were able to analyze these by job title. Limitations of these data include the low response rates, and the nature of self-reported data, which may not capture participants' actual mastery of concepts and skills precisely.

A. Mastery of Concepts and Observer Role

Most training participants reported feeling that they had mastered the concepts and skills necessary to be an Observer in the Initial Implementation Phase after completing the training. However, respondents reported less confidence in their ability to navigate the web platform in order to complete the observation tasks.

Exhibit 1: Understanding & Mastery of Teaching & Learning Framework and Observer Role
N=141



Compared to other areas, participants felt the most comfortable with the IIP process and the Teaching & Learning Framework rubrics, with 98% of survey respondents agreeing or strongly agreeing with the statement, "I have a better understanding of the IIP observation process and the LAUSD Teaching & Learning Framework rubrics" (Exhibit 1). Despite an improved understanding, at least 12 survey respondents still recommended that the training spend more time reviewing the Framework rubrics during the training. One respondent commented, "I still

² Survey response rates are largely dependent upon context and can be influenced by incentives or the frequency of follow-up contact. The validity of survey responses depend on how representative the respondents are of the survey population and whether there is non-response bias. This report does not use the data for statistical analysis and assumes that the 141 respondents largely share the opinions of most of the training participants.

think we all need more work with the Framework first and then focus on the technology piece. Retention of content would be better for everyone.” Another suggested that trainings, “Spend more time analyzing and synthesizing rubrics to develop common understanding and expectations.”

The majority of respondents also felt that they understood how to use evidence objectively to identify where a teacher’s practice falls among the four levels of performance within the Teaching & Learning Framework rubric. Ninety-one percent of respondents agreed or strongly agreed that they understand how to collect evidence, distinguish between different levels of performance, and use evidence to distinguish between levels of performance. Of note, 24 survey respondents stated the need for more practice observing and scoring videos of classroom teaching or live teaching before they felt prepared to observe.

“I need future opportunities to view teacher lessons, collect evidence, align evidence with standards, evaluate it, and practice scoring in the platform.”

In addition to wanting more opportunities to practice observing, at least 18 survey respondents also expressly requested greater insight into how experts scored the practice videos and differentiated between levels of performance. Five other respondents noted that watching examples of highly effective teaching would help them know what to watch for in their own observations.

“I am looking forward to seeing how my scores calibrate with the experts. Also, it would have been great to have been able to do a ‘test’ scoring and, with my own answers in front of me, walk through the ‘correct’ scoring with rationales provided.”

Of all the survey questions, respondents indicated slightly less confidence with the Observer Platform. Exhibit 1 shows that 81% of survey respondents agreed that they feel confident using the Observer Platform, while 9% were neutral and 10% disagreed with the statement. In their qualitative comments, 13 respondents felt challenged by the technological demands of the process, from typing during the observation to laptop use. One respondent requested, “I would like to be taught some computer skills that would aid my ability to work through this program.” Eighteen survey respondents wanted more practice navigating the Observer Platform, or felt that it still needs improvements to become more user-friendly.

An analysis of a smaller subset of survey respondents by job title reveals slight differences in participants’ confidence mastering Teaching & Learning Framework concepts and observation skills. Using a 5-point scale (“1” being “strongly disagree” and “5” being “strongly agree”), Exhibit 2 shows that Principals and Response to Intervention Experts/Coordinators felt the most confident using the web platform for observation compared to other positions, while there is less variation across job titles among the other survey questions.

Exhibit 2: Observer Training Ratings Sorted by Job Title
N=72

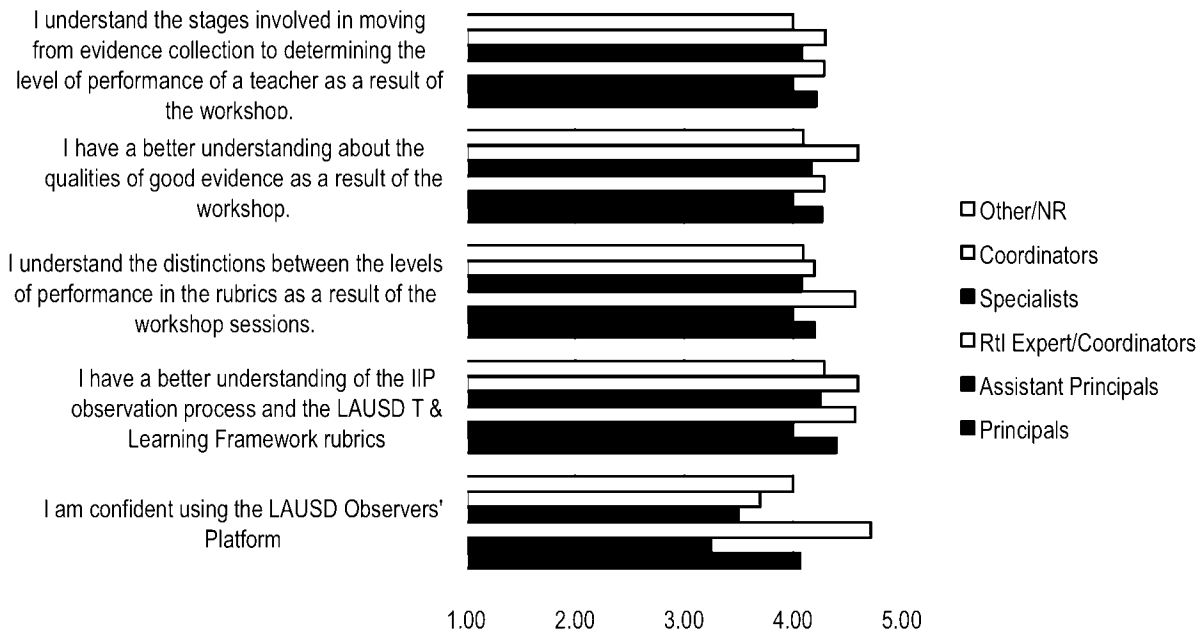
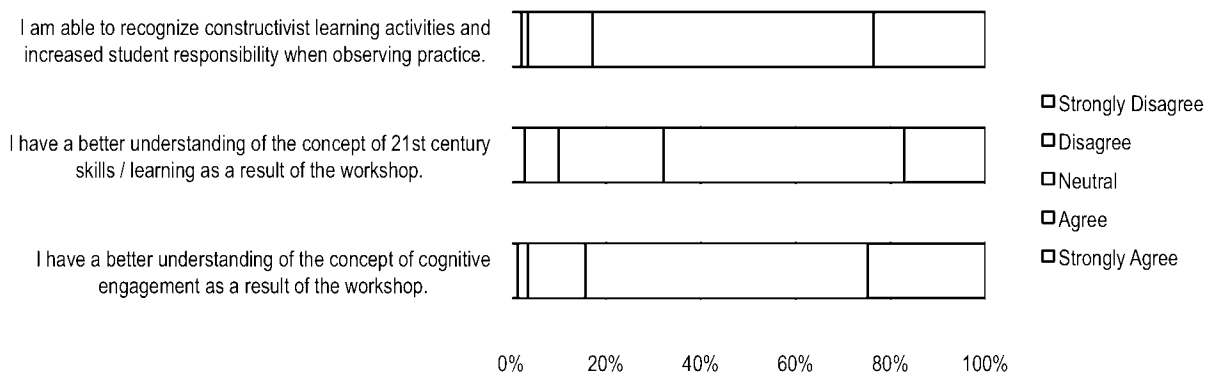


Exhibit 3 below shows training participants' self-reported understanding and ability to identify the three underlying priorities of the Teaching & Learning Framework: 21st Century skills; cognitive engagement; and constructivist learning. While 83-84% of respondents agreed or strongly agreed that they understand or are able to recognize cognitive engagement and constructivist learning activities, 68% of respondents developed an understanding of 21st Century skills and learning. Seven respondents requested a more in-depth discussion and clarification of 21st Century skills. For example, one respondent wanted an "explicit list of 21st Century Skills as defined by LAUSD."

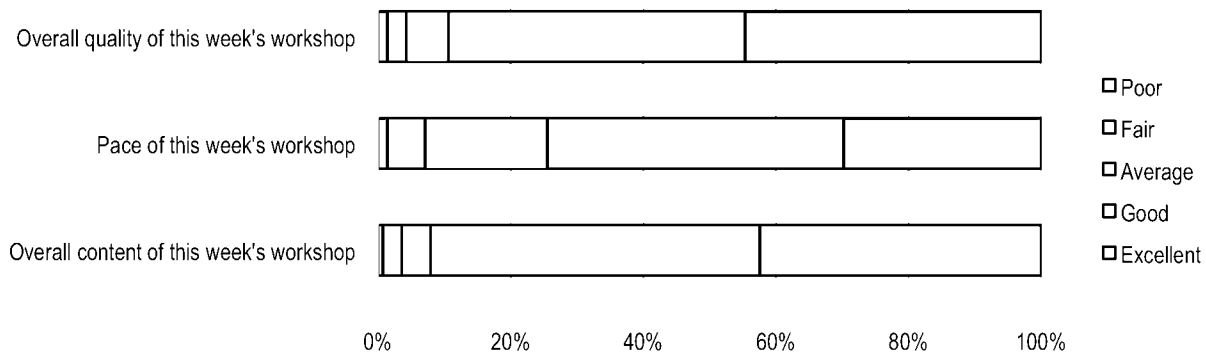
Exhibit 3: Understanding Underlying Priorities of the Teaching & Learning Framework
N=141



B. Quality of Workshops

Overall, most survey respondents were satisfied with the quality of the observer trainings (Exhibit 4 below). One possible area for improvement is the pace of the workshop, with 7% of respondents rating the pace as “Poor” or “Fair,” and another 18% of respondents marking “Neutral.” Fourteen respondents remarked that the training was very intense, and that it covered a lot of dense material within a 5-day period. One respondent suggested, “Perhaps the training should be organized so that all 5 days are not completed in a row. Time in between to reflect and think might be helpful.” Another commented, “[There’s a] fine line between having enough time to truly absorb the information to adequately do the data collection and assessment and the overload that occurs—it’s hard work!! I think the follow up during the year is essential.” On the other hand, a couple of respondents felt that the training moved too slowly during some portions.

Exhibit 4: Workshop Delivery Ratings
N=141



Survey respondents also expressed appreciation for the quality of the training and the patience and knowledge of the facilitators. At least fifty respondents shared sentiments such as, “Having several opportunities to review the lesson plan and gather evidence as well and understand how data should be captured during each stage was quite beneficial. The learning curve was high, and I know you all did a great deal of work to present us with this training. Thank you.”

“I appreciate the skillful, professional manner in which this training was delivered. [I] also appreciated insights shared, [and] the manner in which participants were put at ease and skill with which productive conversations were fostered.”

C. Workshop Recommendations

Respondents offered several logistical suggestions to improve the observer training, from organizing the binder with color coding and continuous pagination, to making sure all the questions in the “Parking Lot” are addressed, to making sure that participants have an opportunity to review materials prior to the training. One respondent felt uncomfortable going through the training with their principal in the room, and would have preferred a separate workshop in order to feel free to speak candidly. Additional recommendations embedded in the survey findings above include:

- Spend more time reviewing the Framework rubric during the training.
- Build in more practice observing and scoring videos of classroom teaching or live teaching.
- Allow observers to compare their scores with those of the “experts.”
- More in-depth discussion and clarification of 21st Century skills.
- Give examples of highly effective teaching.
- Making the online platform more user-friendly.
- Offer computer training to those who need it before the observer training.
- Spread the training out over a longer period and build time for reflection.

III. Comments on the Educator Growth & Development Cycle

In addition to workshop improvements, survey respondents also commented on the Educator Growth and Development Cycle and the Teaching & Learning Framework. Twenty-four respondents made suggestions, a sample of which are included below:

“To have a more concise rubric that would focus on the lesson observed. I found the rubric cumbersome and not always correctly or fairly describing level of performance.”

“I think it will be very important to continually share and get feedback about the tools we're using and the process. I think that the rubric will need to be tweaked and there is some language that will need to be clarified.”

“I think this will be a valuable tool, but I think focusing on all the elements is a bit much both for the principal/observer and for the teacher if it is to be truly used as a tool to support teacher improvement. I think establishing a focus on a few elements (as a team between the teacher and the principal) would be more valuable and helpful in improving teacher practice.”

Survey respondents left an additional 24 comments expressing concerns with both the Initial Implementation Phase as well as LAUSD’s plans to “scale-up” in the future, particularly given the time-consuming nature of each observation cycle. One queried, “How are we going to make this doable for Principals—especially Elementary Principals who have little or no support of any kind at the school site? Supervision of instruction is the primary work we should all be doing, but the realities of being in a school do get in the way when you have no one to turn to for help with day to day issues.”

Although observers expressed some apprehension with the work ahead, administrators also expressed optimism that the school district is taking on this important work. As one observer participant revealed, “The need to reconsider the teacher evaluation process is evident. However, the methods and the integration of this project into the real world of a school building are daunting.” Another commented, “The reality is that the training was good and I understand the value, but realistically, this is very intense work.”

“[The Teaching & Learning] Framework will help me give more explicit, useful feedback to teachers, and help guide my conversations with teachers to encourage them to think about their teaching in new ways.”

#

TEACHER TRAINING

I. Introduction

Teachers participating in the Initial Implementation Phase also went through a series of workshops. Teachers attended a 2-day workshop (EGD101) during the summer to introduce the Educator Growth & Development Cycle and the Teaching & Learning Framework rubric. Five hundred and twenty-eight teachers completed the summer training.

II. Teacher Training Survey Findings

A brief online SurveyMonkey survey was sent by Teaching & Learning Solutions to training participants after each day, asking them to rate each activity on a scale of 1 to 4, with "1" meaning, "Did not work" and "4" meaning, "Was very effective or helpful." The average rating for each training activity was rated between "Somewhat effective" and "Very effective," indicating that most teachers found the trainings to be helpful.

Exhibit 5: Summer Teacher Training EGD101, Day 1
N=429

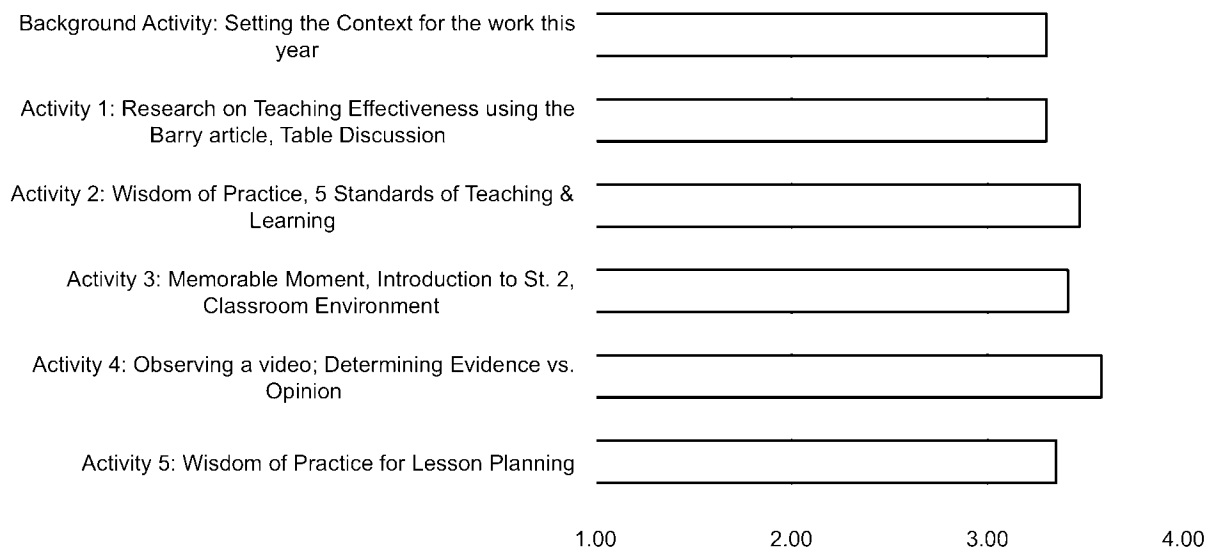
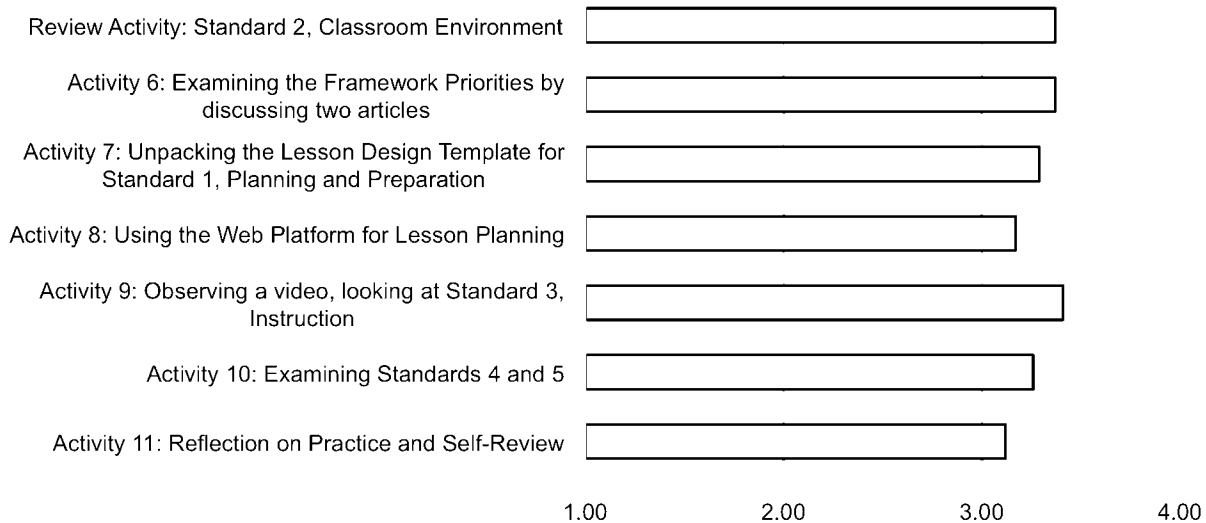


Exhibit 6: Summer Teacher Training EGD101, Day 2
N=373



III. Open-Ended Teacher Feedback

Teacher survey respondents left numerous open-ended comments to offer suggestions, express concerns, and ask questions. A large number of questions revealed the need for greater clarification of the Initial Implementation Phase and expectations for participating teachers. Teachers wanted specificity around scheduling observations, time commitment, due dates for each activity and a general overview of this initial year. Teachers also wanted information about upcoming trainings for planning purposes, and some even suggested the need for further training. Another area of clarification was how teachers will be able to access their stipend and how they may use it. Many questions centered on the role, identity, and training of the second observer and how observation scores would be used.

Teachers requested additional support using and accessing the web platform. These ranged from having a tech support line to making the platform more user-friendly, particularly in the lesson plan portion. Others requested help with specific aspects of the Educator Growth & Development Cycle and wanted a District contact person, wondering, "What happens if I'm stuck? Who can I contact to help me?" Two areas that teachers wanted greater guidance in are the self assessment and lesson planning. Respondents wanted examples of strong lesson plans that are aligned to the Teaching & Learning Framework, and wanted direction on suggested length. Several felt that it is important to have a representative from LAUSD's Talent Management Office at each training to field process questions that TLS could not answer.

The open-ended comments included concerns about school site implementation as well as how this year's activities fit into the broader picture. Teachers are worried about the time required of them and their administrators, and whether the tools can be implemented with fidelity. One teacher asked, "How much time will it take, and will administrators/observers devote the time needed to make this a success?" Teachers want to know how the EGDC is different from the STULL evaluation and whether those participating in the IIP will have to undergo a STULL as

well. They were curious about where the EGDC is headed and how it will be used in their evaluation. They also wanted to know whether other staff and administrators will be going through a similar performance review cycle. Teacher respondents expressed concern about implementing a larger scale version of the IIP, given their own experiences with how demanding the process has been. One teacher asked, "There is still a lot of discontent about this process among other teachers at my school. How can I support my colleagues in becoming more accepting of the process?" Some expressed concern with Academic Growth over Time,³ while others wanted to know how the observation rating would fit in with their Total Effectiveness score.

"This whole process is extremely time-consuming. Even though the focus elements were limited to 19, it is still overwhelming. I have just completed the lesson design and that was extremely long and repetitive as well."

Many also offered suggestions to improve the IIP and the Teaching & Learning Framework rubric. One common theme was the need to systematize a feedback loop so that teachers know how their suggestions and questions are being accounted for during the Initial Implementation Phase. Several teachers noted that they had raised questions during the trainings (e.g., the "Parking Lot") but had not received any follow-up.

"I am all for hard work and implementing change for a better future, however we still need an opportunity to evaluate and provide feedback on the various components of this evaluation system. I don't think we should wait until the end of the cycle to provide feedback or some sort of evaluation. There should be different opportunities along the way to give our feedback and opinions."

"I hope our feedback on the parking lot will be taken into consideration for change. Perhaps an anonymous parking lot bulletin board for teacher input (the practitioners) would be an idea." Another teacher wanted to know, "How much will teacher input during the pilot phase will be taken into consideration before the final product is rolled out to the district?" Teachers also expressed some concern with the Teaching & Learning Framework rubric and wanted to have an opportunity to help refine it; some noted that the language differentiating levels of performance sounded subjective, and others wanted separate rubrics for elementary and secondary educators.

³ Academic Growth over Time is LAUSD's new and comprehensive system of computing student gains that helps us know how much students have progressed on standardized tests from one year to the next. This provides a more complete picture of student learning because it compares a student's performance to his/her own expected performance (rather than comparing groups of students one year to different groups of students the following or preceding year). Academic Growth over Time also allows us to examine the impact of schools and educators on student learning outcomes and uses a value-added method that controls for external factors which often influence student test results.

Recommendations from Teachers

- Clarify the Initial Implementation Phase and expectations for participating teachers, with specific due dates for action items.
- Ensure that teachers know how to contact the Talent Management office, and ensure that a representative attends all trainings to answer questions about the IIP.
- Ensure that teachers know who to contact for tech support on the MyPGS platform and elicit their suggestions for improvements.
- Create additional training or resources for completing the self assessment and lesson plan, including examples.
- Support teachers participating in the IIP with communicating with colleagues at their school.
- Address policy questions and implementation concerns that tie the observation process into the bigger picture.
- Systematize a feedback loop so that teachers know how their suggestions and questions are being accounted for during the Initial Implementation Phase, and proactively ask for feedback about the Teaching & Learning Framework and EGDC.

This first group of teachers participating in the Initial Implementation Phase acknowledged that, “this is going to require strong conviction and courage,” as well as a great deal of work. At the same time, some teachers felt energized by their experience so far. One teacher admitted that the training was, “Very different than what I was expecting. I am so glad to be working with a group of teachers that also enjoy their careers.”

“I learned that it is important to remember that this is a process that will make me refine my practice. I need to decide on what I want to improve and focus on. I got tired of hearing the resistance of others. I had to remind myself that this process is designed to improve my teaching and my effectiveness as an educator.”

#

CONCLUSION

When the LAUSD Teacher Effectiveness Task Force recommended a three-phase process for carrying out their recommendations, they included a year (Phase II) where the District would test out the multi-faceted review and support system in a representative sample of schools and teachers. During this 2011-2012 school year, all participants in this Initial Implementation Phase will provide critical feedback on the process and tools that have been developed. This report is the first of a series of reports the District will release on feedback that participants have shared. Suggestions, such as those found in this report, have already resulted in improvements to the process. For example:

- Changes to the MyPGS (My Professional Growth System) platform have been made, and will continue to be made, in order to make it more user-friendly.
- Communication related to participant expectations, process, and contact information has become more frequent.
- Both in-person and online support have been offered to assist participants with the performance review system.
- A schedule of formal feedback opportunities has been provided to all participants.

We look forward to our continued collaboration with teachers, school leaders, local, and central office participants to improve this system together.



FEBRUARY 2012

Over the last two years, the Los Angeles Unified School District (LAUSD, or the District) has worked with internal and external stakeholders, including teachers, administrators, labor partners, parents, and students, to develop multiple measure performance review systems that will allow the District to better differentiate between the performance levels of its educators, celebrate and recognize excellence, and provide targeted support to improve teaching and learning. The Initial Implementation Phase (IIP) of the Educator Growth and Development Cycle (EGDC) and the School Leader Growth and Development Cycle (SLGDC) will test out the multiple measure performance review and support system we seek to bring to a district-wide scale for our teachers and school leaders.¹

In this phase, we are working with a set of representative schools throughout LAUSD, where participants will be providing critical feedback on the tools and process necessary to further develop and refine the components. Teachers, school leaders, central and local district office personnel who volunteered to participate in the no-stakes IIP became the first in the District to test out the draft tools and processes of the Educator and School Leader Growth and Development Cycles.

As we conclude Observation Cycle #1, this second feedback report is part of our commitment to collect, synthesize, and respond to feedback from participants. Data received from this survey will be used to make necessary refinements to the LAUSD Educator and School Leader Growth and Development Cycles and the tools associated with these processes.

¹ The Initial Implementation Phase of the Educator Growth and Development Cycle is based on a multiple measure performance review system made up of objective classroom observations by trained professionals, including each teacher's supervising administrator and a second observer, along with stakeholder feedback, contributions to school community, and contributions to student outcomes. The support and development of our educators will be individualized for each employee, and will be based on the specific needs and opportunities for acceleration identified during an educator's performance review process. To that end, we are developing templates, training, and support for Individual Growth Planning for each teacher and school leader. These plans will include education (e.g., attending classes and workshops), exposure (e.g., watching someone else demonstrate excellence in the development area) and experience (e.g., targeted attempts at trying out new skills in one's role as a teacher or school leader).

During the first semester of the Educator Growth and Development Cycle (Fall 2011), teachers participating in the Initial Implementation Phase completed a self-assessment, reviewed their Academic Growth over Time (AGT) results, created a lesson design, and conducted that lesson in a formal observation. Administrators serving as Observers conducted observations in pairs and held pre- and post-observation conferences with teachers. Some participating principals also completed a School Leader Self-Review and School Leader Growth Plans as part of the School Leader Growth and Development Cycle.

IIP participants were generally positive about the potential for the Teaching & Learning Framework and the EGDC classroom observation process to improve effective teaching in LAUSD. Teachers noted that participating helped them reflect on their practice, and Observers were impressed by the professional conversations they have had to date. However, some participants expressed concerns with the amount of time needed to complete the activities and recommended that they be streamlined in the future. IIP participants also requested more examples to better understand the Teaching & Learning Framework, improvements to trainings, and adjustments to the web platform (the technology used to complete most of the EGDC activities) to make it more user-friendly. Principals and directors also gave positive feedback about using the School Leader Growth and Development Cycle to improve school leadership practice, but many noted that they have focused on their responsibilities as Observers in the EGDC. Principals felt that their Self-Review and Growth Plan activities were beneficial and seemed less time-intensive than the teacher self-assessment that many teachers struggled with.

The second iteration of school-level Academic Growth over Time reports were released during the Fall semester, and included subject and grade-level breakdowns. In addition, for the first time, the District distributed teacher-level AGT results confidentially to some teachers and their school leaders. Participants had the opportunity during trainings to use either individual or school AGT reports as reference points. Participants felt like they have a strong understanding of what AGT measures, and most feel that AGT is a "somewhat" or "mostly" accurate measure of teacher or school leader performance. Although several noted that a better understanding of the actual formula or calculation of AGT would further help to alleviate concern with this measure, the majority of teacher respondents agreed that teacher-level AGT results can help shed light on effective teaching in LAUSD, and three-quarters of teacher respondents intended to use their AGT results to examine their own teaching practices. A majority of both teachers and Observers also supported the use of AGT to identify teachers who need additional support, and a majority "somewhat agreed" or "agreed" that AGT should be part of a multiple measure performance review system. Observers were more comfortable than teachers with using AGT results to better understand impact on student outcomes and improve instructional practice.

Educator Growth & Development Cycle

- Streamline and refine the EGDC process and tools based on IIP participant feedback
- Review language in the Teaching & Learning Framework to address ambiguity and/or redundancy
- Use training time to reinforce familiarization with the Teaching & Learning Framework, to encourage peer dialogue, and to allow time for completing EGDC tasks
- Offer more examples, including videos, sample self-assessments and lesson designs
- Improve the technology platform to enhance the usability and readability of EGDC tools, and announce platform updates during trainings when modifications are made
- Build/identify professional development options that are aligned to Teaching & Learning Framework

School Leader Growth & Development Cycle

- Ensure that training supports School Leaders and Directors in understanding the School Leadership Framework and completing the SLGDC
- Improve the technology platform to enhance the usability and readability of the School Leader Self-Review and Growth Plan tools

Academic Growth over Time (AGT)

- Demystify the AGT calculation; make clear, to the extent possible, how each result is calculated
- Explore how to “unpack” AGT reports so that teachers have enough disaggregated data to make meaningful decisions
- Explore how to calculate AGT scores for other subjects and grade levels
- Use AGT results to identify teachers who need support, and provide resources for development
- Use AGT results to identify excellent teaching practice we can learn from

Survey Methods

Methodology

The Fall Semester Initial Implementation Phase Feedback Survey was developed by District staff, with consultation by our program evaluation partners. The survey uses a combination of open and close-ended questions to ask for feedback on the Educator Growth and Development Cycle, the School Leader Growth and Development Cycle, and Academic Growth over Time. Since many IIP participants had not yet completed their first EGDC observation when the survey was issued in November, this survey only included questions on the first portions of the cycle (teacher self-assessment and lesson design template). Talent Management staff intends to request feedback on the formal observation and Individual Growth Planning in February 2012.

An e-mail containing a link to an online survey was sent out to all IIP participants on November 9, 2011, with several reminder e-mails following, before the survey was closed on December 12, 2011.² Participants received slightly different surveys depending on their role in the IIP. The overall response rate of the Fall Semester IIP Feedback Survey was 73%.³

Exhibit 1
Fall Semester IIP Feedback Survey Response Rate

	Teachers	Principals	2 nd Observers	Directors	Total
Current IIP Participants	365	98	183	47	693
Survey respondents	292	69	114	28	503
Response Rate	80%	70%	62%	60%	73%

Summary responses to the close-ended survey questions are presented in graphs throughout this report. We also conducted a themes analysis on the open-ended comments. Quotes included in this report help illustrate the major themes that emerged from the themes analysis.

Internal Validity

Response rates were fairly high, making response bias unlikely.⁴ The survey did not force respondents to complete the entire survey in order to submit answers, and not everyone that started the survey completed it in its entirety. It is possible, though unlikely, that there is bias due to survey attrition. A mistake in the wording of the Observer surveys forced us to eliminate responses to several questions, as the responses could not be analyzed validly.⁵ The nature of self-reported data is another potential limitation, which may not capture participants' actual

² All Partnership for Los Angeles Schools (PLAS) sites are participating in the IIP. However, this feedback survey does not include PLAS responses because they started their Observation Cycle #1 during December 2011, after the majority of non-PLAS IIP participants had completed their Observation Cycle.

³ The total number of *completed* survey responses was 343, making an adjusted response rate of 43%. However, all survey responses were used in the analysis, when available, so several of the questions do have a total sample size of 503.

⁴ Questions about the School Leader Growth Plan did have lower response rates, since most principal respondents had not had opportunities to complete it. Equivalent questions about teacher Individual Growth Plans were removed for addition to a later feedback survey, and Talent Management staff plan to ask about School Leader Growth Plans again at that time.

⁵ Exhibit 22 does not include principal survey responses (N=56) and Exhibits 15 and 16 do not include director survey responses (N=14) because the answer choices differ from the other Observer surveys and are not appropriate to the question asked.

mastery of concepts and skills precisely. Overall, the survey results should present a fairly accurate representation of participants' opinions and experiences in the IIP.

External Validity

IIP participants have volunteered to be part of this no-stakes process and are experiencing the initial implementation of the Educator and School Leader Growth and Development Cycles. The opinions of IIP participants may differ from teachers, administrators, and instructional experts across the District more broadly, and the experiences of those participating in future iterations of the Educator and School Leader Growth and Development Cycles may differ as well.

Survey Respondents

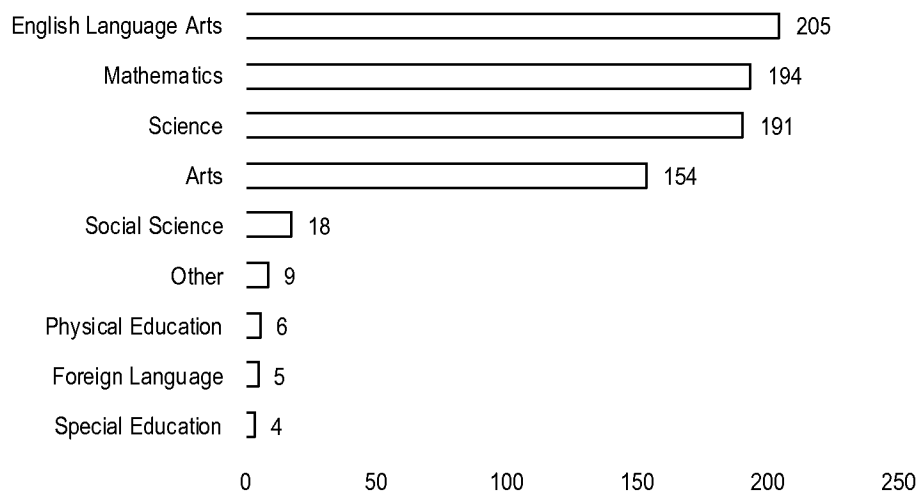
Teachers

The IIP teachers that responded to the feedback survey were nearly all veteran teachers, with 78% of respondents having 11 or more years of teaching experience and 76% of respondents with 11 or more years as an LAUSD employee. Elementary grade level teachers composed the largest group of teacher respondents, and the subjects taught most frequently by respondents were English Language Arts, Math, Science, and Art.

Exhibit 2
Teacher Grade Levels Taught in the Past Three Years

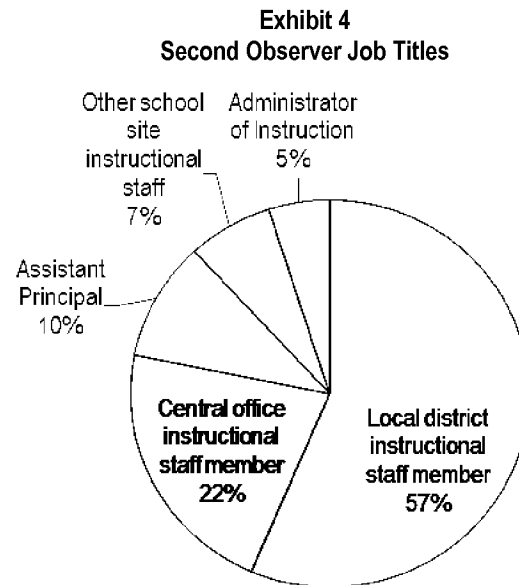
Grade levels taught <i>(Check all that apply)</i>	N=291
K-5 Elementary	320
6-8 Middle	133
9-12 High	228

Exhibit 3
Teacher Subjects Taught in the Past Three Years *(Check all that apply)*



Observers

Staff serving as Observers in the LAUSD Educator Growth and Development Cycle include principals, assistant principals, local district leaders, and local district and central office instructional experts. Principals and local district Directors received and completed separate surveys because they are also participating in the School Leader Growth and Development Cycle, and responded to questions specific to that cycle. Principals generally served as the school-based “primary” Observer, and Second Observers were mostly local district and central office instructional staff members (see Exhibit 4).



Most of the Observer respondents have been LAUSD employees for 21 or more years, and over 70% of principals and Second Observers have over 11 years of teaching experience. Fifty-six percent of current principals have over 6 years of experience as a principal or site administrator, while 41% of Second Observers and 62% of local district Directors do. Half of Directors have been supervising principals for 3 or more years. Elementary grade level principals composed the largest group of principal respondents, Directors were more likely to work with the elementary grades, and other administrators or specialists were fairly evenly distributed in the grade levels they work with (Exhibit 5).

Exhibit 5
Grade Levels that Observers Worked With in the Past Three Years

Grade levels you worked with <i>(Check all that apply)</i>	Principals N=69	Second Observers N=113	Directors N=28
K-5 Elementary	46	89	21
6 K-6/Middle	22	94	20
7-8 Middle	10	80	13
9-12 9th Grade	9	73	12

Teaching & Learning Framework

Teachers and Observers participating in the Initial Implementation Phase primarily agreed that the Teaching & Learning Framework is a useful tool for professional growth and provides a thorough and accurate description of effective teaching. Observer respondents tended to agree with those statements more frequently than teachers did. For example, 81% of teachers agreed or strongly agreed that the Teaching & Learning Framework is both comprehensive and accurate, while 91% of Observers agreed or strongly agreed.

Exhibit 6
Teacher Opinions of the Teaching & Learning Framework

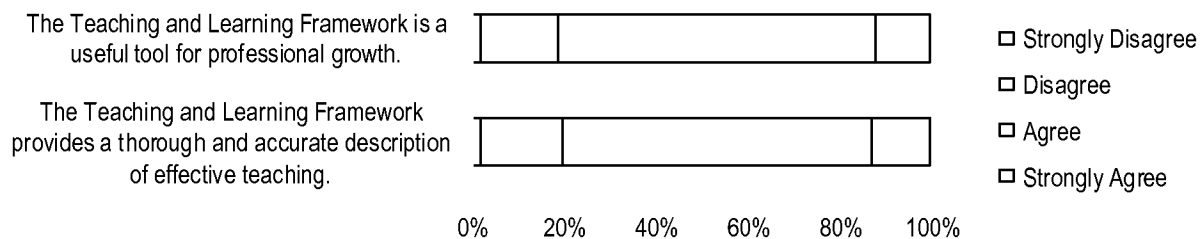
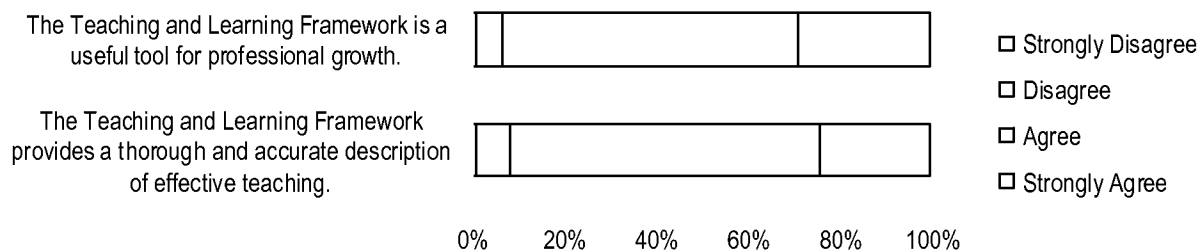


Exhibit 7
Observer Opinions of the Teaching & Learning Framework



Several Observers and teachers suggested more in-depth training for IIP participants and other educators to become more familiar with the Teaching & Learning Framework. For example, an Observer suggested, "I believe the Teaching & Learning Framework needs to be presented, fully discussed and understood by teachers especially and then their supervisors. I strongly believe that teachers need extensive training in the planning process as outlined in the Teaching & Learning Framework."

"Most teachers at my school are not aware that the Teaching & Learning Framework exists. I think it would be a good idea for all teachers to become familiar with the Teaching & Learning Framework during this trial period, even if they are not participating in the IIP."

-Teacher

Survey respondents also requested examples of elements in the Teaching & Learning Framework, such as videos, as well as clarification of ambiguous language within the Teaching & Learning Framework. An Observer commented, "Some parts of the rubric seem a little arbitrary, i.e., a key term determines the level. However, even with flaws it is so much better than the existing system." A teacher pointed out, "There are several cases of subjective terminology used in the Framework that are not evidence- or data-based." Several teachers also had concerns about how applicable specific elements of the Teaching & Learning Framework are to all grades, subjects, or student groups (e.g., special education classrooms), and some wanted to know how the Teaching & Learning Framework relates to the California Standards for the Teaching Profession.

"I really think it helps not only to read but to see models of effective teaching. It would be nice to see videos of lessons so that we can collect evidence of teaching and learning, and debrief."
-Teacher

Teachers' and Observers' comments about the Teaching & Learning Framework were generally positive. However, they also noted that the length and depth of the Framework can make its practical application unwieldy, and that narrowing down to focus on key elements or components would be helpful. One Observer reflected, "The Teaching & Learning Framework is a wonderful tool for us principals, and I believe for teachers also. What is lacking is the time to get everything done, but the modifications and reduction in focus areas have helped." A teacher commented, "I think it is an excellent tool that clearly lays out what we should be doing to be the most effective in our teaching."

"It is a great tool for really zeroing in on teacher practice and providing laser-sharp feedback. It has helped me with my non-pilot observations in terms of identifying specific deficiencies in teacher practice."

-Observer

"This was the first time that all facets of the profession were accounted for. I was very surprised to see such a thorough picture painted."

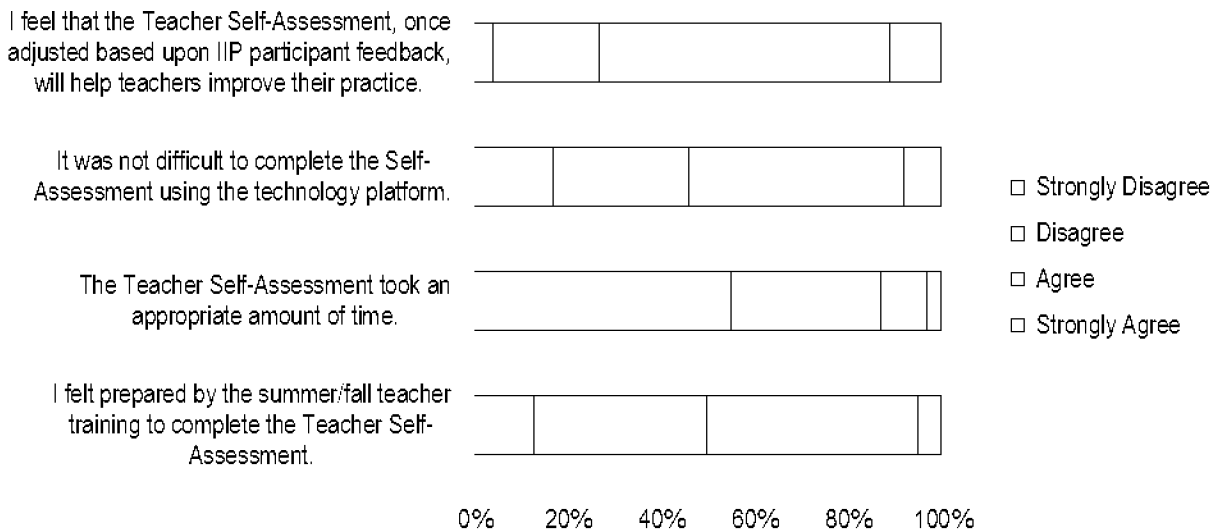
-Teacher

Teacher Self-Assessment

The first step of the EGDC is a teacher self-assessment, which asks teachers to reflect on their practice, rate themselves on each focus element of the Teaching & Learning Framework, and provide evidence and justification for their ratings using the web-based technology platform, My Professional Growth System. Teachers currently have the option to share their self-assessment with their observers, if they wish.

Of the 292 teacher respondents to the survey, 224 reported that they had completed the self-assessment portion of the Educator Growth and Development Cycle (77%). Although 73% of teachers felt that the self-assessment can be a useful tool to help teachers improve their practice, many teachers felt that the self-assessment took too long to complete (87%), encountered difficulties using the technology platform to complete the task (46%), and did not feel adequately prepared by their trainings to complete the self-assessment (50%).

Exhibit 8
Teacher Opinions of the Teacher Self-Assessment



Many teacher respondents expressed concern with the amount of time needed to complete the self-assessment thoughtfully; some noted that they spent hours working on the task. Teachers felt that the tool can be improved with less repetitiveness and by limiting the focus elements or components in the Teaching & Learning Framework that teachers need to address. Teachers did see that the self-assessment could be a useful tool for reflection and improvement of practice after adjustments are made. "My own opinion of my teaching, in isolation and based on evaluations over the years, changed through the process. Some areas that I felt were effective are still developing."

"Rating myself in each of the elements required a lot of reflection on my teaching practices, and it helped me envision what I would like my teaching/classroom to look like. It took an appropriate amount of time to rate myself, but writing the evidence and analysis for each of the elements took an excessive amount of time."

-Teacher

"I have noticed that being painfully honest with oneself while looking at the rubrics, can sometimes be disconcerting, but at the same time, it is illuminating and challenging. It is good to look into the mirror."

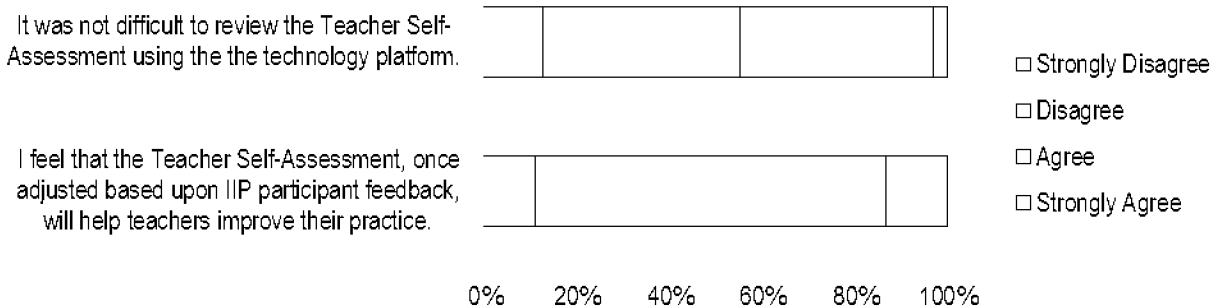
-Teacher

Other suggestions from teachers included providing more training to complete this task in the web platform, including time to complete the self-assessment during the training, making the web platform more user friendly, clarifying the difference between the evidence and justification written portions, and providing more examples (particularly of good evidence). One teacher noted, "The evidence and the analysis were a bit confusing. Consider combining the two, since it overlaps."

Of the 211 Observer respondents to the survey (Principals, Directors, and Second Observers), 94 reported that their teachers had shared the self-assessment with them (45%). The vast majority of Observers who reviewed their teacher's self-assessment felt that the tool can help

improve teacher practice (88%). However, 56% of Observers encountered some difficulty reviewing the self-assessment with the technology platform.

Exhibit 9
Observer Opinions of the Teacher Self-Assessment



Observers echoed teachers' concerns regarding the amount of time the self-assessment took teachers to complete. A number of Observers requested that sharing the self-assessment be a requisite rather than optional. Some Observers that had opportunities to look at their assigned teachers' self-assessments commented that it was a valuable exercise that guided teacher reflection of their practice in a structure aligned to the Teaching & Learning Framework.

"Teachers commented that they really reflected and thought through their areas of strength and weakness. They spent more time thinking about meeting student needs and what that looks like in the classroom. The concern is the length of the template."

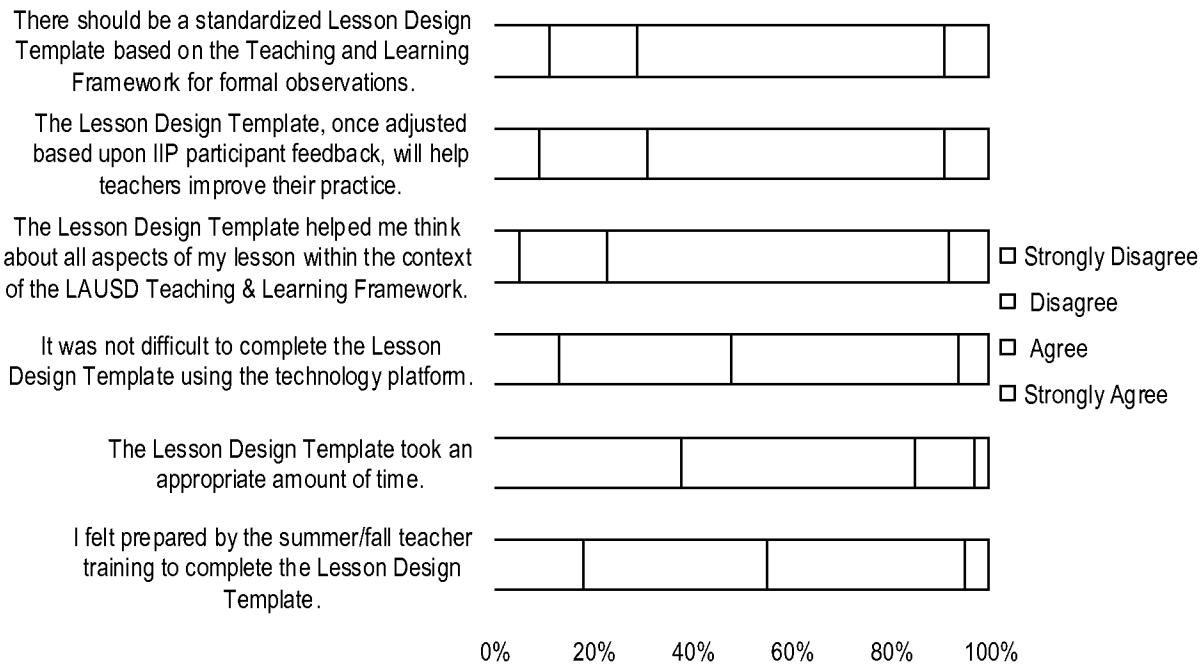
-Observer

Lesson Design Template

The EGDC has two formal observation cycles, which include a formal, scheduled classroom observation based upon a pre-planned lesson, a pre-observation conference to discuss and clarify questions about the lesson design, and a post-observation conference. Teachers build a lesson plan using a guided template within the technology platform; they also have an option of uploading an attachment instead.

One-hundred seventy-nine of the teachers who responded to the survey reported having completed the lesson design template (61%). As with the self-assessment, teachers reported that completing the lesson design template took longer than anticipated (85%). Using the technology platform to fill out the lesson design template was difficult for roughly half of those responding (48%), and just over half of the respondents felt the training did not adequately prepare teachers to complete the task (55%). Despite these challenges, 77% of teacher respondents agreed or strongly agreed that the lesson design template helped them think about all aspects of their lesson within the District's new Teaching & Learning Framework, and 69% felt that the lesson design template had the potential to help teachers improve their practice. 71% of teachers agreed that the EGDC should provide a lesson design template to teachers to facilitate formal observations.

Exhibit 10
Teacher Opinions of the Lesson Design Template



Several teachers requested more examples of lesson designs and corresponding videos of those lessons. "I would like to see more examples with grade specific lessons and videos. I learn best by seeing someone in the process and the final product," a teacher said. Although most survey respondents endorsed the use of a standardized lesson design template, some teachers also suggested that it include some flexibility, so that teachers can personalize it to better fit their intended lesson. "I think that lesson design templates need to fit the type of lesson the teacher is teaching, not have the teacher try to fit his/her lesson in a standardized template. My lesson was a concept lesson and didn't follow the traditional lesson plan sequence so it was frustrating and time consuming for me to fill it out," said a teacher.

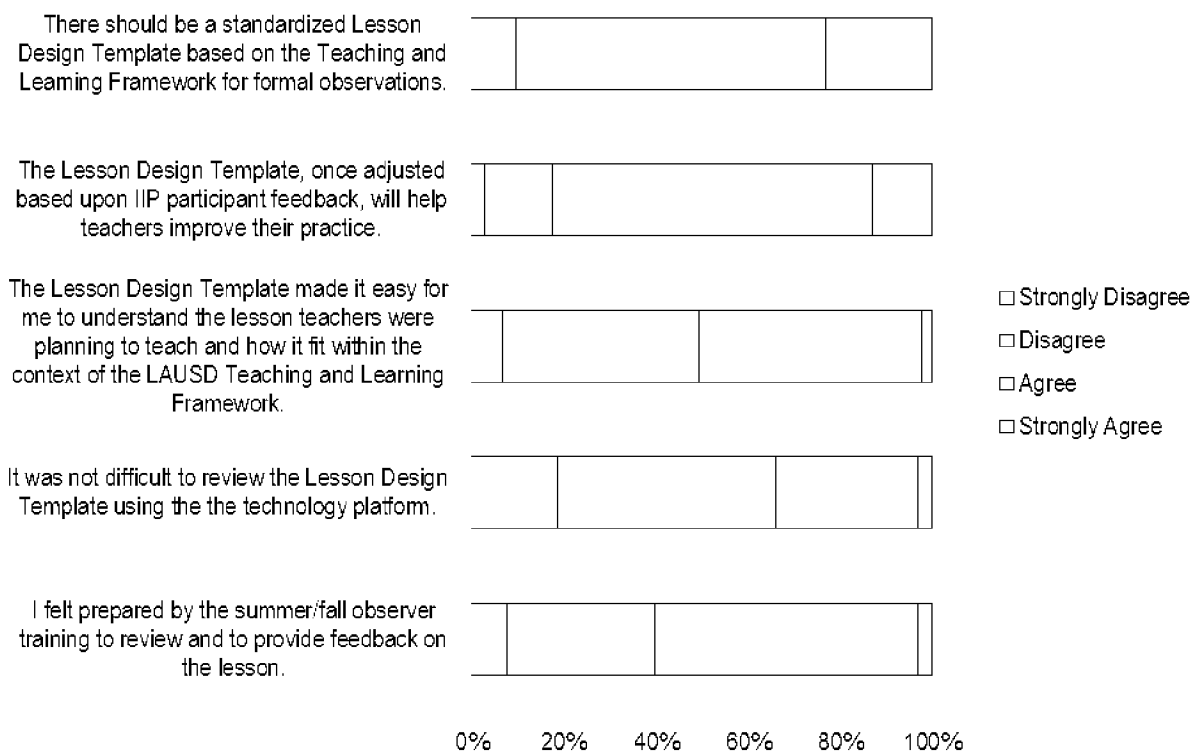
Similar to the self-assessment, teachers found that completing the lesson design template was time-consuming and felt somewhat repetitive. "The template was redundant in many areas. I felt like I kept repeating myself, and that my lesson was still not clear to my administrator. I needed to expand on several topics. I still typed out notes for my lesson to follow the day of the observation because I felt that even though I had a lot of information on the template, I could not pull my lesson directly from it," shared a teacher. Despite this, some teachers felt that they benefitted from the experience of putting added focus towards a thoughtful lesson plan for their formal observation. "With the understanding that the lesson design template is not a daily lesson planner, it was very useful. Having to focus on a section of a larger instructional unit that would be observed caused me to re-think the observation phase of the IIP."

"The lesson design is something that we all know about but do not follow on a daily basis, step by step. Practicing this will definitely help to improve our teaching practices because it gets us back to thinking about the design of a lesson."

-Teacher

One-hundred twenty-one observer respondents reported that their assigned teachers had completed the Lesson Design Template (57%). The Observers that had reviewed completed lesson designs encountered some difficulty going through the template using the technology platform (67%). Observers were also mixed regarding whether the template helped connect the teacher's lesson to the Teaching & Learning Framework and makes the lesson plan easily understandable (50% found it helpful), as well as how well their trainings prepared them to review the lesson design (60% felt prepared). Nearly all Observers supported the use of a standardized lesson design template for the formal observation process (91%), and 83% agreed that a refined version of the template could help teachers improve their practice.

Exhibit 11
Observer Opinions of the Lesson Design Template



Several Observers suggested that the template show a more direct connection to the Teaching & Learning Framework. Others requested formatting changes to the template so that reviewing the lesson design on the technology platform would be more intuitive. Many Observers strongly favored the use of a standardized template – one that would allow the automatic evidence tagging from the template that is currently available on the platform. An Observer requested, “I would prefer a standardized form—I like the auto-tagging. Having a lesson plan from the teacher not on the platform would require more work on the principal's part.” They also recommended that the template be pared down to make it easier for teachers to fill out, and include some flexibility within the template for minor personalization based on the nature of the lesson.

General Feedback on the Educator Growth and Development Cycle

The survey asked teacher and Observer respondents to leave general comments and suggestions regarding the EGDC. The themes that emerged from respondents' open-ended comments include: large demands on time; difficulty using the technology platform to complete tasks; suggestions regarding training and additional support; and comments on how the observation cycle is linked to growth and development.

Demands on Time

Both teachers and Observers noted that the biggest challenge with the EGDC has been the amount of time IIP participation has taken. IIP participants reported feeling overwhelmed by the process, multiple steps in each task, and mastering a new web platform. Many recommended changing activities and tools in the EGDC process so that it is more manageable. A teacher requested, "Please find a way to streamline the entire process for all involved. As it stands, it takes too long for administrators and teachers to complete each part." An Observer shared, "Overall, I believe that this is the right direction. The standards are explicit...but the process is overwhelming."

"The biggest concern is time. When will they find the time to do this process right, and have enough Second Observers and others to support the process? If the process is not implemented with integrity, the strength of the project may be lost. This project is too important to and so potentially valuable that we want to take the time to build capacity properly."

-Observer

Respondents shared that scheduling observations has been challenging generally, and the addition of a Second Observer further complicates this. A principal shared, "Having a co-observer is a great idea but very hard to do in the real world. My two co-observers were fabulous but both were local district people and getting our schedules in sync, along with the teachers, was a problem. Maybe if we had full time assistant principals in the elementary schools, we could better meet all of our needs." A teacher commented, "The idea of a Second Observer is good to be sure things are unbiased, but already I've heard of many problems with Second Observers not showing up. That part needs to be fine-tuned."

Platform

Some IIP participants experienced difficulty using the My Professional Growth System to complete each step of the EGDC. Feedback from IIP participants is being used to continue to refine and build out this new technology platform, but survey respondents stated that further enhancements are needed to improve the interface so that it is more intuitive and user-friendly, and to eliminate freezing that causes participants to lose their work. Survey respondents shared, "There are far too many steps on the platform. Complete, View, Check...It needs to be simplified. Teachers and Observers were not even sure we completed the process," and, "Please make the platform user-friendly. It is very disconcerting when you spend so much time working on the platform and things get lost."

Training & Support

Survey respondents also made specific requests to modify the ongoing trainings. Some asked for space for peer dialogue with colleagues, ongoing practical training to complete each step within the technology platform, and sufficient time during the teacher trainings to complete

their self-assessments and lesson designs. Some respondents suggested a longer training for teachers prior to the school year to give a more in-depth understanding of the Teaching & Learning Framework and the EGDC process. Several respondents also wondered who to contact with questions about the IIP.

"Overall, my teachers and I have had some of the best conversations before and after the first observation. For us, this has been the most rewarding and reflective piece."

-Observer

Growth and Development

Beyond the extensive time that participants have contributed to the IIP, survey respondents were generally positive about the opportunities for growth and development through the EGDC. One teacher shared, "I like the self-evaluation part, and I'm looking forward to creating and implementing my self-improvement plan. I like the idea of talking openly with my principal to discuss what I can do to be a better teacher for my school and my students." However, respondents pointed out that a large body of work remains ahead in order to make the link between identifying current practice with high quality professional development that is aligned to the Teaching & Learning Framework. "The system as it now exists will not help us develop a cadre of highly qualified teachers. To do that, we need intensive and strategic professional development tied to classroom practice," said an Observer.

"I was impressed with the thorough nature of the cycle. It required me to look carefully at some factors I am aware of, but hadn't fully addressed in my classroom."

-Teacher

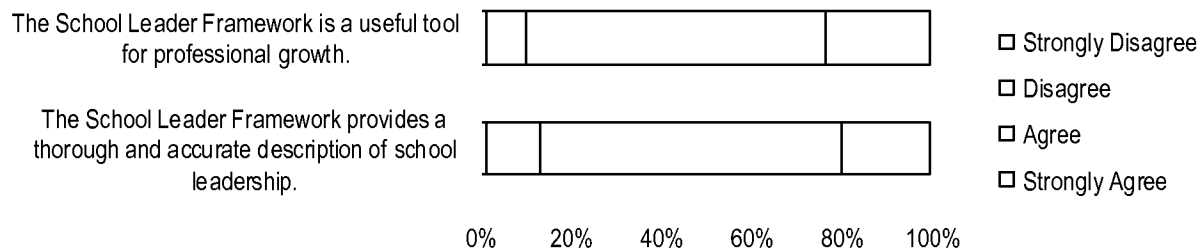
Recommendations

- Streamline and refine the EGDC process and tools based on IIP participant feedback
- Clarify and communicate the expectations, steps and timeline of the EGDC process
- Review language in the Teaching & Learning Framework to eliminate ambiguity and/or redundancy, and clarify its application to all subjects and student groups (e.g., special education)
- Offer more examples, including videos and sample self-assessments and lesson designs
- Reinforce the alignment between the Teaching & Learning Framework and the California Standards for the Teaching Profession
- Support IIP school sites in scheduling observations with Second Observers
- Familiarize teachers with the Teaching & Learning Framework at both IIP and non-IIP schools
- Build in time during IIP teacher trainings for peer dialogue and completing EGDC tasks
- Improve the technology platform to enhance the usability and readability of EGDC tools, and announce platform updates during trainings when modifications are made
- Build/identify professional development options that are aligned to the Teaching & Learning Framework

School Leadership Framework

Most of the principals and Directors that responded to the IIP feedback survey felt that the School Leadership Framework accurately captures the key elements of school leadership (87%), and that it can be useful for professional growth (91%).

Exhibit 12
Principal & Director Opinions of the School Leadership Framework



School Leaders admitted that the EGDC has taken much of their time during the IIP, and that the SLGDC has not received the same level of focus. Few principals had the opportunity to complete their Growth Plan, and even fewer Directors had the opportunity read it at the time of the survey. (Seven principal respondents reported completion.) Those principals tended to view this tool positively and were able to complete the Growth Plan with relative ease. We will learn more about the tool from their perspective through additional surveys in the future. They also commented that they have not received sufficient training to fully internalize the School Leadership Framework and complete the associated activities.

Some School Leaders and Directors were concerned about the expectations the School Leadership Framework places on principals during a time when they are asked to take on more responsibilities with fewer resources. "While I believe that the School Leadership Framework provides an example of good leadership practices, it would be difficult [for many principals] to be effective due to declining budgets, resources, and support services." However, Principals and Directors generally felt that the School Leadership Framework was thorough and a valuable tool to improve school leadership practice. Survey respondents shared, "It's an excellent tool and provides a way to begin looking at how to benchmark practice, plan for professional development, and identify areas of concern, strength and future growth."

"[The School Leadership Framework] is comprehensive and relevant to the growth and development of school leaders. It provides a pathway for these leaders to assess their competence and build essential skills."

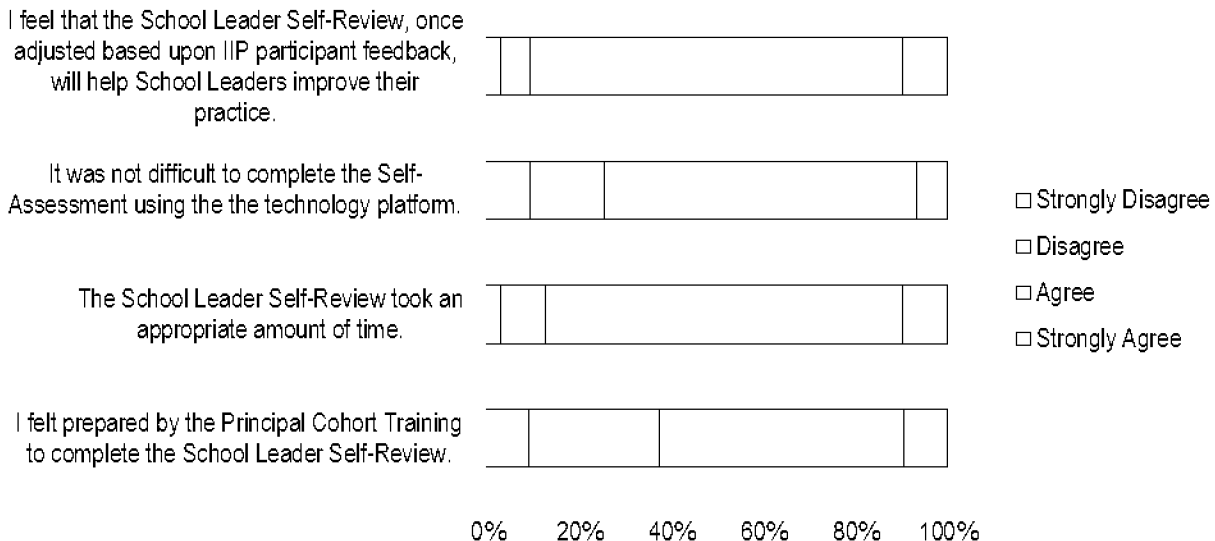
-Observer

School Leader Self-Review

Thirty-one principals reported completion of their school leader self-review. These principals generally felt that the self-review was easy to complete (74%) in a reasonable amount of time

(87%), and can be helpful for a school leader's improvement (91%). Thirty-nine percent of principal respondents did not feel that their trainings had sufficiently prepared them for this task.

Exhibit 13
Principal Opinions of the School Leader Self-Review



Several principals noted that they experienced difficulty using the technology platform to complete the self-review. Principals also shared that the exercise helped them to reflect on their practice, and found the self-review to be refreshingly brief compared to the teacher self-assessment. A principal shared, "In light of the teacher's self reflection, I was surprised the form itself was so to the point," and another suggested, "The teacher's [self-assessment] needs to be adjusted as the school leader's has been."

The Directors that had reviewed their assigned principals' Self-Reviews felt that it was difficult to view using the technology platform and requested additional training in order to discuss the Self-Review with principals. They did agree that the School Leader Self-Review can be a useful tool to help improve school leadership practice.

Recommendations

- Build sufficient training to support School Leaders and Directors in understanding the School Leadership Framework and completing the School Leader Growth & Development Cycle
- Adjust the My Professional Growth System platform to improve the usability and readability of the School Leader Self-Review
- Reexamine the School Leadership Framework to ensure that the District's expectations are realistic, particularly during the current budget crisis

LAUSD has moved toward a new and comprehensive system of analyzing student gains (Academic Growth over Time), which helps us know how much students have progressed on standardized tests from one year to the next. This provides a more complete picture of student learning because it compares a student's performance to his/her own expected performance (rather than comparing groups of students one year to different groups of students the following or preceding year). Academic Growth over Time (AGT) also allows us to examine the impact of schools and educators on student learning outcomes and uses a value-added method that controls for external factors which often influence student test results.

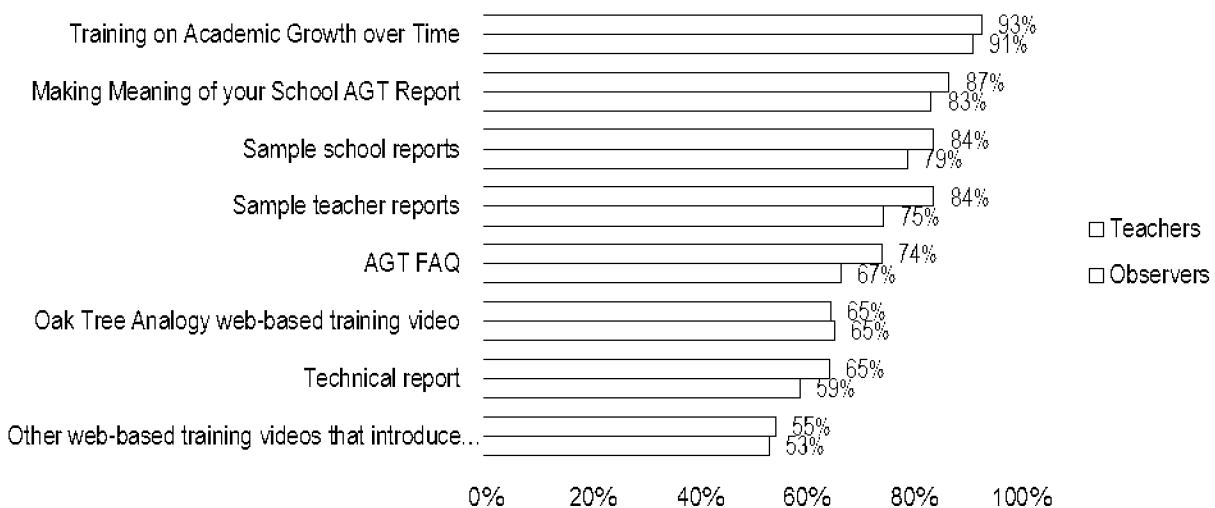
Review of one's teacher-level or school-level AGT results are steps within the Educator Growth and Development Cycle and the School Leader Growth and Development Cycle. The District intends for AGT results to help educators and School Leaders reflect on how their practice impacts student outcomes before developing growth plans. Participants were provided with training and resources in order to better understand and utilize their AGT results (where available) during this year's no-stakes IIP.

Understanding AGT

AGT Resources

Exhibit 14 below shows the most common resources that IIP participants used to better understand what AGT measures, and how to interpret their results. Over 90% of survey respondents attended trainings, which included a session on AGT, where they were also provided with a "Making Meaning of your School AGT Report" guide. Many teachers and Observers also utilized sample school- and teacher-level AGT reports, and a Frequently Asked Questions sheet to better interpret their own data.

Exhibit 14
IIP Participants' Use of AGT Resources



Survey respondents were asked how helpful these AGT resources were on a scale of 1 to 3, 1 meaning, "not helpful," and 3 meaning, "very helpful." As Exhibits 15 and 16 illustrate, most survey respondents found AGT resources to be at least somewhat helpful. Teachers felt that the "Making Meaning of Your AGT Report," the Oak Tree web video, the Technical Report, and other web-based training videos were slightly less helpful resources than the others. Observers felt that the Sample School Reports and the Oak Tree web video were slightly less helpful resources than the others.

Exhibit 15
Teacher Opinions on the Helpfulness of AGT Resources

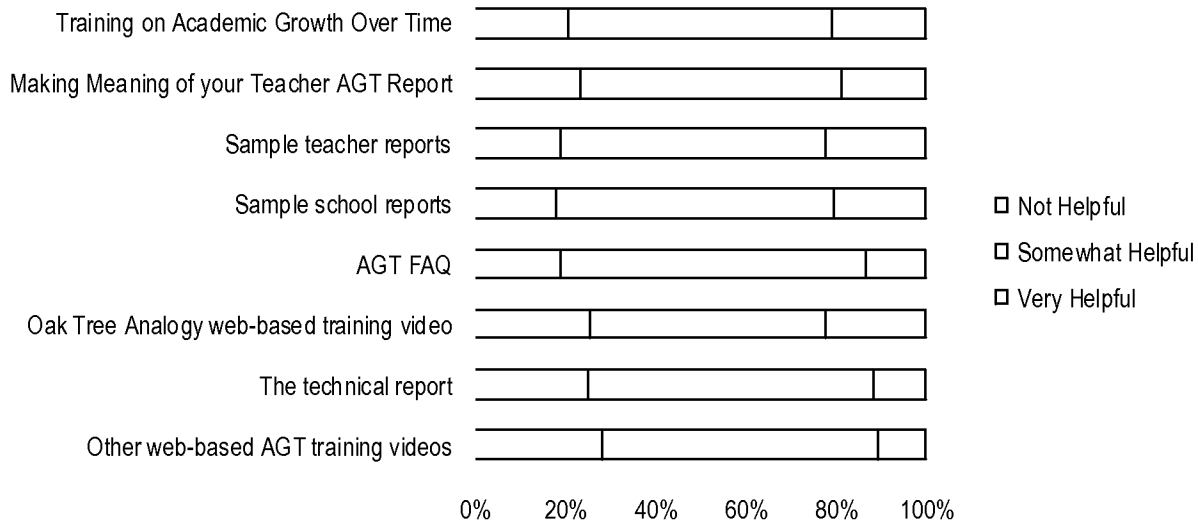
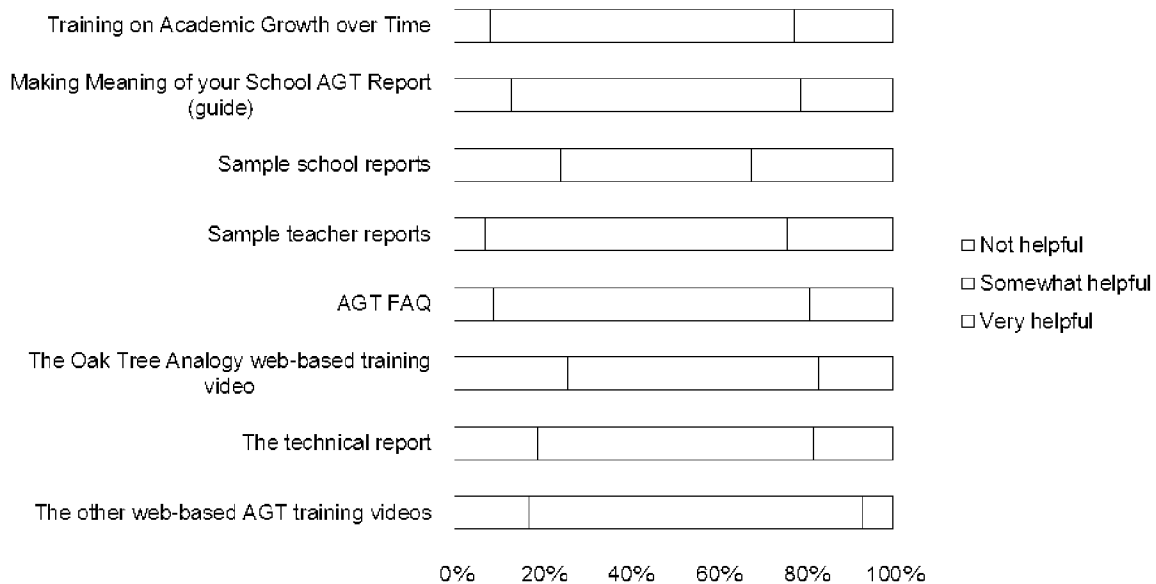


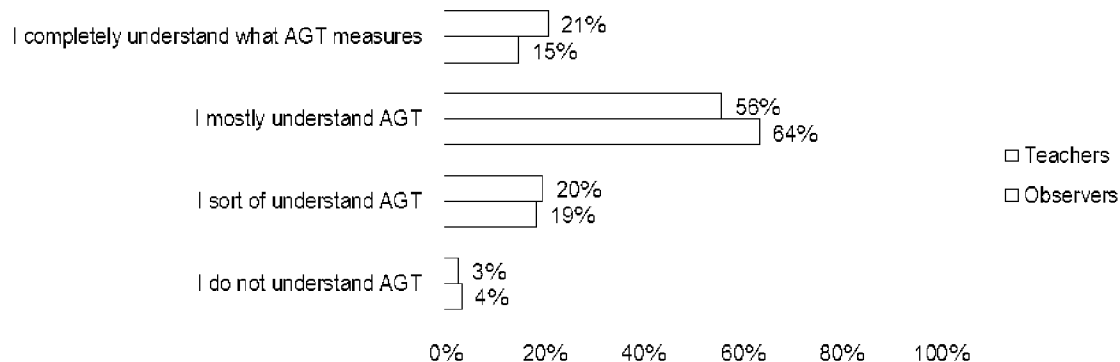
Exhibit 16
Observer Opinions on the Helpfulness of AGT Resources



Comprehension & Trust of the AGT Measure

Teachers and Observers predominantly felt like they had a solid understanding of what AGT measures; seventy-seven percent of teachers and 79% of Observers stated that they “mostly” or “completely” understand what AGT measures.

Exhibit 17
IIP Participant Understanding of What AGT Measures



The majority of survey respondents felt that AGT can provide some helpful information on teacher performance. Observer respondents were more comfortable with the accuracy of AGT than teachers; 26% of teachers felt that AGT does not accurately measure *teacher* performance at all, while just 2% of Observers felt the same way. Ninety-three percent of Observers felt that AGT is a “mostly” or “somewhat” accurate measure of *school* performance.

Exhibit 18
IIP Participant Perception of AGT’s Accuracy Measuring Teacher Performance

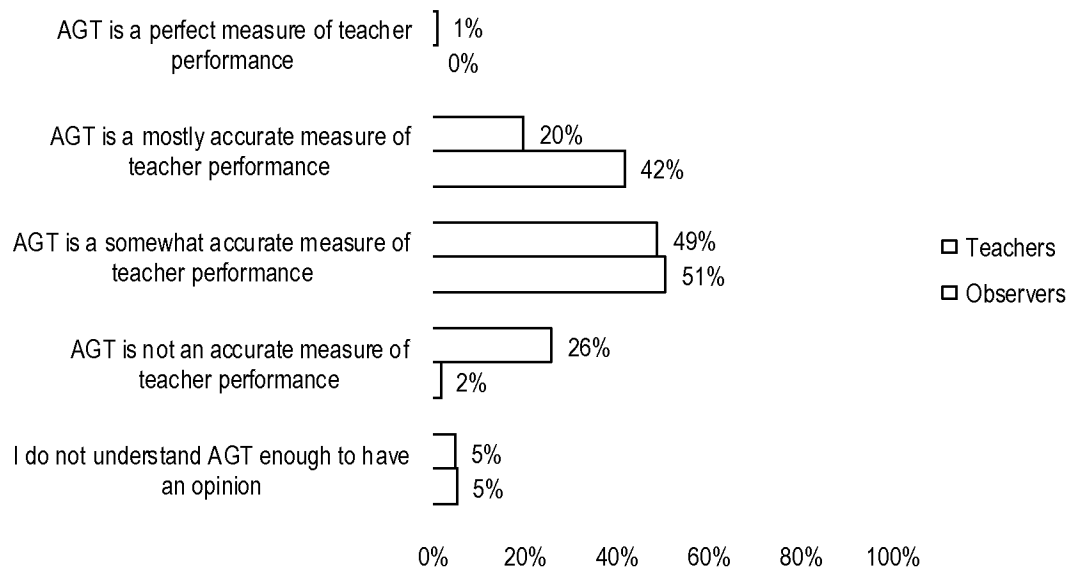
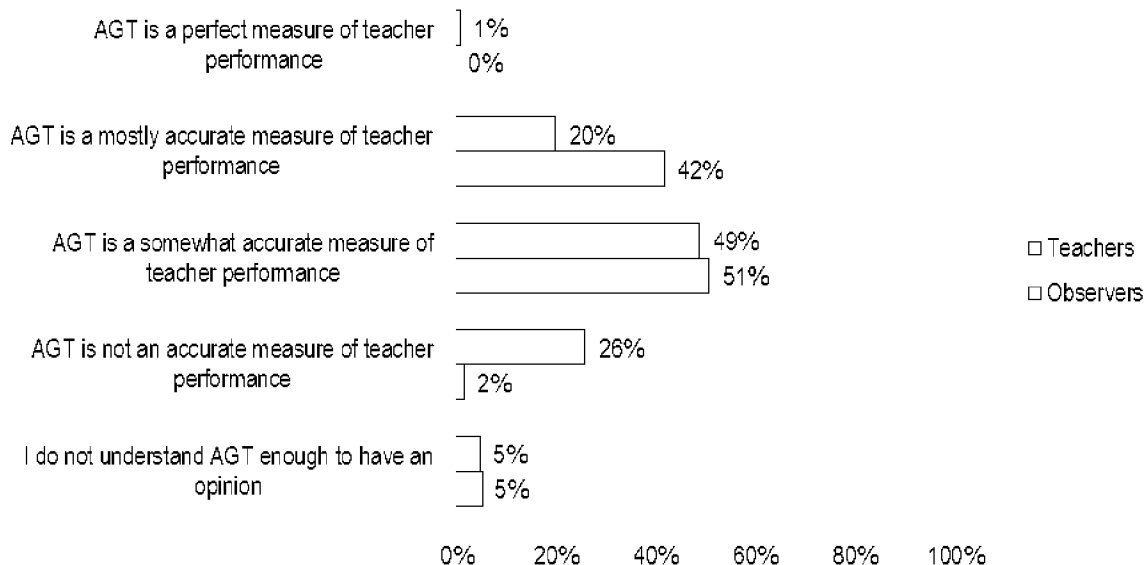


Exhibit 19
Principal & Director Perception of AGT's Accuracy Measuring School Performance



Teachers' written comments revealed the need to further demystify AGT concepts. Several teachers expressed doubt that the District's AGT measure adequately controls for factors that are beyond a teacher's control. Many teachers and several Observers revealed that they need to understand the calculation of AGT in order to begin trusting it as a valid measure of student growth that isolates the effect of a teacher on student outcomes.

"I can't explain to a teacher the mathematical formula. If I can't do that, I don't feel comfortable using it."

-Observer

Interpreting AGT Results

Several teachers and Observers expressed disappointment when their AGT results could not be generated due to insufficient data. An Observer noted, "On some AGT reports, you'll find the term 'insufficient data' listed instead of AGT. On the last page of the AGT reports there are bullets that identify reasons...[but] there needs to be a detailed explanation on the specific reason...I don't want to guess." Some respondents that had been looking forward to using their AGT results to better understand their teaching felt limited by the reports. For example an Observer expressed, "I was disappointed that there were so many sections of my teachers' reports labeled 'insufficient data.' Without disaggregated data, teachers do not have enough information to reflect on ways to improve their practice."

"I would like to see how the AGT numbers are generated. I see a score but have no data embedded within the score to see where I need to improve. Instead, I have to go look at MyData and see where my students are exhibiting weakness. Why can you not give me specifics with this score?"

-Teacher

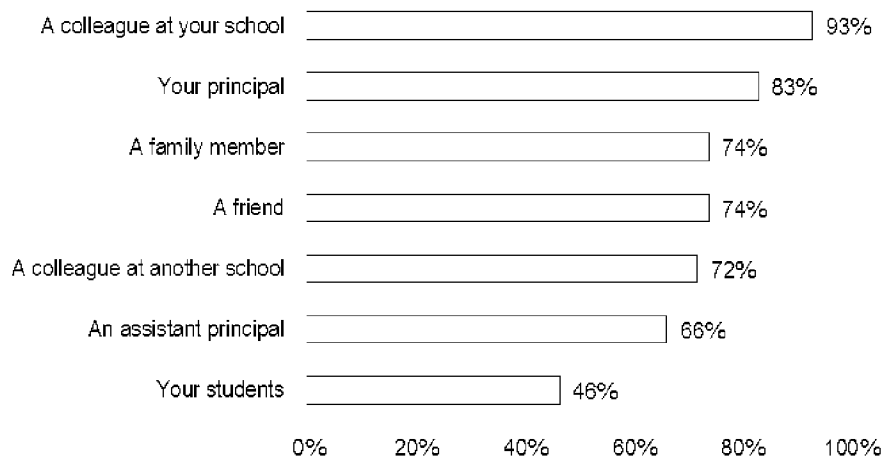
Survey respondents serving as Second Observers in the IIP were not automatically granted access to their assigned teachers' AGT results. Some Second Observers expressed confusion

about expectations for viewing those results, and felt that access to this information would have been helpful to their role in the observation cycle. A Second Observer lamented, "I have to see the measures of teachers that I have personally supervised to see how they are being evaluated by this system before I can make a statement about this system. At this time, I cannot see any of the teachers' reports because I am a [Second Observer]."

When asked who they would be most willing to share their AGT results with, teacher respondents were most comfortable sharing with colleagues at their school (93%), their principal (83%), or family and friends (74%). Teachers felt the least comfortable sharing AGT results with their students (46%) or assistant principal (66%).

Exhibit 20
People Whom Teachers are Comfortable Sharing AGT Results With

Given that this is confidential information, would you feel comfortable discussing your results with the following people?



Appropriate Uses for AGT

Observers generally embraced the use of AGT more than teachers did. However, the majority of survey respondents felt that AGT can provide helpful information that can be linked to improving teaching in the District.

"I think AGT is a great attempt at trying to use achievement data as a measure of teacher effectiveness by finally taking into account the starting place of students and looking at growth rather than pure achievement on a test that only gives at that moment information."

-Teacher

Sixty percent of teacher respondents agreed that teacher-level AGT results can help shed light on effective teaching in LAUSD, and 77% of teacher respondents intend to use their AGT results to examine their own teaching practices. Thirty-six percent of respondents did not feel that their AGT results matched their assumptions of how their teaching impacts their students' outcomes.

Eighty-one percent of Observer respondents agreed that AGT results can help shed light on effective teaching in LAUSD, and 89% of Observer respondents intend to use their AGT results to examine their own school leadership practices. Seventy-seven percent of Observer respondents felt that the AGT results they reviewed confirm their assumptions of how the schools impact student outcomes.

Exhibit 21
Teacher Opinions of AGT

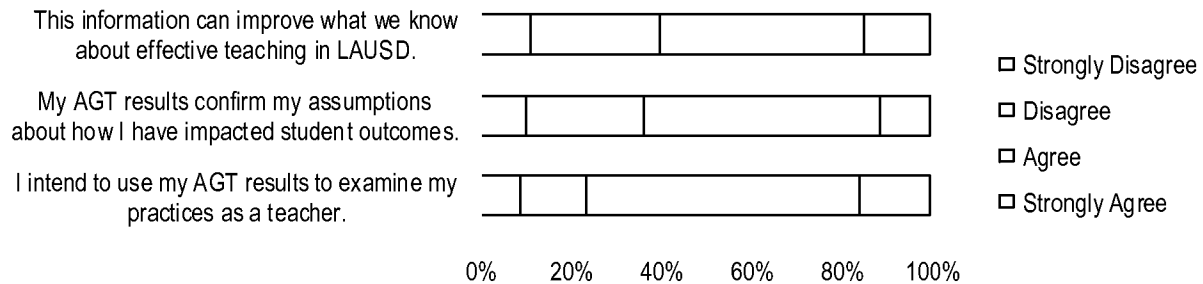
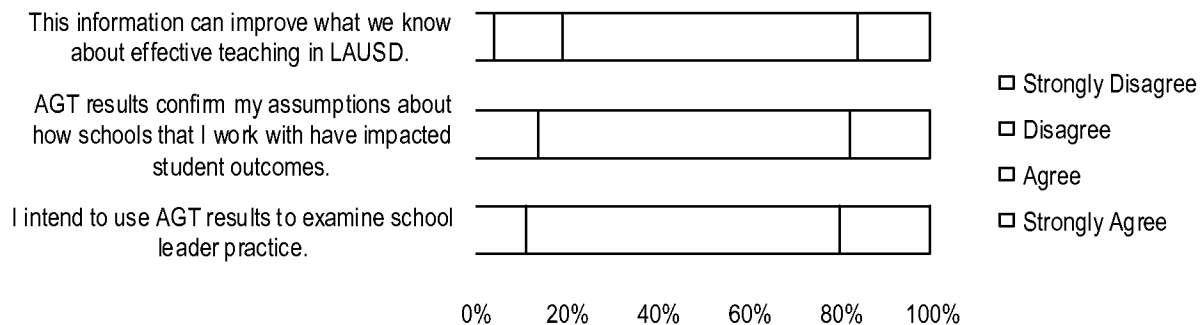


Exhibit 22
Observer Opinions of AGT



Both teachers and Observers were most comfortable using AGT to identify teachers for additional support (82% and 89%). Over one-third of teachers and Observers felt that it was appropriate to use AGT results to recognize excellent teaching practice (35% and 41%), and one-fifth of survey respondents would be comfortable using AGT results to recommend teachers for reassignment (21% and 22%).

Exhibit 23
IIP Participant Opinions on How to Use AGT

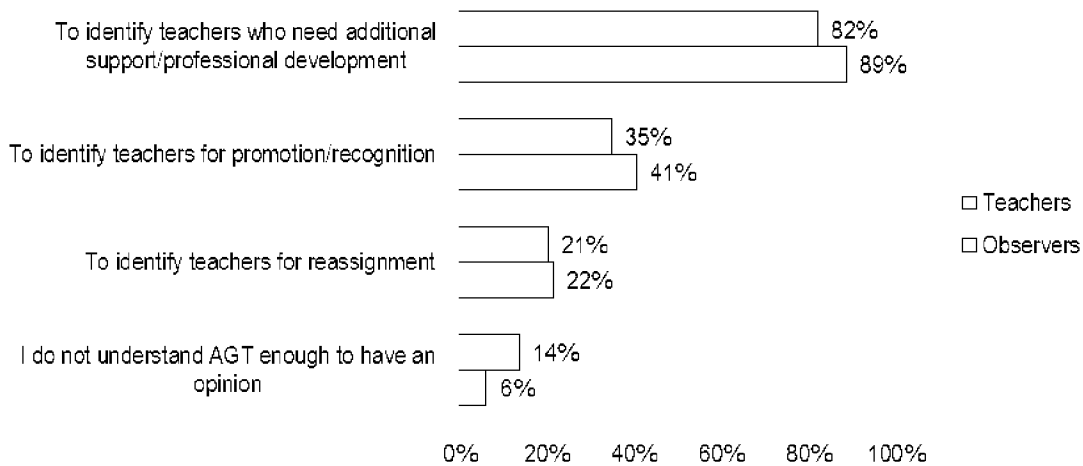
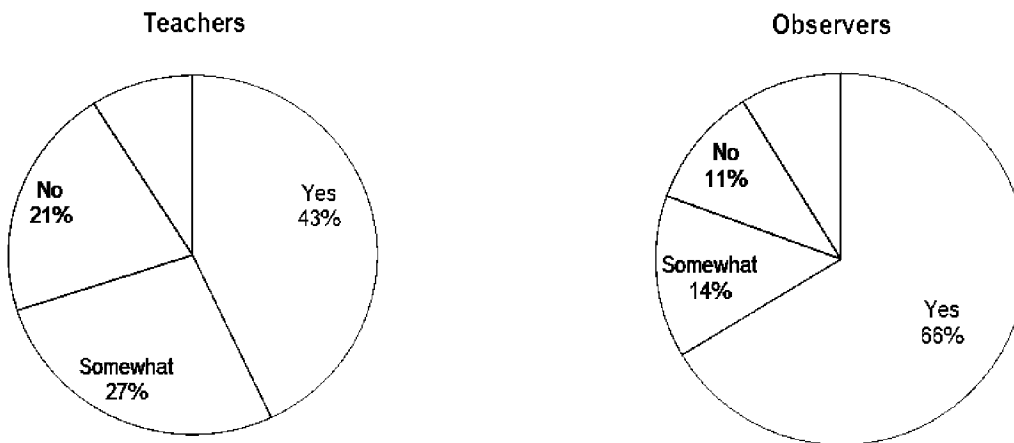


Exhibit 24 below shows that 70% of teachers believe or somewhat believe that AGT should be part of a multiple measure teacher evaluation system. Eighty percent of principals, Second Observers, and Directors believe or somewhat believe that it should be part of a multiple measure school leader evaluation system. A comparison of the two pie charts below shows the pattern that Observers indicated a greater degree of comfort with AGT than teachers.

Exhibit 24
Should AGT be used in conjunction with other metrics to measure teacher/school leader performance?



"The use of AGT should not only be the sole factor for evaluating teacher's performance. This could be a tool to somewhat assess strengths and weaknesses of the students in a particular field so that teachers and administrators could plan effectively to improve instruction and thus achieve success in the classroom."

-Teacher

"I would like to use multiple measures in evaluating teacher effectiveness and my own effectiveness as a School Leader. Teachers need to understand the importance of their students' achievement, and that they are a direct effect on student achievement. I believe that, as teachers connect their AGT scores with their classroom practice, it will strengthen their ability to adjust instruction to meet the needs of their students. Additionally, they will hopefully reflect on their teaching and look towards growth and raising the classroom rigor."

-Observer

Teachers' comments revealed a higher level of comfort using AGT results to get a better picture of a teacher's impact and identify areas for support and development, and less comfort using AGT results for evaluative purposes. "I do not feel that [AGT] is perfect to assess the full story of whether a teacher is positively impacting students, but I think it can be a great tool to start investigating the reasons behind lack of growth in students," asserted a teacher. Observer comments tended to be more favorable toward using AGT as one metric in a multiple measure performance review system. "There should be multiple measures to determine the effectiveness of a teacher's instruction. I am a strong supporter of using AGT, as I know that with multiple measures we will get a clearer picture of a teacher, administrator, and school," said an Observer.

Several teachers and Observers were concerned that using AGT in an evaluation would not be a fair comparison, because there are subjects that do not have available AGT results. "Unless we have something that all teachers are judged against, this really isn't a good measure," said an Observer. A teacher commented, "It is difficult to support the use of AGT when not all subjects and grades are tested. How can AGT be fairly incorporated into the evaluation of teachers when it does not apply to all teachers? Evaluation must be uniform."

Survey respondents gave several suggestions regarding appropriate uses for AGT results. An Observer emphasized the need to constantly tie the information to practical ways to grow and develop, saying, "For a system like this to be of any value at all to the District, it must be tied to a strong support system. Of what value is it to identify troubled teachers if we're not going to help them improve their practice?" A teacher

recommended that AGT results be used to identify and celebrate excellence, saying, "We need to closely examine the practices of the teachers who are better able to advance students to learn from them. I read books about improving teacher practice and get ideas from them, but it would be even nicer to learn from an expert in my own environment with similar students."

"[AGT] should be used to identify teachers that need help and then provide specific training as appropriate. Teachers that are highly effective should be used to mentor teachers that need help."

-Teacher

Recommendations

- Improve AGT resources that were utilized less or rated as “not helpful”
- Continue to clarify what AGT measures, what it controls for, and under what circumstances there may be insufficient data
- Demystify the AGT calculation; make clear, to the extent possible, how each result is calculated
- Explore how to calculate AGT scores for other subjects and grade levels
- Explore how to “unpack” AGT reports so that teachers have enough disaggregated data to make meaningful decisions
- Create resources for teachers to have professional conversations with colleagues and their principal around their AGT results
- Use AGT results to identify teachers for support and provide resources for development
- Use AGT results to identify excellent teaching practice we can learn from

This second feedback survey is part of a series of instruments used to gather ongoing input related to both the tools and the process from participants in the Initial Implementation Phase of the Educator Growth and Development Cycle. The focus on the self-assessment process, lesson design template, and use of data gathered through the Academic Growth over Time reports allowed us to evaluate the success of these artifacts in informing the Observation of Practice by the teacher's administrator and Second Observer. Progress in the School Leadership Growth and Development Cycle has not evolved as quickly as the Educator Growth and Development Cycle; however, the initial feedback from this survey will help to inform our ongoing efforts to improve this work. Collecting data on these tools, at this particular time in the cycles, permits us to make adjustments, as necessary, before the start of Observation Cycle #2.

Since the release of the first feedback report in November 2011, project teams have been formed with members from both the central and local offices to make adjustments to the tools using input from IIP participants to inform changes. As it relates to this report, the teams are focused on addressing improvements to the My Professional Growth System online technology platform, Teaching & Learning Framework, lesson design template, and teacher self-assessment template. Our field-based Local District Strategic Support Team (LDSST) will take these revised tools to participants during the second half of the IIP for supplementary feedback.

It has always been our intention to use this Initial Implementation Phase year to work closely with educators participating in the IIP in order to gather information from their experience in the process. The reactions from participants on the Educator and School Leadership Growth and Development Cycles, to date, have confirmed the need for a focused effort on collaborating with our educators to improve and support deep instructional practice. The effort to incorporate feedback from the field will continue to be at the heart of this work. It is in that exchange of ideas that we will create a meaningful, effective process to improve student achievement in LAUSD.

Executive Summary

Report #2 on the Teaching and Learning Framework: Summarizing Feedback and Recommendations from the Ad Hoc Committee Meeting, Surveys, and Focus Groups

In April 2010, the Teacher Effectiveness Task Force issued a report and set of recommendations for how LAUSD should move forward in creating a system of support and development for all educators. Embedded in these recommendations was the need to develop a consistent understanding and common language around expectations for effective teaching. LAUSD is partnering with Teaching & Learning Solutions to help develop a *Teaching and Learning Framework* to provide common language to discuss instructional practices and teacher actions.

LAUSD has tasked an *Ad Hoc Teaching and Learning Framework Committee* with offering input and feedback on the draft of the *Teaching and Learning Framework*; assisting in gathering additional feedback from other interested stakeholders; and determining a final draft of the framework. Over 100 members of this committee met for the first time on Saturday, December 11, 2010, to review and provide feedback on the first draft of the *Teaching and Learning Framework* draft.

TLS prepared a report, “Report #1 on the Teaching and Learning Framework: Results from the Dec. 11, 2010 Ad Hoc Committee Meeting” (January 2011), summarizing the feedback for each of the five proposed standards in the Draft Framework. TLS also used the feedback and recommendations from the Ad Hoc Committee to develop discussion topics and questions for focus groups and for two surveys (one for LAUSD staff, the other for the general public) that have been used to solicit feedback on the Draft LAUSD Teaching and Learning Framework.

Between mid-January and mid-February, we conducted 57 focus groups with over 500 teachers, administrators, students and members of the public. We would like to express our appreciation to everyone who volunteered to spend 90 minutes of their very busy lives with us, discussing their views about the Draft LAUSD Teaching and Learning Framework in the focus group setting.

We would also like to thank the individuals from LAUSD who were trained to serve as local facilitators for the focus groups. Their willingness to travel throughout the district, conducting focus groups in January and early February contributed to providing an opportunity for over 500 people to provide input into the Draft LAUSD Teaching and Learning Framework.

Between mid-January and mid-February, 187 LAUSD employees and 51 members of the public completed two online surveys specifically related to the Teaching & Learning

Framework. We would like to thank these individuals who read and completed the survey, further contributing to substantive changes to the Teaching & Learning Framework.

Three sections of analysis, findings and recommendations form the remainder of the report:

Standard-by-Standard Analysis including key recommendations and questions that emerged from the Ad Hoc Committee meeting, the focus groups and survey data for each of the five Standards in the Draft LAUSD Teaching and Learning Framework. Those standards include Planning, Classroom Environment, Instructional Delivery, Professional Responsibilities, and Professional Growth.

Student and Parent Voices, a section that summarizes the perspectives parents and students offered in focus groups that were more generally focused on effective teaching and less specifically about the actual Teaching & Learning Framework.

Top 10 General Recommendations from participants in the input and feedback process. Some of these recommendations are direct responses to questions posed by the Ad Hoc Committee; others are suggestions for improvement or questions and information that participants felt needed to be addressed as the framework is finalized and a plan for implementation developed.

1. Keep Standards 4 and 5 separate (Professional Responsibilities and Professional Growth).
2. Keep the Assessment Components where they currently are (Standard 1: Planning and Standard 3: Instructional Delivery), rather than creating a separate Assessment Standard.
3. Include Collaboration in the language of Standard 1, Planning, and Standard 5, Professional Growth.
4. Include Differentiated Instruction in the language of Standard 1, Planning, and Standard 3, Instructional Delivery.
5. Clarify rubrics and framework by adding additional detail (descriptive sentences or phrases).
6. Make rubric descriptors measurable and observable.
7. Simplify and shorten the framework to focus on measurable elements (see previous recommendation) and reduce redundancy across standards.
8. Reconcile differences between Framework language and district policies.
9. Examine Collective Bargaining agreements and State Education code to see if there any areas that go against laws or codes.
10. Provide information regarding the process and outcome, including an FAQ regarding: why and how decisions were made in a particular way, the role of unions in this process, next steps in the framework development process, piloting the framework and rubrics, communication processes, and training for teachers and administrators.

A final section, **Next Steps**, describes plans to take the revised draft framework with draft rubrics back to the Ad Hoc Committee and to make final revisions to the framework and rubrics before presentation to LAUSD district leadership.

On March 5, 2011, the Ad Hoc Committee will meet again in a full day session to consider the feedback, the proposed revisions to the framework, and the draft rubrics. The results of that meeting will inform yet another draft of the LAUSD Teaching and Learning Framework and the associated rubrics.

Once proposed changes have been finalized, district leadership will review and adopt the LAUSD Teaching and Learning Framework, an important step in creating a common language and set of understandings about teaching and learning in the Los Angeles Unified School District.

Report #2 on the Teaching and Learning Framework: Summarizing Feedback and Recommendations from the Ad Hoc Committee Meeting, Surveys, and Focus Groups

Introduction

In April 2010, the Teacher Effectiveness Task Force issued a report and set of recommendations for how LAUSD should move forward in creating a system of support and development for all educators. Embedded in these recommendations was the need to develop a consistent understanding and common language around expectations for effective teaching. LAUSD is partnering with Teaching & Learning Solutions to help develop a *Teaching and Learning Framework* to provide common language to discuss instructional practices and teacher actions.

The Ad Hoc Teaching and Learning Framework Committee

LAUSD has tasked an *Ad Hoc Teaching and Learning Framework Committee* with offering input and feedback on the draft of the *Teaching and Learning Framework*; assisting in gathering additional feedback from other interested stakeholders; and determining a final draft of the framework. Over 100 members of this committee met for the first time on Saturday, December 11, 2010, to review and provide feedback on the first draft of the *Teaching and Learning Framework* draft.

TLS prepared a report, "Report #1 on the Teaching and Learning Framework: Results from the Dec. 11, 2010 Ad Hoc Committee Meeting" (January 2011), summarizing the feedback for each of the five proposed standards in the Draft Framework. Areas of agreement and concern were detailed, as were gaps that members of the Ad Hoc Committee felt existed in the proposed draft. The following is a summary of the feedback, framed as a set of recommendations from the Ad Hoc Committee:

1. An overarching recommendation regarding the Draft Framework was the need for **consistency** of language throughout the document and in relation to other LAUSD documents and policies. Additionally, committee members articulated the need for **clarity** and **specificity** in the descriptors used throughout the Draft Framework.
2. **Recommended Changes for Standard 1: Planning**
 - a. Multiple respondents indicated that **collaboration** with peers, within and across grades and subjects, is a critical part of planning that was absent from the Draft Framework.
 - b. **1f. Designing Student Assessment.** Clarification is needed regarding how to reconcile teacher-designed assessments with district- and school-wide

common assessments. Much professional development and time would be needed to enable teachers to design their own assessments. A few respondents felt that Assessment should be its own domain or standard.

3. Recommended Changes for Standard 2: Classroom Environment

- a. A general concern in Standard 2 was the need for parent and student accountability in partnership with the teacher's role in creating a classroom environment conducive to learning. How would elements like Student Pride in Work be measured, and were these the sole responsibility of the teacher?
- b. **2d. Managing Student Behavior** was quite concerning to 32 respondents, particularly **2d3. Response to Student Misbehavior**. The language of "misbehavior" was seen as negative, and several commented that the element should be reframed in the positive.

4. Recommended Changes for Standard 3: Instructional Delivery

- a. The most common general comment for Standard 3 was the need to rename this standard to "Instruction." Several respondents indicated that there were too many components and elements overall and some could be collapsed.
- b. **3e. Demonstrating Flexibility and Responsiveness**. Clarification is needed regarding how to reconcile district pacing plans and scripted programs with the need to be flexible and responsive. Additionally, committee members recommended more specific language regarding responding to LAUSD's diverse population of students.

5. Recommended Changes for Standard 4: Professional Responsibilities

- a. The most common general comment for Standard 4 was the need to rename this standard to **Additional Professional Responsibilities**.
- b. In addition, a number of committee members recommended that this standard be combined with Standard 5: Professional Growth.

6. Recommended Changes for Standard 5: Professional Growth

- a. Several participants felt that more attention to articulating the kinds of professional growth that might be part of this standard would be helpful (e.g., "Life-long learner – keep up with the research in education," "Collaboration should somehow be included," "Facilitating of Professional Development" not included – for more effective or experienced teachers," and "Integrating professional growth into daily work hours, i.e., Lesson Study, etc.").

Participants in the first Ad Hoc Committee meeting fully engaged in the analysis and feedback activities during the initial meeting and provided much valuable information. TLS used the feedback and recommendations from the Ad Hoc Committee to develop discussion topics and questions for focus groups and for two surveys (one for LAUSD staff, the other for the general public) that have been used to solicit feedback on the Draft LAUSD Teaching and Learning Framework.

Focus Groups

Between mid-January and mid-February, TLS staff and LAUSD staff conducted 57 focus groups with over 500 teachers, administrators, students and members of the public. Table 1 provides a summary of the focus group participants. Over half of the participants were teachers or pre-service teachers, while just under 25 percent were administrators. Over 10 percent of focus group participants were parents or members of the community. About 4 percent of focus group participants were high school students.

Table 1: Descriptive Data, LAUSD Focus Groups

Focus Group Category	Number of Focus Groups	Number of Participants
Teachers	24	240
Pre-Service Teachers*	5	30
Site Administrators	3	21
District Administrators (Central Office and Local District Offices)	8	89
Parents/Members of the Community	7	55
High school students	4	31
Miscellaneous**	6	36
TOTAL	57	502
*Includes UTRP CSUDH, TTT CSUDH, University Interns, and Career Ladder Pre-Service Teachers.		
**Includes UTLA Board of Directors (member-elementary), PAR Consulting Teachers, BTSA Specialists, Ad Hoc Committee members (principals, teachers, and coordinators), and Substitute Teachers.		

Local districts, teacher and administrator unions, and specialized programs (such as pre-service programs and BTSA) were asked to recruit participants for focus groups. District administrators asked administrators attending regularly scheduled meetings to participate in administrator groups. A tool-kit for hosting a focus group was posted on-line for use by schools and community groups.

These focus groups were constructed following the “best practice” of organizing role-specific groups, a practice that is intended to minimize the impact of status or hierarchy differences within individual groups and encourage honest and direct communication.

The focus groups addressed 5 major topics in their wide-ranging discussion:

- What does effective teaching look like?
- The organization and content of the LAUSD Teaching and Learning Framework
- The content of Standard 4 (Professional Responsibilities) and Standard 5 (Professional Growth) and the question of whether or not the two standards should be combined into one standard

- The content of components of the Draft Framework related to assessment practices (Standard 1, Component f: Designing Student Assessment and Standard 3, Component d: Using Assessment in Instruction) and the question of whether or not assessment should be a separate standard within the Framework.
- Specific classroom practices that would be visible in classrooms that are successfully addressing Standard 2, Component B -- Establishing a Culture for Learning.

Parent and student focus groups addressed slightly different topics and their responses are summarized in a separate section of the report.

All focus group participants were asked to provide written individual commentary or questions that they had regarding the Draft Framework at the conclusion of the session. Several focus group participants expressed appreciation for being invited to participate in the focus group process. Below are a few excerpts:

- “Great opportunity for teachers to provide input in what they are accountable for. Gives us a sense of pride to know we get to provide feedback on what we are responsible for.”
- “Enjoyed all the discussions about Framework.”
- “I was very glad to have participated in analyzing and deciding what our teaching standards are heading to. To be involved in this process was a privilege.”
- Students: “I believe this is a good process because students’ voices need to be heard, and that will make changes.” “Thank you for visiting our schools.”

We would like to express our appreciation to everyone who volunteered to spend 90 minutes of their very busy lives with us, discussing their views about the Draft LAUSD Teaching and Learning Framework in the focus group setting. Participants, facilitators, and note-takers overwhelmingly characterized the groups as cordial and respectful and felt that the discussions were largely rich and focused on topics and issues that are very important to teachers and administrators. The rich and thought-provoking data from these focus groups has provided much “food for thought” about how to strengthen the Framework and improve the likelihood for successful implementation throughout the district.

We would also like to thank the individuals from LAUSD who were trained to serve as local facilitators for the focus groups. Their willingness to travel throughout the district, conducting focus groups in January and early February contributed to providing an opportunity for over 500 people to provide input into the Draft LAUSD Teaching and Learning Framework.

Surveys

Between mid-January and mid-February, 187 LAUSD employees and 51 members of the public completed two online surveys specifically related to the Teaching & Learning Framework. LAUSD informed all employees of the LAUSD Online Survey via the weekly “We Are LAUSD” newsletter and through additional emails and announcements. In addition, members of the general public were informed of the LAUSD Stakeholder Survey via the weekly “We Are LAUSD” newsletter and through outreach to our community-based organizations that work directly with external stakeholders. We would like to thank these individuals who read and completed the survey, further contributing to substantive changes to the Teaching & Learning Framework.

Tables 2 and 3 provide a summary of the survey participants. Almost 70 percent of the LAUSD Employee Online Survey participants were teachers. Approximately 15 percent were administrators. Just over 35 percent of the respondents to the General Survey were parents or guardians, while just over 30 percent were members of the business community. Additionally, 20 percent of respondents were youth or education-focused nonprofit employees or board members. Almost 14 percent described themselves as community organizers.

Table 2: Descriptive Data, LAUSD Employee Online Survey

LAUSD Employee Online Survey (n=187)	Number Who Completed Survey
Teachers	129
Coordinators	9
School-based: librarians, counselors, psychologists	7
Site and District Administrators (Central Office and Local District Offices)	29
Instructional coaches, Categorical Program Advisors	8
Miscellaneous**	5
TOTAL	187
**Parent, CPA, College student, ITAF	

Table 3: Descriptive Data, LAUSD Stakeholder Survey

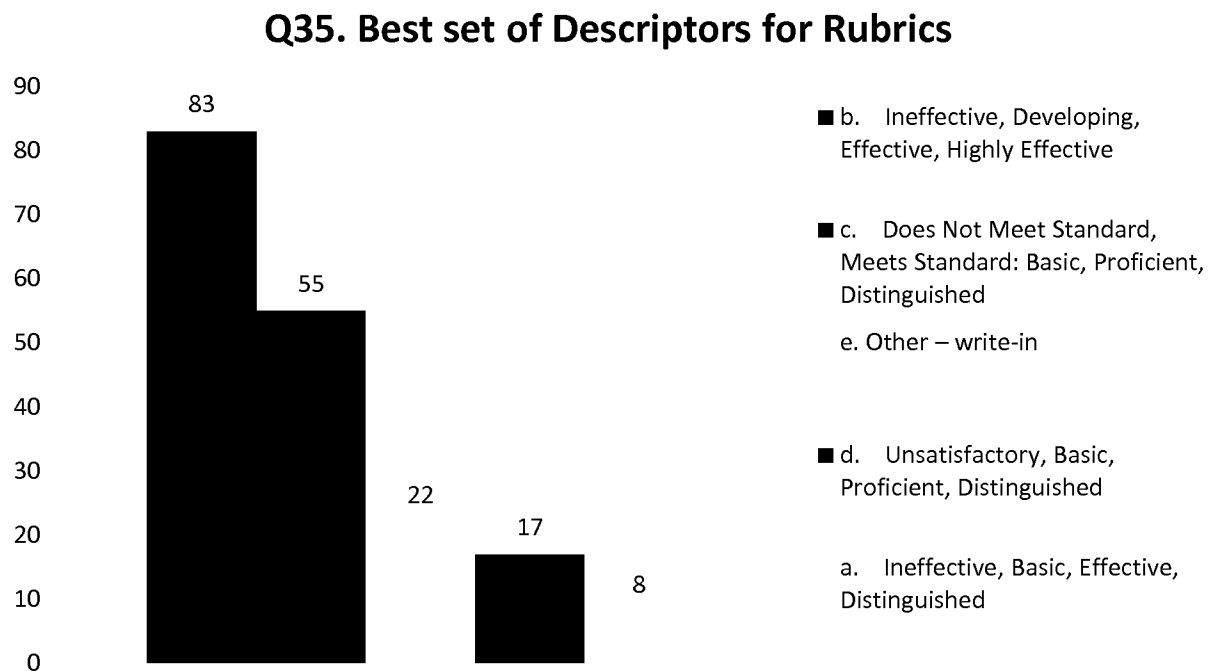
LAUSD Stakeholder Survey (n=51)	Number Who Completed Survey
Parent/Guardian	18
Member of the business community	16
Youth or education focused nonprofit employee or	10

board member	
Community organizer	7
Non-LAUSD educator	2
Other*	14
TOTAL**	51
*LAUSD Employee, Researcher, DAC representative, PTA	
**Respondents could select more than one category	

The LAUSD Employee Online Survey focused on specific aspects of the Teaching & Learning Framework about which Ad Hoc Committee members had questions or concerns. These questions included choosing the best title for Standard 3, Instructional Delivery, ranking some of the elements within a component according to priority, and indicating whether Differentiated Instruction and Collaboration should be included in the framework.

One item that LAUSD employees were asked to evaluate was their preferred language for rubric descriptor categories to accompany the Teaching & Learning Framework. Ad Hoc Committee members had been concerned that the language of “Highly Effective” on a rubric would be problematic, given the use of that term in high-profile newspaper articles about LAUSD teachers. Nevertheless, almost half of survey respondents selected the categories of “Ineffective, Developing, Effective, and Highly Effective” (see Table 4) as their preferred rubric descriptors. One write-in response suggested: “Ineffective, Developing, Effective, and Distinguished.”

Table 4: Rubric Descriptors, LAUSD Employee Online Survey



The Stakeholder Survey asked respondents to rank each element of the framework as “Essential,” “Very Important,” “Somewhat Important” or “Not Important.” Because so few members of the general public (n=51) completed the Stakeholder Survey, the findings from that survey are not reported here. ([Click here to review the findings](#)).

Organization of this Report

The remainder of the report is divided into four sections.

- **Standard-by-Standard Analysis** including key recommendations and questions that emerged from the Ad Hoc Committee meeting, the focus groups and survey data for each of the five Standards in the Draft LAUSD Teaching and Learning Framework. Those standards include Planning, Classroom Environment, Instructional Delivery, Professional Responsibilities, and Professional Growth.
- **Student and Parent Voices**, a section that summarizes the perspectives parents and students offered in focus groups that were more generally focused on effective teaching and less specifically about the actual Teaching & Learning Framework.
- **Top 10 General Recommendations** from participants in the input and feedback process. Some of these recommendations are direct responses to questions posed by the Ad Hoc Committee; others are suggestions for improvement or questions and information that participants felt needed to be addressed as the framework is finalized and a plan for implementation developed.
- **Next Steps** describes plans to take the revised draft framework with draft rubrics back to the Ad Hoc Committee and to make final revisions to the framework and rubrics before presentation to LAUSD district leadership.

Standard-by-Standard Analysis

STANDARD 1: PLANNING -- Key Recommendations and Questions

Raised

Standard 1: Planning is currently divided into 6 components. During the role-alike sessions of the December 11 Ad Hoc Committee Meeting, two administrator groups and one group of community partners analyzed and discussed the components and elements for Standard 1.

Three recommendations emerged from the December 2010 Ad Hoc Committee Meeting:

1. Multiple respondents indicated that **collaboration** with peers, within and across grades and subjects, is a critical part of planning that was absent from the Draft Framework.
2. **1f. Designing Student Assessment.** Clarification was needed regarding how to reconcile teacher-designed assessments with district- and school-wide common assessments. Much professional development and time would be needed to enable teachers to design their own assessments.
3. Several respondents felt that **Assessment** should be its **own domain or standard**.

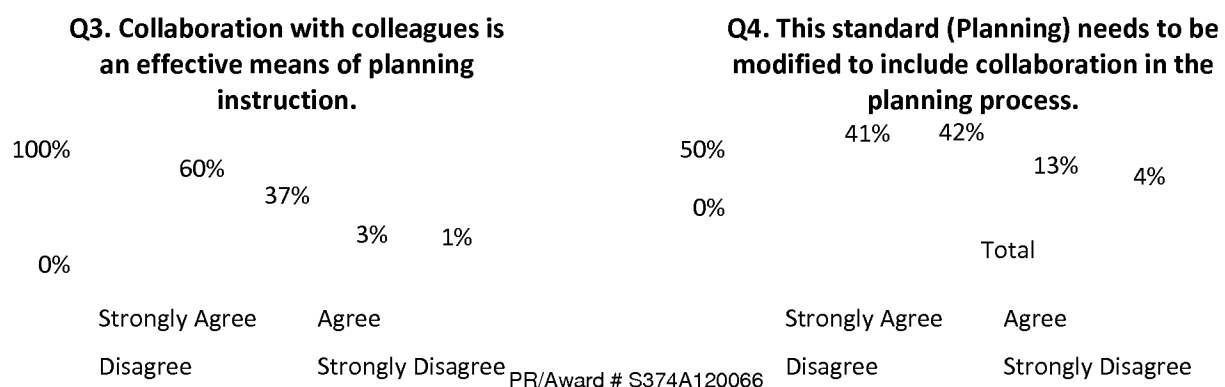
Focus Group participants (n≈470) discussed one component of the Planning standard: **1f, Designing Student Assessment**, to clarify what should be included in this component, and to determine whether they wanted assessment to be its own standard or remain part of the Planning and Instructional Delivery standards (addressing items 2 and 3 above). Survey Respondents (n=187) were asked to focus specifically on component **1b, Demonstrating Knowledge of Students, 1f, Designing Student Assessment**, and whether **Collaboration** should be included in the Planning standard (addressing items 1 and 3 above).

Recommendations based on analysis of Focus Group and Survey responses include:

1. Collaboration should be included somewhere in the Planning Standard.

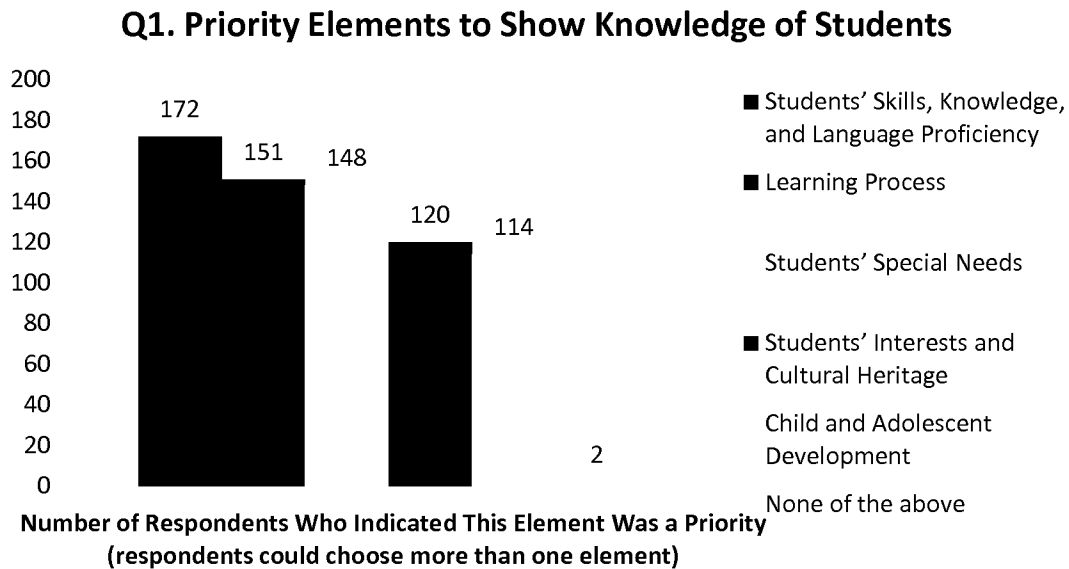
Overwhelmingly, survey respondents indicated that “Collaboration with colleagues is an effective means of planning instruction.” 83% of survey respondents indicated that Standard 1 “needs to be modified to include collaboration in the planning process” (see Tables 5 and 6).

Tables 5 and 6: Descriptive Data for Standard 1, LAUSD Survey (n=187)



2. **Assessment should remain embedded in Standard 1, Planning, and Standard 3, Instructional Delivery.** Focus groups overwhelmingly favored leaving Assessment Components where they currently reside, in both the Planning standard (1f, Designing Student Assessment) and Instructional Delivery Standard (3d, Using Assessment in Instruction). 80% of the non-teacher focus group participants favored leaving assessment components where they currently reside, rather than making Assessment its own standard. Half of the teacher focus groups indicated no strong opinion regarding whether assessment should be its own standard or remain integrated into Standards 1 and 3. Nine of the remaining eleven teacher focus groups favored leaving assessment components where they current reside (in Standards 1 and 3).
3. **The elements in 1b, Demonstrating Knowledge of Students** were prioritized in the following order by survey respondents. Therefore, this component should be reorganized, and consideration given to eliminating at least one element. Furthermore, Adult Education personnel asked that the Development element title be expanded: **Knowledge of Child, Adolescent, or Adult Development.**

Table 7: Descriptive Data for Standard 1, LAUSD Survey (n=187)



4. **1c, Establishing Instructional Outcomes** should include the concept of clear objectives related to content, level of thinking, student behaviors to demonstrate understanding, and performance levels.
5. **1e, Designing Coherent Instruction**, needs to include the following concepts: **Differentiated Instruction**, and **anticipating where students might have difficulty**.

6. **1f, Designing Student Achievement**, should be expanded to include the following concepts: Understanding and Selecting Appropriate Student Assessments (not just designing them); reviewing assessment data to plan re-teaching and re-assessment, if needed; and planning for how students will be graded.

- One teacher commented, “The framework should be more honest and specify whose tests, whose evaluations are being used and focused on (i.e., Standardized assessment or teacher-created assessment).”

STANDARD 2: CLASSROOM ENVIRONMENT -- Key Recommendations and Questions Raised

STANDARD 2: CLASSROOM ENVIRONMENT is currently divided into 5 components. During the role-alike sessions of the December 11 Ad Hoc Committee Meeting, two administrator groups and one group of teachers analyzed and discussed the components and elements for Standard 2.

Three main concerns emerged from the December 2010 Ad Hoc Committee Meeting:

1. A general concern in Standard 2 was the **need for parent and student accountability** in partnership with the teacher’s role in creating a classroom environment conducive to learning. How would elements like Student Pride in Work (2b3) be measured, and were these the sole responsibility of the teacher?
2. **2c, Managing Classroom Procedures** raised many concerns regarding what the teacher’s specific non-instructional duties (2c5) might be, and whether it was the teacher’s responsibility to supervise volunteers and paraprofessionals (2c6). They wondered if these elements should be included at all, and were also concerned about how these elements would be evaluated.
3. **2d. Managing Student Behavior** was quite concerning to respondents, particularly 2d3. Response to Student Misbehavior. The language of “misbehavior” was seen as negative, and several commented that the element should be reframed in the positive.

Focus Group participants (n=470) discussed only one component of this standard: **2b, Establishing a Culture for Learning**, to determine the specific classroom practices that might count as evidence of a teacher establishing the Importance of the Content, Expectations for Learning and Achievement, and Student Pride in Work. Specifically, this was in response to the Ad Hoc Committee’s request for greater specificity in the area of Student Pride in Work (addressing item 1 above).

Survey Respondents (n=187) were asked to focus specifically on components **2c, Managing Classroom Procedures**, and **2d, Managing Student Behavior**. Ad Hoc Committee members had raised concerns about **2c4 and 2c5. Performance of Non-Instructional Duties, and Supervision of Volunteers and Paraprofessionals** (addressing items 2 and 3 above).

Recommendations based on analysis of Focus Group and Survey responses include:

1. **2a, Creating an Environment of Respect and Rapport** should include the language of “Respectful” or “Positive” Teacher interaction with students, or Student interactions with one another. In addition, the environment needs to be “safe,” where the classroom culture is supportive, risk-taking is encouraged, students feel free to contribute their ideas, and student mistakes are treated as learning opportunities, never with ridicule.
2. **2b, Establishing a Culture for Learning** should include specific language for each element, particularly built into the rubric descriptors:
 - a. **Importance of the Content:**
 - i. Teacher makes content relevant to students’ lives and applicable in the real world
 - ii. Teacher links content to big ideas, essential questions, and/or long-range goals
 - iii. Teacher makes content culturally relevant (not just in terms of ethnicity, but also in terms of contemporary culture)
 - b. **Expectations for Learning and Achievement:**
 - i. Objectives are related to standards, clear, posted, and in language that students understand (for all students, including English learners)
 - ii. Rubrics, anchor papers, etc., show students what “it” could look like, and teacher instructs students on how to use the rubrics
 - iii. Teacher has expectations that all students can learn and models these expectations
 - iv. Principles of Learning – emphasis is on effort; there is an acknowledgement that learning is hard work
 - v. There is a celebration of growth and achieving personal bests
 - vi. Teacher models his/her struggles with his/her own learning
 - vii. Students set their own goals and monitor their own progress
 - c. **Student Pride in Work:**
 - i. **Concern:** Isn’t this area something to hold the student accountable for, rather than the teacher?
 - ii. **Concern:** In some cultures, it would be improper to show pride in your work.
 - iii. **Concern:** There is a lack of clarity about what “Student Pride in Work” even means—consider using the language of “Ownership” and “Value.”
 - iv. Indicators: Students value learning and own the work.
 - v. Indicators: Students’ best work is displayed or presented, with opportunities for students to show how their work has progressed over time, and/or reflection on what they would change
 - vi. Indicators: Students talk about their work

3. **2c, Managing Classroom Procedures** should not contain the element of **Performance of Non-Instructional Duties**, as these are not part of the classroom environment.

Table 8: Descriptive Data for Standard 2, LAUSD Survey

Survey Results (n=187)	Strongly Agree	Agree	Disagree	Strongly Disagree
Q6. Mgt Instr Group St2_6	45%	49%	5%	2%
Q7. Mgt of Transitions St2_7	41%	51%	6%	2%
Q8. Mgt of Materials St2_8	29%	56%	11%	3%
Q9. Non-Instruc. Duties St2_9	14%	35%	38%	13%
Q10. Supv of Vol/Para St2_10	17%	44%	30%	9%

4. **2c, Managing Classroom Procedures** should possibly not contain the element of **Supervision of Volunteers and Paraprofessionals**, as it is not the teacher's responsibility to supervise volunteers and paraprofessionals, nor do all classrooms have these personnel.
- One teacher wrote, "Standard 2: Classroom Environment; c. Supervision of Volunteers and Paraprofessionals. I think we should guide and assist, not supervise. It is administrator's job to supervise."
5. In **2c, Managing Classroom Procedures**, consider adding an element of Management of Routines and Procedures, or renaming the Transitions element to "Management of Routines, Procedures, and Transitions."
6. In **2d, Managing Student Behavior**, focus on the positive (rather than on misbehavior). This can include:
- Positive recognition of positive behaviors, the use of positive reinforcement techniques
 - Clear rewards and consequences
 - Clear expectations for student behavior
 - Understanding of what is behind negative behavior
 - Encouraging student choice and self-monitoring of behavior
7. **2d, Managing Student Behavior**, cannot be a stand-alone responsibility of the teacher, but must be part of a school-wide approach to student behavior, that includes responsibilities on the part of students, parents, and administrators to support what is expected of the teacher.

Table 9: Descriptive Data for Standard 2, LAUSD Survey

Survey Results (n=187)	Strongly Agree	Agree	Disagree	Strongly Disagree
Q11. Expectations St2_11	70%	29%	0%	1%
Q12. Student Behavior St2_12	60%	38%	1%	1%
Q13. Student Misbehavior St2_13	57%	38%	4%	1%

STANDARD 3: INSTRUCTIONAL DELIVERY -- Key Recommendations and Questions Raised

STANDARD 3: INSTRUCTIONAL DELIVERY is currently divided into 5 components. During the role-alike sessions of the December 11 Ad Hoc Committee Meeting, two administrator groups and one group of teachers analyzed and discussed the components and elements for Standard 3.

Five main concerns emerged from the December 2010 Ad Hoc Committee Meeting:

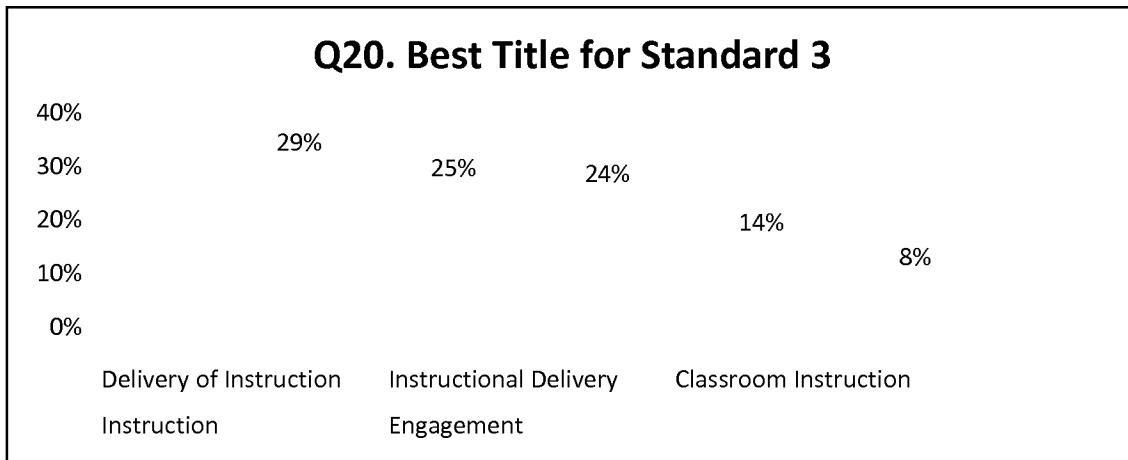
1. The need to **rename this standard** as merely “Instruction,” or something else. Some participants felt that “Instructional Delivery” emphasized a teacher-directed, one-way transmission of information that was not appropriate or consistent with other aspects of the framework.
2. Committee members recommended more specific language regarding **Differentiated Instruction** and teacher response for LAUSD’s **linguistically- and ethnically-diverse** population of students.
3. Several respondents felt that **Assessment** should be its **own domain or standard**.
4. **3e. Demonstrating Flexibility and Responsiveness** requires clarification of language, but also a need for reconciling with district pacing plans and scripted programs that do not necessarily encourage or even allow a teacher to be flexible and responsive.
5. Several respondents indicated that there were **too many** components and elements overall and some could be collapsed.

Focus Group participants (n=470) discussed only one component of this standard: **3d, Using Assessment in Instruction** (addressing item 3 above), to determine whether they wanted assessment to be its own standard or remain part of the Planning and Instructional Delivery standards (see that discussion in Standard 1: Planning above).

Survey Respondents (n=187) were also asked to focus specifically on component **3d, Using Assessment in Instruction**. In addition, survey respondents were asked about the inclusion of Differentiated Instruction as an element in this standard, and what the best title for the standard should be (addressing items 1, 2 and 3 above).

Recommendations based on analysis of Focus Group and Survey responses include:

1. Title of Standard 3 should be changed to **Delivery of Instruction**, although **Instructional Delivery** and **Classroom Instruction** had significant numbers of votes on the survey, as well. One write-in comment suggested “Instructional Delivery and Student Engagement.”

Table 10: Descriptive Data for Standard 3, LAUSD Survey

2. **When asked if Differentiated Instruction** should be an element of the Instructional Delivery standard, 93% of respondents Strongly Agreed or Agreed that it should.
 - a. In all components of Standard 3, but particularly in **3a, Communicating with Students, 3b, Using Questioning and Discussing Techniques, and 3c, Engaging Students in Learning**, the specific needs of English learners and/or the need to differentiate instruction needs to be articulated.
 - b. There needs to be some incorporation of the ideas of using technology, realia, and visuals to support instruction for all learners, but particularly for English learners.
 - c. Questions and discussion opportunities need to be differentiated for the language needs of students.
 - d. Furthermore, there needs to be specific language around providing opportunities for students to respond to instruction.
3. **3e, Demonstrating Flexibility and Responsiveness** involves making adjustments to instruction, based on student interests, questions and needs. The language of this component (and its accompanying elements and rubrics) needs to be reconciled with current district practices related to scripted curricula, pacing plans, and other policies which may leave a teacher in uncertainty regarding the limits or boundaries of being flexible and responsive. Clarification of district policy vis-à-vis the framework is needed here.

Standard 4 – PROFESSIONAL RESPONSIBILITIES: Key Recommendations and Questions Raised

STANDARD 4: PROFESSIONAL RESPONSIBILITIES is currently divided into 3 components. During the role-alike sessions of the December 11 Ad Hoc Committee Meeting, administrator teacher groups analyzed and discussed the components and elements for Standard 4.

Two recommendations emerged from the December 2010 Ad-Hoc Committee meeting:

1. The most common general comment for Standard 4 was the need to rename this standard to “Additional Professional Responsibilities.” Although this concern was not raised often in the focus groups, three alternate names were proposed by members of focus groups: “Embedded Responsibilities,” “Educators as Professionals,” and “Professional and Legal Responsibilities.”
2. A number of Ad Hoc Committee members had recommended, during the meeting and on their individual feedback sheets, that this standard be combined with Standard 5: Professional Growth. The content of Standards 4 and 5 and the question of whether they should be combined into one standard or remain as two separate standards was one of the guiding questions for the focus groups. Over half of the groups (12 out of 23) preferred that the two standards remain separate, 9 groups expressed no clear preference, and only two groups expressed a strong opinion that the two standards should be combined into one.

Focus Group participants (n≈470) discussed all three components of this standard: **Maintaining Accurate Records, Communicating with Families, and Demonstrating Professionalism** to determine their appropriateness and in conjunction with a question about whether Standard 4: PROFESSIONAL RESPONSIBILITIES should be combined with Standard 5: PROFESSIONAL GROWTH (addressing item 2 above). Specifically, this was in response to the Ad Hoc Committee’s request to consider this possible reconfiguration.

Three overarching recommendations regarding the content of Standard 4, Professional Responsibilities emerged from the focus groups.

- **Define each component more fully** and provide examples. If it cannot be defined clearly, drop it from the Framework.
- Take the **subjectivity out** of the elements. Make them all **measurable and observable**. If this is for teacher evaluation, a key question that needs to be clear for the evaluator is “How am I going to measure these responsibilities?” And teachers need to understand what they will be held accountable for with regard to these components and elements.
- When you think about different school levels, there are (or might need to be) different gauges for teachers in different situations. How will you account for this?

In addition, conversation and recommendations related to five specific components and elements within Standard 4 were also widely raised in the focus groups.

- The element about which there was the most commentary across the focus groups was **“Engagement of Families in the Instructional Program”** (Element 3 in Component B, Communicating with Families). There were many questions and concerns raised about this proposed element, including:

- “How do you measure the engagement of families and how does it apply to our Stull Evaluations?”
- “So if a small number of parents show up to a meeting you hold, will that be part of our evaluation?”
- “If you were not able to get hold of a parent, what would be made of a list of attempted contacts?”
- “How would you evaluate the engagement of families in instruction, especially in a high school?”
- “What does ‘engagement’ look like? We need much more specificity here.”

One suggestion for change was offered in several groups. The suggestion was to change the element language to “Keeping families informed of the instructional program.” The primary reason offered for this was “We can’t control parents’ *participation* in the instructional program.”

Some identified possible sub-components of this topic that they felt were clearly their responsibility. A frequently cited example was timeliness of response to parents. Others felt that this was something that should be considered a school-level responsibility. One participant’s words echo many people’s comments. “Is this about the teacher or the school? The school should be engaging parents in workshops, but as an individual teacher, I am not sure. . .” Still others (in particular in focus groups with secondary teachers) felt that it was the district’s responsibility to support technology innovations that would help parents see what the child is doing, what their grade is, and so forth. As one person said, “The systems for the district to update the parents, is that technology the best it can be? At some schools parents can go online and see their child’s grades. Having that tech in place depends on the district.”

Another component of the discussion often focused on the parent’s role in their child’s education. One participant asked, “Is there a component that holds parents accountable?” Another said, “Teacher instructional effectiveness is the single thing teachers can do to improve instruction. However, we are not entirely responsible for every aspect of student learning. Regarding what teachers can’t control, we need a cultural revolution about how kids are being raised, I feel parents feel stressed from work demands, and that the home infrastructure of support may not be there. Family and neighbors, others. Parents need training.”

Finally, some participants indicated “I’ve never had any training or PD in how to work effectively with parents.... So, before I’m evaluated about how I’m dealing with students’ families, I would want some coaching in how to be effective at that.”

- For many, “**Advocacy**” (the third element of “Demonstrating Professionalism”, Component C of Standard 4) requires a definition and additional clarification.
 - “Advocacy is problematic – it is a judgment and not something that is measurable – In which way should teachers advocate and to whom?”

- “Advocacy under C. seems a little vague. It’s on my mind because we did a bullying thing today. We do a lot of intervention when we first see the problem and then get the ball rolling. That is ‘advocacy’ but it’s also ‘intervention.’ That’s a word that would describe part of our professionalism. Maybe ‘Advocacy/ Intervention’ instead of just ‘Advocacy.’ It is not just the students in your class you’re responsible for but all the students on the campus.”
- “So, not too long ago we were being reprimanded for advocating programs to parents. Is this what is meant here?”

Some teachers and coaches offered specific clarifications and endorsements of the concept of advocacy.

- “Service to students goes hand in hand with advocacy.”
 - “It means having the mindset that students are first.”
 - “We must be advocates and be fair.”
 - “It has to do with protection and understanding.”
 - “Tolerance and respect. It is our job to intervene when that is not happening.”
- There were two views on the element, **“Information about the Instructional Program”** (the first element of Component B, Communicating with Families). Some felt that this was best measured at the school or district level. A few participants indicated that Superintendent Cortines had recently mentioned the difficulty that the district as a whole was having with this task, adding, “Until the district gets its act together, I am not sure how we can be held accountable for this.” Others felt that teachers should support administrators’ efforts in this direction. Some schools require teachers to send out syllabi or a class letter. But many added that this, too, is possible only with support, particularly if translation is needed. Additionally, teacher- and school-produced materials arrive at parents’ homes interspersed with lots of communication from the district. Parents are often overwhelmed by all of the correspondence and a lot of it (information about the Master Plan, CELDT testing, CST tests, district initiatives) is hard to understand.
 - There were several comments about **“Integrity and Ethical Conduct”** (Element A in Component C, “Demonstrating Professionalism”). In particular, there were specific concerns about the word “integrity.” For example:
 - “Integrity sounds contractual and seems redundant in these standards.”
 - “Who is going to define integrity and how would it be evaluated?”
 - “Integrity” is not similar to ‘Evidence of planning.’ Rhetorical question: ‘Where is your planning?’ is more concrete than ‘Where is your integrity? Where are your ethics?’”
 - Many of the focus group participants were not certain what is meant by **“Non-instructional Records”** (the third element in Component A, “Maintaining Accurate

Records). Others indicated that much more specificity was needed here. Did this refer to behavioral records, attendance, teacher anecdotes, or something else?

Survey respondents (n=187) were asked whether they agreed with the following statement: “Another aspect of professionalism that should be included in Standard 4 is related to working or collaborating with colleagues.” Eighty-eight percent of respondents agreed that collaboration should be a part of Demonstrating Professionalism within the Professional Responsibilities standard (see Table 11).

Table 11: Descriptive Data for Standard 4, LAUSD Survey

Survey Results (n=187)	Strongly Agree	Agree	Disagree	Strongly Disagree
Q22. Collab as Demo Prof St4_22	55%	33%	7%	5%

Standard 5 – PROFESSIONAL GROWTH: Key Recommendations and Questions Raised

STANDARD 5: PROFESSIONAL GROWTH is currently divided into 3 components. During the role-alike sessions of the December 11 Ad Hoc Committee Meeting, administrator and teacher groups analyzed and discussed the components and elements for Standard 5. Focus Group participants (n≈470) discussed all three components of this standard: **Reflecting on Teaching, Participating in a Professional Community, and Growing and Developing Professionally** to determine their appropriateness and in conjunction with a question about whether Standard 4: PROFESSIONAL RESPONSIBILITIES should be combined with Standard 5: PROFESSIONAL GROWTH. Specifically, this was in response to the Ad Hoc Committee’s request to consider this possible reconfiguration.

- From both the focus group data and the conversation at the Ad Hoc Committee Meeting in December 2010, there was a general request for more information about each component and element in Standard 5, but no widespread disagreement about the content.
- Several focus groups wanted a clear indication that even if the components and elements of Standard Five: Professional Growth were factors in determining professional development needs for individual teachers, that teacher input and preference would be important components of the determination of a professional growth plan as well. In other words, teacher judgment needs to be a component of the definition of professional growth needs. Several indicated that the teacher should be one of the individuals reviewing data to decide what type of professional growth/development is necessary. Others added that review of data might not be the only way to identify the components of an individual teacher’s growth plan, that professional development about best practices and research-based practices might

provide clues, as might personal reflection. Still others wanted more information about what data will be used to determine professional development needs. All of these teachers' references to reviewing data as part of the determination of a teacher's PD needs link to "Uses Data to Determine PD Needs," the third element of Component C, Growing and Developing Professionally.

- Others asked about the broader intent of this standard: "Is this [the point of Standard 5] going to be compliance or is it along the lines of the standards we give to kids, that is, a goal to work towards in one's professional growth?" Some participants indicated that they hoped there wasn't a "narrow checklist" of acceptable options.
- Several participants at the Ad Hoc Committee felt that more attention to articulating the kinds of professional growth that might be part of this standard would be helpful (e.g., "Life-long learner – keep up with the research in education," "Collaboration should somehow be included").
- Conversation in several focus groups also centered on the importance of the term "**collaboration**" to the concept of professional growth.
 - "Maybe the word **collaboration** should be used to describe how you work with your peers."
 - "One of the aspects missing there would be **collaboration** itself. It doesn't have to be afterschool and I think that is vital to include instead of, say, 'Relationships with Colleagues.' Change the language to 'Collaboration with Colleagues?'"
 - "Relationships can be positive or negative.... I think they are two separate things."
 - "'Collaboration' you are sharing best practices, planning, etc. 'Relationships' is how you get along – Are you the naysayer? Are you helpful?"

While there was strong agreement that collaboration is something teachers should do, the questions of who will make a determination of the quality of one's collaboration and how it is judged remained. Several teachers noted "My administrators don't necessarily know if I work well with my colleagues."

- There was also a lot of discussion about what "**Accuracy**" (the first element identified in Component A, Reflecting on Teaching) might be. Several individuals indicated that "professional growth" entails a lot of reflection and self- assessment, so if there was clarity about what "Accuracy" meant, it might be helpful. Some of the descriptions of "Accuracy" that participants in the focus groups felt made sense were:
 - "How accurate is my reflection?"
 - "Being honest and realistic. You may feel that you did a great job and then you test your students and many don't pass."

- “Teachers need to be accurate in how they see their practice – realistic self-reflection”
- “I think they mean did the lesson go the way we wanted it to?”
- “Did I deliver it well from a child development point of view?”
- “Was it differentiated?”
- “Was it respectful of the students’ culture?”

Most recommended much more clarity and some specific examples; several indicated that it might be difficult for an administrator to determine a teacher’s accuracy of reflection.

- Many raised questions about associated changes that would be necessary in order for some of the professional development discussed (or implied) in the Draft Framework to be possible. For example,
 - “How will teachers get feedback from colleagues? Will there be release time available so that teachers can visit each other’s classrooms?”
 - “How do you involve yourself in a Culture of Professional Inquiry? If we get together in grade levels and discuss things, then it is valuable. Does this mean that PD will change?”
 - “How will schools without good technology provide opportunities for teachers to engage in professional development on-line?”
 - “I think they should take a look at the salary point system and recognize that there is little incentive for teachers to develop in ways that improve their teaching with specific students or their work with families. Those professional development opportunities are not brought to us. The way the salary point system is set up, it encourages you to take classes that are on-line and not necessarily tied to your practice. I’d also like the district to look at the surveys they’ve had over the years about PD and how abominably low they have been. They should not be able to just contract a big corporation that provides one-size fits all PD that doesn’t speak to this standard at all.”
- “What do you mean by ‘**Service to the School**’” (the third element in Component B, Participating in a Professional Community)? Some felt it was redundant and perhaps unnecessary, especially depending upon whether “Participation in School and District Projects” includes this. Another focus group proposed that instead of “Service to the School,” the term should be “Participates in School/Community Activities” or “Being Part of the School Community.”
- One point that a few groups raised in the discussion of Standard 5 (and that has been referenced earlier) is: who is going to evaluate the teacher, particularly for some of these points for which it might be difficult for an administrator to have detailed knowledge? There was discussion about peer evaluation or outside administrators possibly undertaking evaluations. No clear resolution or recommendation emerged.

- Finally, some teachers raised the question about what expectations could be made about engagement in activities that are beyond the teacher's contractual day and whether additional responsibilities or participation in district projects could be required or be a reason for a lower evaluation. Some focus groups requested clarification about this point as the details of the elements and components are developed.

Survey respondents (n=187) echoed the concerns raised in the focus groups regarding the components and elements for Standard 5. In particular, many disagreed with the inclusion of "Service to the School," "Participation in School and District Projects," "Uses Technology to Obtain PD," and "Service to the Profession" in Standard 5 (see Table 12).

Table 12: Descriptive Data for Standard 5, LAUSD Survey

Survey Results (n=187)	Strongly Agree	Agree	Disagree	Strongly Disagree
24. Rel'ships w/Colleagues St5_24	31%	45%	16%	8%
25. Culture Inquiry St5_25	41%	45%	11%	4%
26. Service to School St5_26	24%	46%	24%	7%
27. School/District Projects St5_27	16%	42%	32%	11%
28. Data to Determine PD St5_28	36%	45%	14%	4%
29. Content Know/Ped. St5_29	52%	36%	10%	1%
30. Tech to Obtain PD St5_30	22%	47%	26%	5%
31. Data Anal & PD St5_31	31%	51%	14%	4%
32. Recept to Fdbk St5_32	31%	49%	17%	4%
33. Service to Profession St5_33	21%	43%	29%	7%

Two comments on the survey related to Standard 5 are representative of the concerns raised by survey respondents:

- "This continues to be vague. What data do we use to determine PD? Data we collect on ourselves? Or student data? Student data isn't the strongest indicator for a teacher's personal PD needs. We MUST use technology to OBTAIN PD? NO, a better phrase would be, "Builds personal technology skills in order to utilize technology in the classroom and to improve instruction". Teachers are very aware of their own need to improve in the use of technology, but 1) WE DON'T HAVE THE MOST CURRENT TECHNOLOGY AT THE SCHOOL SITES. 2) There are not sufficient PDs regarding technology and its use. I don't think we should 'ding' teachers for not participating in District projects. Many of these initiatives are not reflective of school site needs. But many school projects: literacy nights, fundraisers, campus clean-ups, are supported by the same Core group of over-worked, underpaid, unappreciated teachers. At the same time, it isn't fair to expect all teachers to work for FREE outside of school hours. Many teachers have family commitments, long commutes, or are taking classes and this conflicts with participation in school functions."

- “All of the elements seem to be problematic in that they would be difficult to assess. How do you accurately tell if a teacher has enhanced ‘content knowledge and pedagogical skill?’ Do you give a pre and post test? Is technology the only way to ‘obtain PD’? Do you tally up how much a teacher has used technology to ‘obtain PD’? And how do you judge if a teacher is receptive to feedback from colleagues? Is there a scale to measure that? And how do the colleagues feel about giving feedback, especially knowing that the receiving teacher will be judged on whether the teacher was receptive to it? What if it was inappropriate feedback? And what if a teacher has 3 kids at home and is at a time of his/her life when service to the profession takes a back seat to service to the family? There are only 24 hours in a day, and high school teachers have 40 plus students in at least 5 classes, so they’re lucky to just get through the week.”

Student and Parent Voices

Because students and parents were asked slightly different questions from the teacher and administrator focus groups (more generally focused on effective teaching and less specifically about the actual Teaching & Learning Framework), we are reporting the findings from the Student and Parent focus groups in their own section. Twenty-two 9th, 10th, 11th, and 12th grade students from two LAUSD high schools participated in the three student focus groups. Fifty-five parents participated in seven focus groups throughout LAUSD local districts. Parent themes are reported first, followed by student themes.

PARENT THEMES

Parents had the opportunity to discuss Standard 4: Professional Responsibilities, at length, articulating specific practices they think are essential in the areas of Maintaining Accurate Records (4a), Communicating with Families (4b), and Demonstrating Professionalism (4c). Each of these three components is discussed below.

Parents' comments relating to **Maintaining Accurate Records** centered around two main themes:

1. The teacher needs to be **organized**, keeping accurate records of homework, attendance and grades for every student.
 - "There are times when teachers make honest mistakes--they are human--but there's a difference between that and being disorganized."
 - "The teacher should keep exams, dates, homework of the students because sometimes they lose the information and it's hard to go back and figure out where things went wrong."
2. Teachers need to **communicate with parents** regarding attendance, homework, and grades, by entering the data into the computer so parents can check online, or updating parents in other ways about these records.
 - "The teacher should always know at what level a student is achieving—they should update student's grade often so that parents know how their child is doing."
 - "I have a way to check my daughter's homework, attendance, even if they ate lunch online, but there is also the responsibility of the teacher and staff to enter that information on a daily basis."
 - "Teachers MUST also communicate with parents via graded homework and notes."

Parents' comments relating to **Communicating with Families** centered around one major theme. While individual comments highlighted parents' need to know about resources in order to help their children, or whether they felt welcomed by the school staff, the vast majority of parent comments focused on their belief that **both teachers and parents have a responsibility** to initiate and maintain communication about student progress.

Parents appreciate teachers who regularly communicate with them, especially when there is a problem, but they also know that they have a responsibility to establish that relationship and communication channel with the teacher. Parents in the focus group were critical of other parents who never show up or find out how their child is doing.

- “I meet with the teacher every three months to discuss how my child is doing. If my child is not doing well, the teacher will call my house and ask questions. They don’t wait for the report cards to let us know how they are doing, or send a letter in the mail. I have a conversation with the teacher.”
- “By the time I get the progress report or report card, it's too late to fix the problem.”
- “I went to the teacher and introduced myself and still didn't get information about how bad my daughter was doing until it was too late.”
- “As parents, we have to go to the classroom and introduce ourselves to open up the relationship with the teachers--that's our responsibility. I go to the classroom if I have to, but it also means that the teacher is open to it and creates that environment.”
- “As a parent, I approached the teacher and spoke with them about my child’s situation. I am responsible for my child and the communication with the teacher.”
- “I expect the teachers to communicate with me every month.”
- “When a child is not doing well, then the teacher should contact the parent.”
- “In a school of 850 parents, only 7 parents showed up for a meeting.”
- “Teachers should be aware that **some parents will need an interpreter** in order to communicate with them. They should be sensitive to this and know whose child’s parent may not know how to speak or read English and when an interpreter may be needed.”

Parents articulated three main qualities that exhibit teacher professionalism in their minds:

1) respect for students and parents; 2) caring and support of students; and 3) professional appearance.

1. Respect for students and parents:

- “Teachers should be **respectful** so that the children can learn to be respectful too.”
- “Teachers should **treat parents with respect** and show them some importance; after all we are the parents and we can help a lot.”
- “Many teachers do not know how to involve parents on regular basis. Yet others see parents as an obstacle or someone less than they are. Some teachers and administrators do not see parents as equals.”

2. Caring and support of students:

- “**Caring and nurturing** to the students.”
- “That they treat the kids the way they would want someone to treat their own kids.”

3. Maintaining a professional appearance:
 - “Physically--**dressed professional**—to be a good example to the students.”
 - “Showered and **dressed appropriately**, clean, put together.”
 - “**Professional and presentable physical appearance.**”

STUDENT THEMES

The 22 high school students in the three focus groups were asked to reflect on “great” teachers they had in the past (in elementary, middle or high school), and what made those teachers great. Three themes emerged:

1. Great teachers had **high expectations** for students, were “strict,” and “made us work more.” Students said, “We learned more from hard teachers.”
2. Great teachers **knew how to teach**. They were organized, fun, and explained content well to students. One student stated, “These teachers were so good that after you had that class it makes you want to have that class again or that teacher; they really teach the curriculum.”
3. Great teachers **built relationships** with individual students. Students felt they could confide in these teachers, who were “able to relate to us and to our realities.”

When students were asked how a great teacher helped them get better as a student, three themes emerged. Teachers helped students get better through:

1. **Caring and support:**
 - “They show that they actually care about us.”
 - “Accepting me as I am.”
 - “When a relationship is established, they will push us. One teacher sends emails, helps, and wants us to do good. We are motivated by a teacher we know who cares.”
2. **Helping students** when they struggle:
 - “Showing us that if we continue to try we will make it.”
3. **Teaching:**
 - “Showing up every day ready to teach us and prepare us for college and careers.”
 - “She helps us understand.”

What do **students expect** from their teachers? They want teachers to:

1. Exhibit passion, enthusiasm, humor, and a positive attitude.
 - “I expect passion from teachers so that they are enthused about the lesson; positive attitude and actions.”
 - “Some teachers have a sense of humor, make jokes. Some teachers can make learning fun.”
2. Treat students with respect and fairness.
 - “They need to be fair and treat everyone the same way.”
 - “It is most important for a teacher to be respectful.”

3. Deal with discipline problems so the rest can learn.
 - “I expect to learn and not have the teacher discipline a student for 45 minutes. I expect them to be able to deal with discipline problems and then bring them back into the learning.”
4. Come to class prepared, and leave their problems at home.
 - “I don’t want a teacher to be lazy; I want them to be prepared.”
 - “To leave their personal problems at home, and come to school and teach.”
5. Provide creative and effective lessons, instruct in a variety of ways, and relate topics to real-life situations in the world today.
 - “To be creative; don’t always stand before us and talk. Do the instruction in different ways.”
 - “I expect effectiveness--in the classroom teaching and covering all standards, everything she is supposed to be teaching.”
6. Give students work to do, and help them with difficult assignments or content.
 - “Help me on stuff I didn’t get.”
 - “If I’m having trouble on a problem, help me after school.”

When students were asked what their best teachers had done to make the **subject matter meaningful** for them, students articulated two main strategies:

1. They relate the content to students’ lives or the world around them:
 - “Relating it to everyday life, making it important to students, using current events, and showing how it impacts us.”
 - “Relating certain things taught in class to real life.”
2. Teachers explain the content, multiple times if necessary, and they use examples:
 - “First, they explain it. If we don’t get it, then they explain it in a better way that we can understand.”
 - “They give us examples.”
 - “They explain it again.”

Students had a lot to say about how their most effective teachers handle **discipline and classroom management**. Their top three strategies included:

1. Establishing rules, and ensuring that everyone follows the rules
 - “Having established rules.”
 - “Making sure that everybody follows the rules.”
2. Being consistent
 - “Just enforcing that we all respect each other’s needs and to not interrupt them from getting theirs.”
 - “Sticking to what the plans are and doing them.”

- “Good teachers will know what consequences to use for what cases. They will know when to have fun and when to be serious. They need to know how to switch it up and use variety; switch it up, but have a routine, so students know what to expect.”
3. Having a system in place for when students are not following rules
- “Handling it (discipline) fast and then moving on.”
 - “Before they kick out students they have warnings. First, they change your seat, then they make a phone call home, then they send you to visit the dean, then they hold a parent conference or you get kicked out.”
 - “Allowing those students who need ‘some get it together’ time to have it and then return to the class.”

The final question that students were asked was, “**If you were the superintendent**, what areas of public school education would you change or keep, and why? Not surprisingly, students had strong and varied opinions about what needs to change in public education, from the cafeteria food to restrooms, a shorter school day, no homework, and the need for equity of resource allocation across the district. However, their most substantive comments speak to the heart of teaching and learning.

1. Students want the superintendent to ensure that there are high quality teachers in every classroom:
 - “I would change how they test teachers’ ability to teach and connect with kids; how they hire teachers. Too often teachers are not passionate about the teaching job, and it creates an environment for how the students succeed.”
 - “Change some teachers who don’t know how to teach.”
 - “If they just give us the work and sit down, they are not a good teacher.”
 - “We want good teachers.”
 - “Teachers have to love what they are doing.”
2. Students also want the superintendent to ensure that teachers make better use of instructional time during class periods, or consider abandoning a block schedule:
 - “Shorter and more classes per day is better. It is annoying when you stay in class too long; it’s boring.”
 - “It would be better if classes were shorter. Sometimes you can only concentrate in some classes and not others.”
 - “No, don’t change the schedule, only change the teacher. The rest is okay. They should do more activities and get student opinions. It should be more active, more fun. Teachers should put in more work.”

Top 10 General Recommendations

1. **Keep Standards 4 and 5 separate (Professional Responsibilities and Professional Growth).** Because a number of committee members recommended that Standard 4: Professional Responsibilities be combined with Standard 5: Professional Growth, this was a central topic for discussion during the focus groups. While some groups were divided on the issue of whether the two standards should be combined into one, the majority of focus groups and individuals within those groups indicated a preference for keeping the two standards separate.
 - A teacher indicated, “It seems to me that Standard 4 deals more with responsibilities to your students and their families. And Professional Growth is you growing in your profession.”
 - A site administrator stated, “I like having 2 standards –professional growth is what happens over time.”

2. **Keep the Assessment Components where they currently are** (Standard 1: Planning and Standard 3: Instructional Delivery), rather than creating a separate Assessment Standard. Because a number of committee members recommended that Assessment components be pulled out of Standards 1 and 3 and become their own standard, this was another central topic for discussion during the focus groups. A clear majority of both teacher and administrator focus groups indicated their preference for keeping Assessment as a part of both the Planning and Instructional Delivery standards. Comments from three teachers are representative:
 - “I would say no [don’t combine into its own standard]. I like the way I see it here. The way it is integrated is the way I do it.”
 - “I agree; [assessment] is not a separate entity of what is embedded into the practice. If separated, it might be misconstrued. It worries me if being separate might add fuel.”
 - “If separated it might not be received well, giving it too much power.”
 - “Assessment needs to stay where it is; it is part of everything.”

3. **Include Collaboration in the language of Standard 1, Planning, and Standard 5, Professional Growth.** Many Ad Hoc Committee members had indicated that **collaboration** with peers, within and across grades and subjects, is a critical part of planning (Standard 1) that was absent from the Draft Framework. They also referenced the need for Collaboration in Standard 5: Professional Growth: “Collaboration should somehow be included.”

Survey respondents concurred that Collaboration should be an aspect of the Planning Standard. And many focus group participants, both teachers and administrators, requested that the language of “Relationships with Colleagues” (5b1) be altered to “Collaboration with Colleagues.”

- “What does ‘Relationships with Colleagues’ mean? Perhaps ‘collaboration with colleagues’ is a better term.”
- “In Professional Responsibility, I don’t see the issue of student relationships or collaboration with colleagues. Relationship with colleagues is not collaboration.”
- “Under Reflecting on Teaching (5a), that is where collaboration belongs, reflection as part of the group.”
- “I do not feel that you should be evaluated based on having relationships with colleagues, but rather the respectful interaction that occurs during collaborative meetings for the success and progress of the students. We do not need to be friends, but we do need to be accepting and respectful of each other and our differences.”

- 4. Include Differentiated Instruction in the language of Standard 1, Planning, and Standard 3, Instructional Delivery.** A few Ad Hoc Committee members had indicated their desire to be specific in the framework regarding the need for differentiated instruction. Both on surveys and in focus groups, participants indicated that differentiated instruction was an important aspect of both the Planning standard and the Instructional Delivery standard. Addressing the specific needs of English learners was frequently mentioned in connection with the topic of differentiation.

From the surveys:

1e, Designing Coherent Instruction, needs to include the following concepts: **Differentiated Instruction, and anticipating where students might have difficulty.**

- In Planning: “the second round planning when the first time teaching didn’t work for all, then individualized (differentiated) planning [needs to occur].”
- In Instruction:
 - [There is] “a necessity for differentiated instruction and higher level thought processes.”
 - “Effective research-based strategies for English learners should be referenced in order to quantify the effectiveness of instruction for these students.”

From the Focus Groups:

- “Where is differentiation of instruction?”
- In Planning:
 - “Knowledge of the 5 elements should be expanded to say apply Knowledge by using differentiated research-based approaches for individual students’ needs.”
 - “Differentiated assessment is needed. We tend to treat all students the same. We do this with students who are ELs and those with IEPs. Also, language assessments should be used.”
 - “Differentiated assessment for ELs [English learners] should be put under #1.”

- In Instruction: “There is not enough emphasis on differentiating for diverse students (especially for special needs students).”

5. **Clarify rubrics and framework** by adding additional detail (descriptive sentences or phrases). Participants in the Ad Hoc Committee frequently asked for clarity or commented that individual components or elements were vague. In many cases, both during the Ad Hoc Committee and in the focus groups, teachers, administrators and other participants used the comparison chart between the Framework and the California Standards for the Teaching Profession (CSTPs) to try to determine what an element, such as “Instructional Groups,” “Advocacy,” or “Clarity” might mean. By describing components and elements using sentences or longer phrases, this will provide some of the detail and specificity that participants are requesting.

- “We need further clarity around many of the words/phrases in the Standards. If we are to develop a common language, then we cannot have words and phrases that are vague and open to multiple viewpoints and understandings.”
- “Clarify and make specific what accurate records mean in standard 4.”
- “4c is too vague”
- 2b1: Importance of the Content: “too vague”
- “The framework looks like a step in the right direction. I think many of us are frustrated at the current lack of framework(s) and there’s a feeling of a need for a major overhaul in teaching and teacher evaluation. Question: Service to students, school, etc., what does that mean? That language sounds strange.”

6. **Make rubric descriptors measurable and observable.** Members of the Ad Hoc Committee repeatedly asked how various elements, such as “Student Pride in Work,” would be measured, or how such things as “Integrity and Ethical Conduct” would be observed. These concerns were echoed by both focus group and survey respondents. We recommend that a clear indication of how each element will be measured be included in the framework and rubrics. Elements that will not be observed, but will be measured through other means should also be identified as such on the framework and rubrics.

- “My main concern is the vagueness of some of the language. This is clearly a teacher evaluation protocol; consequently, the elements must be as specific and observable and as ‘countable’ as possible. It should not include things that ‘would be nice’ if a teacher could and would do. Such things should be part of the vision or goals of the district/school, and provisions should be made for regularly communicating these ideas to the staff...I think there should be accountability. But it should be in those areas where one can actually be more objective and come closer to the ‘counting’ part of accountability.”
- “How are they going to measure professional growth? How will that be measured and observed?”

- “Although I don’t oppose most of (the) framework, many of the items listed are hard to measure. Therefore, I’m concerned about how they would be evaluated or used in an evaluative tool.”

7. Simplify and shorten the framework to focus on measurable elements (see previous recommendation) and reduce redundancy across standards. Many survey and focus group participants felt that the language across standards was repetitive, the length of the framework too long, and the framework too unwieldy to be used for evaluation purposes. Participants often recommended specific items that could be combined or eliminated, such as:

- Combine “Reflecting on Teaching (5a) with “Analyzes and Reflects on Instruction” (3d5).
- Combine Expectations, Monitoring of Student Behavior, and Response to Student Misbehavior (3d1, 3d2, 3d3) because they “are almost the same. SIMPLIFY--this document is cumbersome.”
- Eliminate “Service to the School.” “Teachers serve their school by doing their job. Activities which help the school, but are not directly related to their job of teaching, should only be able to be used as positive factors in teachers’ evaluations.”
- “In general, please think about ‘nesting’ as you finalize this framework. What can you reasonably expect from people who have not received the best training? Many teachers need to be retrained before they can be evaluated rigorously.”
- “Many of these elements appear to approach the level of micromanagement. Also, given the majority of these ‘standards,’ admin will have to spend considerable hours observing me. As it is, admin comes to see me once or twice in a year. Does the District really think they have the staff in place with the needed time to make a fair evaluation? I get 10 or 20 minutes of observation per year right now.”
- “One or two observations will not suffice to evaluate us teachers at this detailed, minutia-based level.”
- “If this is to be a common language that everyone should know, the fewer the standards, elements and components the better.”

8. Reconcile differences between Framework language and district policies. Ad Hoc Committee members raised concerns about the contrast between the language of the framework (e.g., Demonstrating Flexibility and Responsiveness, or Designing Student Assessment), and the reality of current district practices (e.g., enforced pacing plans; narrow windows for benchmark assessments; and district-created, rather than teacher-created formative assessments).

Focus group and survey respondents echoed these concerns, and asked if there had been changes in district policy that would enable teachers to adjust their pacing if they

saw that students were not understanding a concept, create their own assessments to better match the levels of their students, and deviate from scripted lessons to meet the needs of their students. Participants asked for clarification regarding the relationship between this framework and other policies currently in place for some students, at various grade levels, in a variety of subject areas, and at selected school sites.

- “We have been program-driven, so this would be a major shift. I have always assumed that they don’t trust us to develop this. Is this a major shift? We currently get the assessments from central or local district. When you design something, you are more invested in it. This would be a big shift.”
- “It makes it seem ridiculous, that we have a plan and we don’t have time to reteach. We give the next assessment and completely move on to the next thing.”

9. Examine Collective Bargaining agreements and State Education code to see if there are any areas that go against laws or codes.

- “Several of the tenants [sic] in the framework go against the collective bargaining agreement and state labor code. Any time the district cuts salaries and expects more free work, especially when employees are expected to work beyond the scope of their employment and to do someone else’s job, it endangers their ability to perform the tasks involved in their work sufficiently. I understand the pressures involved in trying to bring low performing schools’ test scores up but how is the district going to address the dearth of teachers in the near future and how will they get unions to go along with standards beyond what is required in the Stull bill?”

10. Provide information regarding the process and outcome, including an FAQ regarding: why and how decisions were made in a particular way, the role of unions in this process, next steps in the framework development process, piloting the framework and rubrics, communication processes, and training for teachers and administrators.

Additionally, many participants asked questions regarding whether a similar framework was being developed for administrators, and whether multiple stakeholder groups would have input into that framework as well. Finally, focus group participants frequently asked about whether a comparable set of standards would exist for students and parents.

- “I believe that the implementation of this has been too fast and that more people need to be involved in the process.”
- “Would it not be sufficient to use the CA Teaching Standards?”
- “Any similar action toward administrators?” “Will a framework be designed for administrators?” “What are the other ‘frameworks’ like? i.e. – administration. Who has a say in that?”

- “Framework document in ‘We Are LAUSD’ email is incomplete and does NOT contain a link to this survey. The survey link in ‘We Are LAUSD’ email is broken; it does not reach the survey. It begs several questions of how much feedback is truly invited, whether feedback will be taken seriously, and how ‘effective’ the Teaching and Learning Framework committee is in involving ALL stakeholders.”
- “Will this be a process to evaluate teachers (Stull)? Will CSTP be included?”
- “How will this Framework be implemented and used? During evaluations? How Often?”
- “When will this be adopted (timeline)? How does the District plan to inform each school of the framework? What is the expectation for each school in regards to implementation? How does this influence/affect the Stull evaluation process?”
- “When is the Framework getting finalized? How is it different from the CSTPs? How do you ensure it works?”
- “Upon completion, what professional development will take place to create a common understanding of the Teaching and Learning Framework?”
- “As a future teacher, is there a way that I would have heard about the Framework if it wasn’t for this meeting?”

Next Steps

Teaching and Learning Solutions has been using the feedback from the first Ad Hoc Committee Meeting, the focus group data and the survey data to make revisions to the first draft of the LAUSD Teaching and Learning Framework and has been developing draft rubrics to accompany the framework. On March 5, 2011, the Ad Hoc Committee will meet again in a full day session to consider the feedback, the proposed revisions to the framework, and the draft rubrics. The results of that meeting will inform yet another draft of the LAUSD Teaching and Learning Framework and the associated rubrics.

Once proposed changes have been finalized, district leadership will review and adopt the LAUSD Teaching and Learning Framework, an important step in creating a common language and set of understandings about teaching and learning in the Los Angeles Unified School District.

Indirect Cost Rate Agreement

The California Department of Education is the cognizant agency authorized by the United States Department of Education to approve California kindergarten through grade twelve (K–12) local educational agency (LEA) indirect cost rates. Attached please find:

- 1) A letter from Peggy O’Guin, Administrator with the Financial Accountability and Information Services Department that documents the California Department of Education as our authorizing agency, and
- 2) Documentation of LAUSD’s approved indirect cost rate for the 2012-2013 school year.

This information can also be found at <http://www.cde.ca.gov/fg/ac/ic/>.

California Department of Education (<http://www.cde.ca.gov/fg/ac/co/icrate1213ltr.asp>)

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CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

May 2, 2012

Dear County Chief Business Officials:

2012-13 APPROVED INDIRECT COST RATES

As the cognizant agency authorized by the United States Department of Education to approve California kindergarten through grade twelve (K-12) local educational agency (LEA) indirect cost rates, the California Department of Education (CDE) has reviewed the 2010-11 standardized account code structure (SACS) expenditure data and has finalized the approved indirect cost rates. The rates are for use, as allowable, with 2012-13 federal and state programs.

Approved Indirect Cost Rates

Please share the enclosed listing with the school districts and joint powers agencies (JPAs) in your county. The indirect cost rates are also posted on the CDE Indirect Cost Rate (ICR) Web page at <http://www.cde.ca.gov/fg/ac/ic/index.asp>.

Indirect Cost Rates for JPAs

As a reminder, because JPAs do not generally meet the guidelines for receiving approved indirect cost rates, they are not given an approved rate unless it is requested during the SACS data submission process. For further information on indirect cost rates applicable to JPAs, including the guidelines that must be met to receive an indirect cost rate, see Procedure 805 of the California School Accounting Manual which is available on our Web page at <http://www.cde.ca.gov/fg/ac/sa/>.

Charter School Indirect Cost Rates

The approved 2012-13 indirect cost rates for charter schools are also posted on the ICR Web page listed above. Please share them with the applicable school districts and charter schools.

Statewide Average Indirect Cost Rates

The 2012-13 statewide average indirect cost rate for food service programs is 4.46%.

California Education Code (EC) section 38101(c) limits school district indirect costs to amounts derived using the lesser of a school district's indirect rate or the statewide average indirect cost rate. Each district should compare this statewide average rate with their individual indirect cost rate to determine the lesser rate for use with this program. Please note that the statewide average rate for Adult Education is no longer calculated due to the flexibility provisions of EC Section 42605, currently in effect for fiscal years 2008-09 through 2014-15.

A listing showing the statewide average rates for the last five years is also available on the ICR Web page listed above.

SACS Query Page

To aid staff in identifying the allowable indirect cost rates for various programs, the SACS Query system available on our Web page at <http://www.cde.ca.gov/fg/ac/ac/index.asp> includes this information for most programs.

If you have any questions regarding the indirect cost rates, please contact our office by phone at 916-322-1770 or by e-mail at sacsinfo@cde.ca.gov.

Sincerely,

Peggy O'Guin, Administrator
Financial Accountability and Information Services

Last Reviewed: Monday, May 14, 2012

California Department of Education (CDE) - School Fiscal Services Division

2012–13 Restricted Indirect Cost Rates for K–12 Local Educational Agencies (LEAs) – Five Year Listing

Rates approved based on standardized account code structure expenditure data

Address questions to sacsinfo@cde.ca.gov, or call 916-322-1770.

As of April 11, 2012

* C = County
D = District

CA= Common Administration
J = Joint Powers Agency

					----- A P P R O V E D R A T E S -----				
					For use with state and federal programs, as allowable, in:				
County Code	LEA Code	Type*	LEA Name		2008–09 <small>(based on 2006–07 expenditure data)</small>	2009–10 <small>(based on 2007–08 expenditure data)</small>	2010–11 <small>(based on 2008–09 expenditure data)</small>	2011–12 <small>(based on 2009–10 expenditure data)</small>	2012–13 <small>(based on 2010–11 expenditure data)</small>
19	64733	D	Los Angeles Unified		5.16%	2.75%	2.14%	5.26%	2.95%

*Rate revised after original posting.

DREW FUREDİ

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QUALIFICATIONS

Senior district leader, School network administrator, program developer, teacher and policy advisor with 15 years of experience in school systems, non-profits, and government; strong communicator with proven ability to successfully negotiate in challenging political landscapes using in-person, print, and media strategies; systems thinker with track record of strong strategic planning, consensus building across constituencies, and outcomes-based process and people management; Deep experience designing and implementing program and policy solutions for strategic human capital management.

WORK EXPERIENCE

September 2011-Present
Los Angeles, CA

Executive Director, Office of Talent Management
Los Angeles Unified School District

- Serve on Superintendent's Senior Management Team, responsible for human capital strategy development, policy creation and program implementation related to school site educators and staff and system administrators and support personnel.
- Launch new division focused on talent management
- Design, test, incubate and launch tools for coherent, valid and systemic approach to educator evaluation, growth and development
- Advise Superintendent, Board of Education and senior district leadership on educator performance policies and practices
- Redesign and launch district approach to leadership pipelines and ongoing leadership development
- Oversee state-mandated district services for novice and beginning teachers and professional development opportunities for experienced teachers, including National Board Certified teachers
- Manage partnerships and contractor relationships related to performance appraisal system
- Lead redesign of cohesive, relevant and instructionally-focused educator career pathway
- Oversee district partnership with labor representatives to implement Peer Assistance and Review program
- Oversee district credentialing program and key relationships with university-led teacher and administrator preparation programs
- Represent district and superintendent with labor negotiations and public policy development related to human capital issues
- Develop outreach and communications strategy and materials related to district human capital system
- Develop strategic partnerships with key external stakeholders, community organizations and potential research partners
- Represent district with local, regional and national constituencies, including policy makers, elected officials, media and funders

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November 2009-September 2011
Los Angeles, CA

Program and Policy Development Advisor
Los Angeles Unified School District

- Advised Superintendent, Board of Education, and senior district leadership on policies and programs related to human capital, talent development and performance management
- Developed policy recommendations, based on current research and practice locally and nationally, related to human capital, performance management, quality school management and student success
- Led cross-functional teams of internal district stakeholders to design and implement policy and practice changes developed from recommendations on educator evaluation, compensation, development and support
- Interfaced with collective bargaining partners, business and community stakeholders, and external parent/guardian support organizations to build public support and partnerships
- Led efforts to address legislative options for aligned state-level policy related to human capital and talent development
- Represented Superintendent's office in labor negotiations strategy and implementation related to educator support, development, assignment and other relevant policies
- Developed and implement communication and outreach strategies to inform and engage broader public
- Engaged potential funders and national leaders in support for local agenda

August 2007-November 2009

Executive Director

Los Angeles, CA

Loyola Marymount University Family of Schools

- Led university partnership with seven local public schools (approximately 4,500 students) and relevant district offices; responsible for curriculum, instruction, and operations support; provide oversight for redesign of school accountability structures
- Developed metrics and benchmarks for success; met or exceeded contractual benchmarks for direct service to students, teachers, and stakeholders
- High school, middle school, and 4 out of 5 elementary schools in the partnership demonstrated gains in performance results, as measured by Academic Performance Index increases, increased graduation rates, and improved algebra success rates
- Developed and implemented sustainability plan and fundraising strategy; raised over 300K
- Equipped school-based teams with information management tools; build stakeholder capacity to use data to drive decision-making
- Planned and implemented alternate school governance model in order to equip school site stakeholders to assume decision-making authority and responsibility
- Developed and managed city, state, and school district relationships; serve as liaison with community organizations, business associations, and elected officials
- Negotiated contracts with external vendors in order to allow network schools flexibility and choice in meeting instructional and operational needs
- Developed and implemented communications and outreach strategy, resulting in development of contact database, network of potential funders and supporters, and project advocates

November 2001- July 2007

Los Angeles, CA

Partner

The New Teacher Project

- Planned and executed teacher recruitment marketing campaigns netting over 10,000 teacher applicants for hard-to-staff urban and rural schools and school districts nationwide; key responsibility for generating contract renewals and new business in six districts and two statewide initiatives
- Developed and implemented communications and publicity efforts resulting in print, television, and radio media coverage of program results
- Consulted with school districts to implement policies and processes to effectively staff individual schools with the best possible teacher candidates
- Designed and implement rigorous selection, training, and placement process for identified candidates for teaching positions
- Negotiated contracts and managed client relationships with new and existing clients
- Managed teams of up to 15 full-time employees

January 2001-April 2001

Los Angeles, CA

Coalition for Kids

Campaign Director

- Managed daily operations of school board campaign in a district with 370,000 registered voters; that resulted in over 20% of the votes cast in a highly contested primary election
- Supervised field staff, volunteers, and field operations
- Created and implemented fundraising plans
- Developed and implemented strategy for outreach to voters, press, community organizations, and interested individuals

May 1999-April 2001

Santa Monica, CA

Program Manager/Consultant

The Children's Partnership

- Developed legislation for funding of Community Technology Centers; instrumental in securing a \$680,000 grant
- Developed funding proposals, research reports, and planning documents for use by community-based partners; nearly \$200,000 awarded to date

Sept 1998- May 1999

Los Angeles, CA

Intergovernmental Affairs Policy Staff

Office of the Mayor

- Represented office in relations with various governmental agencies
- Produced briefing papers, talking points, and position papers on a wide variety of topics, including transportation, public safety, and education-related issues

February 1997- June 1998

Washington, DC

Grants Management Specialist

Corporation for National Service

- Managed federal AmeriCorps grants; \$50 million portfolio of 150 grantees
- Produced program analyses in response to congressional/media inquiries

Sept 1993-June 1996

Teacher

Baltimore, MD

Baltimore City Public Schools, Holabird Elementary

- Planned and delivered curriculum for 2nd, 4th and 5th grade self-contained, general education classrooms as a Teach For America corps member
- Established a successful after-school program for at-risk males, resulting in increased school attendance, decreased discipline referrals, and increased student achievement

EDUCATION

June 2006 –May 2009

Loyola Marymount University

Doctorate, Educational Leadership for Social Justice

Sept 1997- May 1999

University of Southern California

Masters Degree, Public Administration

Sept 1989 – June 1993

University of California at Santa Barbara

Bachelor of Arts, Political Science

ACTIVITIES

- Board Chair, Endeavor College Preparatory Charter Middle School
- Adjunct Faculty/Lecturer, Loyola Marymount University, Graduate School of Education, Doctoral Program
- Commissioner, President's Joint Commission on LAUSD Governance, Los Angeles City Council (2005-2006)
- Board Member/Vice President, Village Green Homeowners Association Board of Directors (2007-2011)
- Member, Education Commission, 47th Assembly District (2005-2008)
- Member, Southwest Area Community Police Advisory Board, Los Angeles Police Department (2005-2006)
- Past Chair, Teach For America Los Angeles Alumni Board

SELECTED PANELS & PRESENTATIONS

- *Defining Teacher Excellence*
Teach For America
20th Anniversary Summit
- *Policy Strategies that Bridge the Digital Divide*
Tomas Rivera Policy Institute
Digital Steppingstones Conference, November 2000
- *Online Content for Low-Income Youth*
Federal Workforce Investment Act Conference, October 2000

DONNA ELIZABETH MUNCEY

PERSONAL DATA:

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EDUCATION:

Ph.D., Department of Anthropology, Brown University, May 1990

A.M., Anthropology, Brown University, 1981

A.B., Bowdoin College, 1978 -- Summa cum laude, Phi Beta Kappa, Anthropology/Sociology

PROFESSIONAL EXPERIENCE: POSITIONS HELD

2011	Chief, Intensive Support and Intervention, Los Angeles Unified School District, Los Angeles, California
2010	Visiting Faculty, St. Mary's College of Maryland, St. Mary's City, Maryland – Educational Studies Department
2006-2009	Chief Accountability Officer, Prince George's County Public Schools, Prince George's County, Maryland
2006 (July-August)	Management and Operations Officer, Prince George's County Public Schools, Prince George's County, Maryland
2005-2006	Chief Academic Officer, Assistant Superintendent, Educational Services, Santa Monica-Malibu Unified School District, Santa Monica, California
2003-2005	Director of Professional Development and Assessment, Educational Services, Santa Monica-Malibu Unified School District, Santa Monica, California
2000-2003	Supervisor of Staff Development and School Accountability Funding for Excellence, St. Mary's County Public Schools, St. Mary's County, Maryland
1998 to date	Faculty, Research and Instructor, University of Maryland, College Park, Maryland
1991-1993	Adjunct Lecturer, Department of Education, Brown University; and Senior Associate--Research, Coalition of Essential Schools, Brown University, Providence, Rhode Island
1990-1991	Post-doctoral Research Associate, Department of Education, Brown University, Providence, Rhode Island

PROFESSIONAL EXPERIENCE: RESEARCH, 1985-PRESENT

2006 to date	Research on educational policy, school improvement, and issues of equity, achievement and accountability, with Professor Betty Malen, University of Maryland, College Park
2003-2006	Research on the impact of educational policy changes intended to promote equity, with Dr. John E. Deasy, then Superintendent, Santa Monica-Malibu Unified School District

- 2000-2006 Research on teacher evaluation and teacher satisfaction, with Professor Sharon Conley of the University of California, Santa Barbara
- 1999-2000 Research on school improvement and student achievement in a sample of schools in the Baltimore City Public School System, Baltimore, Maryland
- 1999-2002 Research on negotiators and the process of negotiating performance-based pay and other innovative contractual relationships, for the Center for Collective Bargaining, American Federation of Teachers, Washington, D. C., with Professor Sharon Conley of the University of California, Santa Barbara
- 1998-2000 Policy study of a district reconstitution initiative in three schools, as part of an interdisciplinary policy research team at the University of Maryland, College Park, Maryland
- 1997-1999 Two year ethnographic study of two charter schools in Chandler, Arizona and the foundation that was supporting them, with Assistant Professor Kyle D. Shanton then of Pacific Lutheran University, Tacoma, Washington
- 1994-2001 Preliminary research on the redesign of individual teacher's work in restructured schools, with Professor Sharon Conley of the University of California, Santa Barbara
- 1993-1998 Senior Ethnographer and Consultant, ATLAS Seminar Ethnography Project, Project Zero, Harvard University -- Field study of the ATLAS Communities Project, a NASDC-funded reform initiative (The research was funded by a grant from the Spencer Foundation to the ATLAS reform partners.)
- 1986-1993 Project Co-Director and Ethnographer, School Ethnography Project, Coalition of Essential Schools, Brown University -- Field research with Coalition University-based staff and in several Coalition secondary schools (The focus of research was on collaboration, the planning and implementation of educational reform, and documenting change and resistance to change in secondary schools across the United States.)

PROFESSIONAL EXPERIENCE: CONSULTING AND EVALUATION

Over one dozen consulting and/or evaluation projects, since 1990, including:

- Member, Advisory Board, Bill and Melinda Gates Foundation, Empowering Effective Teachers Partnership, April 2010-September 2010
- Consultant
 - Educational Testing Service, Princeton, New Jersey, Consultant assisting with the exploration of new tools and processes for initial and professional teacher licensure systems, December 2010-June 2011
 - Teaching and Learning Solutions, Montpelier, Vermont, Consultant on Teacher Effectiveness, Teacher Observation and Evaluation – worked with The College Ready Promise (a partnership among 5 Charter Management Organizations in Los Angeles, July 2010-May 2011 and with the Los Angeles Unified School District, November 2010-May 2011
 - Maryland State Department of Education – assisted with the preparation of a federal grant application for the SEA (SIG), January-March 2010
 - Baltimore City Public School System, 1998-2000
 - Santa Monica-Malibu Unified School District, 1993-1999
 - Education and Community Change Project, The University of Arizona, Tucson, Arizona, 1994-1997

- Evaluator
 - The National Writing Project, Berkeley, California, for two multi-year projects, The Urban Sites Network of the National Writing Project and Project Outreach, 1994-2000
 - Collaborative project between the Institute for Educational Leadership and Public Agenda, “Engaging the American Public in Education Reform”, 1995-1998
 - The Right Question Project, Inc., Somerville, Massachusetts, 1993-1998

PROFESSIONAL EXPERIENCE: TEACHING, 1981 TO DATE

- Taught or co-taught more than a dozen courses for undergraduates, graduate students, or gifted and talented high school students at the following colleges and universities: Brown University; St. Mary’s College of Maryland; University of Maryland, College Park; California State University, Northridge; California Lutheran University, Thousand Oaks.
- In addition, served as an external reader for seven dissertations, including one at the University of Northern Iowa, three at the University of Maryland, College Park, and three at Bowie State University, Bowie, Maryland. Currently serving as an external reader for three additional dissertations at the University of Maryland, College Park.

SELECTED FELLOWSHIPS AND RESEARCH GRANTS RECEIVED

- American Federation of Teachers, Bargaining Scholars Program, AFT Center for Collective Bargaining, 1999
- Exxon Education Foundation, Department of Education, Brown University, ethnographic documentation and analysis of the Coalition of Essential Schools. Exxon funded the research through four separate grants, 1987-1988, 1988-1991 (through 8/91), 1991 (final quarter), and 1992
- Fulbright Grant for study in Spain (Dissertation Research), 1982-1983

GRANTS RECEIVED BY SCHOOL SYSTEMS, 2000-2009

Authored or co-authored over 10 winning school system grants, including the following:

- CDE, School Improvement Grant, Cohort Two (Los Angeles Unified School District)
- USDE, Small Learning Community Grant for Great Mills High School (St. Mary’s County Public Schools)
- CDE, Enhancing Education Through Technology (Santa Monica-Malibu Unified School District)
- The RGK Foundation, Supporting Lesson Study and Academic Conferences (Santa Monica-Malibu Unified School District)
- USDE, Teacher Incentive Fund Grant (Prince George’s County Public Schools)
- The Michael and Susan Dell Foundation, Grant to support Performance Management (Prince George’s County Public Schools)
- The Broad Foundation, Grant to support Performance Management (Prince George’s County Public Schools)
- USDE, Small Learning Community Grant for several high schools (Prince George’s County Public Schools)
- USDE, GEAR-UP (Prince George’s County Public Schools)

PUBLICATIONS: BOOKS AND ARTICLES, 1990 TO DATE

- Reform and Resistance in Schools and Classrooms: An Ethnographic View of the Coalition of Essential Schools. New Haven: Yale University Press, 1996. Co-authored with Patrick McQuillan.
- Over a dozen articles in journals including, Educational Evaluation and Policy Analysis, Educational Policy, Peabody Journal of Education, Theory into Practice, Journal of Personnel Evaluation in Education, Teachers College Record, Phi Delta Kappan, American Journal of Education, and High School Magazine on aspects of school reform.
- Four book chapters, including one chapter in N. Theobald and B. Malen (Eds.) Balancing Local Control and State Responsibility for K-12 Education. 2000 Yearbook of the American Education Finance Association, (co-authored with B. Malen).

RESEARCH REPORTS, HANDBOOKS, AND REVIEWS, 1990 TO DATE

More than 40 technical reports, handbooks and reviews since 1990, including reports submitted to the ATLAS Seminar, Project Zero, Harvard University; The Coalition of Essential Schools, Brown University; The Right Question Project, Inc., Suffolk University; The National Writing Project, University of California, Berkeley; the Baltimore City Public School System; the Santa Monica-Malibu Unified School District; the Society for the Anthropology of Europe; American Anthropologist and The Teacher's Journal.

PAPERS, PRESENTATIONS, WORKING PARTIES, 1990 TO DATE

Over thirty papers, presentations, working parties, or sessions organized since 1990, including at the American Educational Research Association Meetings; the American Education Finance Association; RAND; the University of Maryland; the Council on Foundations 1997 Evaluation Workshop; Project Zero, Harvard University; The Johns Hopkins University's Center for the Social Organization of Schools and Center for the Study of At-Risk Students; the American Anthropological Association Meetings; the Ethnography in Education Research Forum, Philadelphia, Pennsylvania; and the Coalition of Essential Schools Fall Forum.

PROFESSIONAL AFFILIATIONS

American Educational Research Association

American Education Finance Association

- Elected member of the AEFA Board of Directors, 2009-2012

Association for Supervision and Curriculum Development

References will be furnished upon request.

Resume

Justo H. Avila

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Educational Preparation

2009	University of Southern California (School Business Management Program)	Certificate
1992	California State University, Los Angeles (Major, Education Administration)	M.A.
1984	California State University, Los Angeles (Major, Mexican-American Studies)	B.A.

Professional Work Experience

2008- present	Deputy Chief Human Resources Officer Human Resources Division, Los Angeles Unified School District
2007-2008	Branch Administrator, Personnel Services and Research Branch Human Resources Division, Los Angeles Unified School District
2004-2007	Administrative Coordinator, Personnel Services and Research Branch Human Resources Division, Los Angeles Unified School District
2002-2004	Director, Salary Allocation Unit Human Resources Division, Los Angeles Unified School District
1996-2002	Assistant Director, Certificated Recruitment and Selection Human Resources Division, Los Angeles Unified School District
1994-1996	Coordinator, Certificated Recruitment and Selection Human Resources Division, Los Angeles Unified School District
1993-1994	Specialist, Certificated Recruitment and Selection Human Resources Division, Los Angeles Unified School District
1990-1993	Categorical Program Coordinator, Los Angeles Unified School District
1984-1990	Bilingual Elementary Teacher, Los Angeles Unified School District

Related Professional Experience

Personnel Management and Relations

- Led operations and improvement efforts in all areas of Human Resources for the second largest school district in the nation with a workforce of 43,959 certificated employees, including 41,153 teachers and 2,806 administrators and a \$9 billion operational budget
- Improved all Human Resources processes and customer service by streamlining and redirecting resources into the acquisition of technological tools such as an online teacher application process, certificated performance evaluation system and a Human Resources ERP system which automated and integrated key HR administrative functions
- Served on the District negotiating team for both certificated unions: United Teachers of Los Angeles (UTLA) and the Associated Administrators of Los Angeles (AALA) and various classified unions
- Negotiated with the eight unions as part of the Coordinated Health Benefits Bargaining and settled with no cost increases
- Chaired the District/UTLA Living Contract Committee
- Co-facilitated the Superintendent's Compensatory Advisory Council for both certificated and classified salary compensation studies

Work Force Planning

- Coordinated workforce management data and analysis on behalf of the Chief Human Resources Officer and the Superintendent in regards to Reduction in Force, budget planning, negotiations strategic planning, and overall employee effectiveness improvement goals
- Implemented successive certificated employee Reduction in Force (RIF) processes and hearings during the 2008-09, 2009-10, and 2011-12 school years resulting in winning flexibility of District to meet budgetary demands in excess of 5,000 FTE positions
- Spearheaded various District efforts to analyze metrics and strategies to focus and increase performance based dismissals, release of under-performing employees, and dismissal of employees that failed to meet either federal "No Child Left Behind (NCLB) requirements or state English Learner authorization certification
- Implemented an early retirement incentive program during that 2008-09 school year that led to retirements that resulted in nearly twice normal attrition rates
- Implemented the District's first Early Declaration Incentive Program to assist with workforce planning in anticipation of budgetary reduction needs during the 2008-09 and 2009-10 school years
- Managed an HR operational budget of \$6 million and \$20 million in grant funds
- Recruited and hired quality employees ranging from top level senior management for the Superintendent's executive team to entry level teacher new hires
- Chaired the District-wide Teacher Effectiveness Task Force Sub Committee on Legislative Affairs

Credentials

1992	California State University, Los Angeles (Administrative Services)	Credential
1990	Bilingual Certificate of Competence (BCC-Spanish)	Certificate
1988	California State University, Los Angeles (Elementary Multiple Subjects Teaching)	Credential

Professional Awards and Recognitions

2011	Association of California School Administrators Region 16 Personnel Administrator of the Year Award
2008	Chief Business Officer Certificate Program Training - State of California Scholarship (USC)
2007	Association of California School Administrators Region 16 Personnel Administrator of the Year Award
2007	Los Angeles Unified School Board of Education Commendation For Improvement of Payroll Processes
2006	Los Angeles Unified School Board of Education Commendation For Enhanced Customer Service through Technology

Professional Affiliations

US Urban Schools Academy

Google Human Resources Academy

Association of California School Administrators

- Human Resources Council Member: Statewide
- Vice President, Legislative Affairs: Statewide
- Equity, Achievement, and Diversity for Success Committee: Statewide

Council of Mexican-American Administrators

- Chair, Political Action Committee (PAC)

Association of California Large School Districts

References

Ms. Vivian K. Ekhian, Chief Human Resources Officer

Los Angeles Unified School District: (213) 241-6131

Mr. Roger L. Buschmann, Chief Human Resources Officer

San Francisco Unified School District: (530) 635-1303

Mr. Tom A. Killeen, Executive Officer Human Resources (Retired)

Los Angeles Unified School District: (714) 528-1253

Dr. Michael Acosta, Branch Administrator, Employment Operations Branch (Retired)

Los Angeles Unified School District: (714) 603-3177

NOAH BOOKMAN, M.P.P

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EDUCATION

Goldman School of Public Policy, University of California, Berkeley 8/03-5/05
Degree: Masters in Public Policy (May 2005)

Los Angeles Unified School District Intern Program 8/01-6/03
Degree: Clear California Teaching Credential—Single Subject (English)

University of California, Los Angeles 9/97-6/01
Degree: Bachelor of Arts, American Literature and Cultures, minor in education, *Summa Cum Laude*, Phi Beta Kappa (June 2001)

SKILLS AND QUALIFICATIONS

- **Strategic Leadership:** Organizational visioning, strategic planning, policy analysis, change management, public speaking, meeting facilitation, stakeholder engagement
- **Organization design, development and management:** Organization analysis, organizational restructuring, fiscal analysis, quantitative analysis, economic analysis
- **Performance management:** Goal/target-setting, performance tracking, performance dialogues, accountability systems
- **Talent management:** Talent acquisition, performance reviews, staff supervision, staff development, labor relations
- **Project management:** Systems/program design, implementation planning, budgeting, resource allocation, program implementation, community outreach/marketing, program evaluation
- **Computer skills:** Microsoft Word, Excel (advanced modeling skills), Access, Outlook, PowerPoint & Project, SPSS (statistical analysis software), and Arcview (spatial analysis software)

PROFESSIONAL EXPERIENCE

Director of Performance Management, Los Angeles Unified School District
 December '11-present

- Lead the development and implementation of a system-wide performance management effort for schools and central office departments for the nation's second largest school district (average daily attendance of over 600,000).
- Develop a system for setting and monitoring school performance targets in the areas of graduation, proficiency (e.g., math proficiency, English Language Arts proficiency), attendance, and safety.
- Create a system-wide approach to holding regular "performance dialogues" amongst networks of schools, within regional districts and at the executive cabinet level. Performance dialogues are regular meetings focused on solving problems and leveraging strengths throughout the school year to drive all schools and the District as a whole toward our performance targets.
- Identify and resolve barriers of policy and practice in order to improve results for our students.
- Provide professional development to leadership at the Central Office and in our regional districts on such topics as target/goal-setting, interpreting performance data, and using data to drive decisions.
- Collaborate regularly with various members of the District's Senior Leadership.
- Advise the superintendent on matters related to educator effectiveness (e.g., the use of multiple measures in a teacher evaluation) and performance management.
- Manage the District's approach to measuring student Academic Growth over Time (a value-added model).
- Refine and, as necessary, create various measures of performance in order to maximize the usefulness and impact of performance data.

Strategic Initiative Leader – Educator Effectiveness, Los Angeles Unified School District
 January '10-November '11 (with some ongoing responsibilities)

- Co-lead the District's broad strategic initiative to overhaul teacher and school leader performance reviews.
- Staffed and facilitated the *Teacher Effectiveness Task Force (TETF)*, a blue ribbon panel with prominent members of key stakeholder groups (including teachers, administrators, collective bargaining partners,

Noah Bookman, M.P.P.

Strategic Initiative Leader – Educator Effectiveness, Los Angeles Unified School District (*continued*)

community leaders, community based partners, and parents), toward a set of recommendations regarding teacher and school leader effectiveness.

- Developed a comprehensive strategy for implementing the recommendations of the *TETF*, including a multi-phased plan and corresponding initiative budget.
- Facilitated the implementation of each component of the strategy, addressing such areas as competency modeling, multiple measure performance reviews, individualized professional development, recruitment, selection and assignment, collective bargaining, organizational design and development, training and technology.
- Managed engagements with key strategic partners in the areas of technology, teach observation system design and implementation, and value-added modeling.
- Collaborated with district leaders in human resources, personnel, instruction, general counsel, finance, communications and government affairs.
- Engaged practitioners and stakeholders throughout the District, as well as national and regional experts.

Managing Director of Operations, After-School All-Stars (ASAS)

September '06-January '10

- Managed day-to-day operations (e.g., finance, HR, communications) for the ASAS National Headquarters, an organization serving a thirteen city chapter network that provides after-school programs to over 70,000 youth on more than 400 Title I school campuses.
- Led the organization's strategic planning process, yielding a three-year business plan, and oversaw the implementation of that plan.
- Re-developed the organization's Employee Handbook, ensuring the alignment organizational practices with federal and state human resources laws.
- Developed and implemented a new performance review process, including employee self-review, 360 degree feedback, supervisory review, goal setting, individual growth planning, and performance based compensation.
- Created a coherent employee classification system, including the development of salary bands according to employee competency and responsibility levels.
- Developed and implemented value-added support services (e.g., a 'back office' financial management service, executive recruiting) for the ASAS Chapter Network.
- Advised each chapter's Executive Director and local board members on strategy and operations, including human resource management.
- Oversaw the organization's national insurance program, reducing premiums by one-third, while increasing the breadth and quality of coverage.
- Led the selection and management of the external program evaluation team.
- Managed all national data collection and data analysis efforts, including the identification, development and piloting of a management information system for the ASAS Network.
- Organized the semi-annual ASAS National Conference, a meeting of ASAS chapter leaders.
- Led public policy efforts on behalf of the ASAS Network.

Director of Enrollment/Project Leader, Oakland Unified School District (OUSD)

May '05-September '06

- Developed, implemented and managed a new centralized, choice-based enrollment system for the district's 100+ schools serving over 40,000 students, including the development of policies and procedures, the training of and outreach to school site staff, outreach and marketing to the Oakland community, and management of all tools necessary to operationalize this new system (e.g., specialized software, brochures, forms, website).
- Designed, implemented and managed a new central enrollment office for the school district in a way that was revenue neutral for OUSD, working closely with human resources and labor partners to develop new job classifications.
- Ensured the strategic alignment of the new school choice system with the larger plans to redesign OUSD into an equitable, high quality urban education system.
- Advised OUSD leadership on issues related to student enrollment, contributing in such areas as enrollment projections, resource allocation and workforce management.
- Analyzed OUSD enrollment patterns and student school preferences, providing recommendations to OUSD leadership on how to use student choice data to improve parent satisfaction and school engagement.
- Ensure alignment of District practices with the California Education Code.

Noah Bookman, M.P.P.

Policy Analyst, Early Academic Outreach Program (EAOP) at UC Berkeley

Spring '05

- Performed a statewide statistical analysis on the effectiveness of EAOP in varying schooling environments.
- Presented findings and recommendations to the directors of each University of California EAOP program.

Organizational Consultant, Center for Educational Outreach (CEO) at UC Berkeley

Fall '04

- Advised the CEO leadership team on reorganizing the Center for Educational Outreach, including such matters as organizational design and development, and workforce management.

Graduate Student Instructor, UC Berkeley

Spring '04, Fall '04, Spring '05

- Taught discussion section for two upper division courses – Introduction to Policy Analysis and Microeconomics.

Policy Analyst, Oakland Police Department (OPD)

Summer '04

- Compiled, manipulated and analyzed a large dataset to understand the relationship between truancy and crime.
- Interviewed and observed relevant individuals to better understand the nature of Oakland's truancy problem.
- Analyzed current laws and policies related to truancy.
- Wrote a policy report for OPD and presented my findings to the Chief of Police, recommending changes to policy and practice.

Policy Analyst, Oakland Unified School District (OUSD)

Fall '04

- Analyzed the new high school choice program using data analysis, interviews and a literature review.
- Collaboratively wrote a report, including policy recommendations, to the OUSD Executive Cabinet.
- Briefed the Executive Cabinet on our findings.

English Teacher, Taft High School (LAUSD)

Fall '01-Spring '03

- Instructed 150 high school students of various grade levels (9th-12th grade) and ability levels (from gifted to special ed.).
- Collaborated with other teachers to create effective lesson plans, write finals, and enhance the curriculum.
- Upon the request of the principal, presented a model lesson to the entire faculty (over 130 teachers).
- Coached varsity swimming.

Assistant Director, Camp Kinneret

6/02-9/02

- Collaborated with the organization's leadership team to create a summer camp experience for over 400 campers.
- Supervised ten senior staff members, providing them with guidance in leading their groups.
- Trained, supervised and advised over twenty-five volunteer junior counselors in such areas as communication and leadership skills.
- Led all camp assemblies.

References available upon request.

SARAH FIGUEROA

(b)(6)

Education

Master of Arts, Labor and Employment Relations
School of Management and Labor Relations
Rutgers University, New Brunswick, NJ

Bachelor of Arts, Sociology
Sociology Honor Society: Alpha Kappa Delta
University of San Francisco, San Francisco, CA

Skills

Proven project management skills; strong interpersonal and organizational skills; strong oral, written, and technically savvy communication skills; ability to synthesize information from a variety of sources, address controversial issues and/or topics, and present a position or plan in a diplomatic manner to diverse groups; Spanish bilingual.

Employment History

Los Angeles Unified School District Talent Management Division

Program and Policy Development Advisor

January 2011 - Present

Work with Senior District Management and Local District Leadership on strategic planning and policy development on District-wide reforms related to the Supporting All Employees and Organizational Performance Management initiatives, which include teacher and school leader effectiveness, educator support and development, and policy development and analysis; develop, implement, and project manage outreach and communication for the Talent Management Division to educators, local and central district leadership, parents, and community partners; analyze best practices in the areas of employee development; create presentations and compile reports publicizing key service improvements; facilitate conversations and present updates to stakeholders; assist in the review and drafting of proposed legislation in support of key District initiatives; draft memos, talking points, and official communication collateral related to the initiatives.

Alliance for a Better Community

Education Policy Manager

August 2010 – January 2011

Developed and managed the organization's P-16 education policy agenda; analyzed and monitored statewide education legislation with particular focus on reform initiatives; steered the Communities for Educational Excellence collaborative which served to advise and promote best practices on policies at the Los Angeles Unified School District; served as the Organization's liaison with local and national education advocacy groups; responsible for written and media communication related to local, statewide, and national education issues; maintained relationships with funders; engaged with education stakeholders that include elected officials, parents, LAUSD administrators, business community, and other non-profit organizations.

California State Senate, Senator and Chair of the Senate Education Committee Gloria Romero

Chief Education Consultant

January 2009 – August 2010

Served as the Senior Advisor to the Senator on statewide and national education issues and policies; analyzed education bills and advised the Senator on changes appropriately; developed and managed education bills through the state Assembly and Senate; represented the Senator at meetings and events; remained abreast of education reform initiatives both within the state of California and across the country; conducted detailed demographic, academic, and financial research as it relates to education; responsible for writing talking points and speeches for the Senator that relate to education issues; established and maintained positive working relationships with parents, unions, community organizations, school administrators, district superintendents, and statewide legislators; responsible for briefing the Senator as necessary; staffed the Senator at related events; assisted in developing the overall strategic plan with the education team.

California Charter Schools Association

Assistant General Manager

October 2007 – January 2009

Responsible for the development, implementation, and daily management of the school development program that guides teams from the conceptual to the implementation phase of the charter school process; worked with the Advocacy Team and Lobbyist to analyze and develop statewide education charter reform policy; facilitated workshops that supported the

development of new charter schools; reviewed, provided feedback, and guided petitioners through the charter approval process with their local authorizers; guided development teams through screening and eligibility processes of grant programs; outreached, developed, and maintained positive relationships with the community, local leaders, and other charter management organizations; collaborated with state-wide personnel to ensure compliance with the U.S. Department of Education grant.

United States of America, National Labor Relations Board, New York

Field Examiner Co-op

June 2006 – October 2007

Used Federal policies to analyze cases involving charges of unfair labor practice to determine the legal sufficiency and timeliness of the case as reflected by the facts on the charge; made preliminary evaluations as to the merits of the case; interviewed witnesses; determined evidence to be requested and investigative measures to be taken; prepared affidavits of testimony; drafted investigative reports; recommended the appropriate course of action based on an analysis of the findings, the applicable legal standards, policies of the General Counsel and of the National Labor Relations Board; attended formal trainings and meetings in order to stay current on policies, procedures, and current case law as applicable to the National Labor Relations Act.

American Federation of Teachers, Northeast Region, New Brunswick, NJ

Organizing Area Coordinator

September 2005 – June 2006

Responsible for organizing Graduate Assistants and Teaching Assistants at Rutgers University; worked with area coordinators from the Northeast to analyze and inform statewide and federal policies; developed and implemented recruitment strategies, training sessions, leadership identification and strategic planning for the University's union chapter; articulated the Union's message to employees and members of the campus community; established working relationships with a widely diverse community; maintained records through a database program.

Los Angeles Unified School District, New Facilities Division, Community Outreach

Community Outreach Organizer

July 2004 – August 2005

Identified, contacted and engaged the different sectors of the community, school and central District administrators, elected officials, regulatory agencies, and the Board of Education in the process of new and existing school construction; scheduled and coordinated community meetings and events to engage and inform constituents regarding the District's building program for new and existing schools; worked closely with various Facilities Services Division branches to obtain relevant information and communicate it clearly to stakeholders; project managed the community outreach strategic plan for assigned projects.

California State University Los Angeles, University-Student Union

Assistant to the Executive Director

February 2003 – July 2004

Served as the confidential and Executive Secretary to the Executive Director; drafted special responses on behalf of the Executive Director to the Board of Directors and campus-wide administrators; responsible for the preparation and administration of a \$2.4 million budget; reconciled and maintained accounts receivable; reported and interpreted financial data; made fiscal recommendations related to the University's Student Union; assisted in establishing, coordinating, and revising fiscal policies and procedures; responsible for all lease and contractual agreements for the Student Union's commercial operations; maintained, monitored and verified Employee Transaction Reports for all Student Union employees; established and evaluated standard office procedures.

University of San Francisco, Office of Admissions

Assistant Director, Multicultural Recruitment and Retention

July 1999 – November 2002

Developed, implemented, and was responsible for the success of the University's first initiative to increase the Latino/a new student enrollment and retention through outreach efforts, professional affiliations, and yield activities; represented the University at high schools, middle school parent presentations, college fairs, and college nights; traveled throughout the Western United States and Central America; developed and maintained effective relationships with appropriate contacts; counseled prospective and current students and families about admission, financial aid, academic programs, and student life; reviewed admission files, determined eligibility and selected those qualified for admission.

Sarah Figueroa, page 2

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Brian Lucas

Administrative Experience

Program and Policy Development Advisor, Talent Management Division

2011 – Present Los Angeles Unified School District Los Angeles, CA

- Managing the district-wide implementation of the LAUSD Educator Growth and Development Cycle, including all educator training and observer certification processes
- Developing the Learning Management System for district-wide access to Framework-aligned professional development options
- Linking the Teaching and Learning Framework and School Leadership Framework to district-wide instructional initiatives
- Coordinating with Local Education Service Center-based Teaching & Learning Coordinators to implement the Educator Growth and Development Cycle and the School Leader Growth and Development Cycle

Elementary Principal

2009 – Present Aurora Elementary School Los Angeles, CA

2007 – 2009 Latona Avenue Elementary School Los Angeles, CA

2002 - 2005 Payne Elementary School Inglewood, CA

2000 - 2002 Beacon Hill Elementary Seattle, WA

- Aurora Elementary School: a year-round urban elementary school of 650 students (93% Latino, 7% African-American) & 60 staff
- Latona Ave. Elementary: a year-round urban elementary school of 350 (93% Latino, 7% Asian) students & 40 staff
- Payne Elementary: a year-round K-6 urban elementary school of 1,000 (98% Latino, 2% African-American) students and 60 staff
- Beacon Hill Elementary: K-5 urban elementary school of 400 (50% Asian, 20% Latino, 20% African-American, 10% Caucasian) students and 45 staff
- Responsible for schoolwide academic programs that included a high minority population with over 80% bilingual learners.
- Instructional leader/staff developer for new standards-based education system.
- Human Resources: hiring, performance evaluation, employee discipline, staff induction, and payroll.
- Special accomplishments:
 - “Most Improved” test scores for the Seattle Public Schools for the Spring 2002.
 - 44 point growth in California Academic Performance Index in two years (787-831). Leading school above California goal of 800 API
 - Awarded Title I Academic Achievement Award by State of California in Fall 2008 for exceeding statewide testing goals two years in a row.
 - Recognized for significantly closing achievement gap between white and Latino children.
 - Conducted a complex school needs assessment and multi-year visioning plan.
 - Designed a focused staff development program on reading comprehension based on our school’s needs.
 - Scheduled a year-round, multi-track campus.
 - Implemented a Family Literacy Program for early readers & their parents.
 - Successful budgeting of \$1.7 million budget.
 - Implemented a schoolwide positive discipline program leading to fewer office

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referrals and suspensions.

- Served on District School Safety & Emergency Preparedness Committee.
- High staff and parent satisfaction surveys.

Coordinator, Student Information Systems

2005 – 2007 Los Angeles Unified School District Los Angeles, CA

- Elementary liaison in planning and designing new student information system.
- Led cross-functional projects to review business processes and operating procedures.
- Provided expertise in standardized testing & elementary school operations, policies, and regulations to software development teams.

Assistant Principal & Special Projects Coordinator

1997 - 2000 Payne Elementary School Inglewood, CA

- Curriculum leader through leadership team, student data analysis taskforce, bilingual education key contact, and professional development presenter.
- Site liaison for parent involvement groups.
- Responsible for student discipline and school-wide incentive programs.
- Lead contact of government compliance and quality reviews (CCR & PQR).
- Coordination of all federal and state funded programs (Title I, Bilingual Education, School Improvement, Community Education).
- Member of District-wide committees including Student Assessment & Standardized Testing, Employee Benefits, Safety, Library Task Force, and personnel interview panels.

Teaching Experience

Elementary Teacher – Teach for America

1991-93 & 1996-97 Payne Elementary School Inglewood, CA

- Curriculum Planning and instruction to predominately second language learners using specially designed academic instruction in English.
- Implemented cross-curriculum and cooperative group learning.

English as a Second Language Teacher

1993 - 1994 Wall Street Institute Paris, France

- Development, planning, and instruction of individual and group English learning experiences to French business executives.
- Assessment of student language ability and program planning for students from novice to highly proficient.
- ESL techniques of role play, vocabulary games/drill, grammar analysis, text analysis, pronunciation exercises, realia, music, and writing.

Education

M.A., Educational Administration (Awarded May 2000)

1997 - 2000 California State University, Los Angeles Los Angeles, CA

- GPA: 4.0

Teacher Education: Elementary Intern Program

1992 - 93 & 1997 California State University, Dominguez Hills Carson, CA

- GPA: 4.0

B.A., Communication Arts & Sciences (Awarded May 1991)

1989 - 1991 University of Southern California Los Angeles, CA

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- Graduated *cum laude*
- GPA: 3.78

**Professional
Credentials**

California Clear Administrative Services Credential
 California Professional Multiple Subject Teaching Credential
 California Cross-Cultural Language & Academic Development Certificate (CLAD)

**Professional
Development**

Grantsmanship Seminar
 Curriculum & Instructional Leadership Institute
 Student Assessment & Achievement with Standards-Based Education
 Data Inquiry Initiative

Janet Peaks

(b)(6)

Education

June 2005	California State University Northridge Tier II Administrative Services Credential
May 2000	National University Masters of Science in Administration Preliminary Administrative Services Credential, Tier I
June 1978	California State University Los Angeles Bachelor of Arts, Liberal Studies/Child Development

Credentials

June 2005	Administrative Services Credential Tier II Administrative Services Credential, California Commission on Teacher Credentialing,
May 2000	Administrative Services Credential Tier I Administrative Services Credential, California Commission on Teacher Credentialing
June 1978	Ryan Multiple Subject Credential California Commission on Teacher Credentialing

Professional Experience

2012 - Current	LAUSD BTSA-FAS NTC Induction Pilot Program Director <ul style="list-style-type: none"> ▪ Implement BTSA-FAS Formative Assessment Pilot ▪ Plan and facilitate professional development for full release mentors and program participants ▪ Plan, organize and implement orientation sessions for participating teachers ▪ Monitor progress of program participants ▪ Communicate with program participants, administrators, and District staff regarding program goals and implementation ▪ Facilitate a mentor professional learning community designed to address/problem solve issues of teacher development, data analysis, dilemmas of practice, calibration of support and assessment of new teacher practice ▪ Build the capacity of principals in participating schools to support teacher growth, development, and effective instructional practice through the use of formative supervision practices including evidence-based feedback that supports new teacher growth
2000 – Current	Teacher Training Academy Coordinator <ul style="list-style-type: none"> ▪ Administer the coordination of the 40-Hour training for all non-credentialed general education, special education and substitute teachers. <ul style="list-style-type: none"> • Schedule instructors, plan, write, revise and implement curriculum • Supervise Instructors • Set up weekly visitations at school sites for "observation" component of 40 Hour training • Collaborate with HR personnel and UTLA regarding policy revisions and compliance issues for the 40Hour training • Maintain 40 Hour training database ▪ Provide requested data and reports for participants attending 40 Hour

training.

- Administer the coordination of the Tailored Special Education sessions for credentialed teachers now teaching in a special education setting
 - Secure training facility
 - Secure report of eligible candidates required to attend training
 - Compose invitation letter and facilitate registration process for eligible candidates
 - Set up agenda for training
 - Update and revise curriculum as needed
 - Supervise advisors facilitating training
 - Develop or revise completion certificates as needed
- Administer the coordination of the Transition to Teach, Teach for America and Foreign Credentialed Teachers
 - Secure training facility
 - Secure report of eligible candidates required to attend training
 - Set up agenda for training
 - Supervise advisors facilitating training
 - Develop/revise completion certificates as needed
 - Maintain database of participants completion records
 - Update and revise curriculum for training
- Supervise the daily function and staff of the Teacher Training Academy
- Develop and maintain yearly master calendar for the Teacher Training Academy and Teacher Development and Support units

1996 – 1999

Pre-Intern Teaching Adviser

- Planned, modified and revised curriculum for pre-intern teachers
- Scheduled instructors and secured training sites for pre-intern classes
- Monitored classes at various pre-intern training sites
- Facilitated make-up classes for pre-interns
- Advised pre-interns on state and district compliance issues for teaching assignments

1992-1996

Beginning Teacher Support Provider (BTSP)

- As a full release mentor, provided temporary support to identified schools and teachers in high need district areas
- Utilized cognitive coaching skills to support beginning teachers
- Implemented CFASST formative assessment strategies with beginning teachers
- Demonstrated lessons based on teacher needs
- Provided constructive feedback to beginning teacher
- Guided beginning teacher with individualized self-assessment plan to assist in teacher growth and development
- Facilitated "reflection process of teacher practice" with beginning teachers

1978-1992

Classroom Teacher (*Ambler Elementary and 54th Street Elementary*)

- Master Teacher to university intern students
- Participated as mentor teacher for 5 years
- Participated in CAPSSE Science program with 6th grade students for three years
- Served on School Readiness Language Development (SRLDP) Steering Committee for 3 years

1974-1977

Teacher Assistant (*Normandie Avenue Children Center*)

- Provide classroom support for direct instruction facilitated by lead teacher
- Provide direct supervision of students
- Provide classroom intervention to students

2012 - Current**LAUSD BTSA-FAS NTC Induction Pilot Program Director**

- Implement BTSA-FAS Formative Assessment Pilot
- Plan and facilitate professional development for full release mentors and program participants
- Plan, organize and implement orientation sessions for participating teachers
- Monitor progress of program participants
- Communicate with program participants, administrators, and District staff regarding program goals and implementation
- Facilitate a mentor professional learning community designed to address/problem solve issues of teacher development, data analysis, dilemmas of practice, calibration of support and assessment of new teacher practice
- Build the capacity of principals in participating schools to support teacher growth, development, and effective instructional practice through the use of formative supervision practices including evidence-based feedback that supports new teacher growth

2000 – Current**Teacher Training Academy Coordinator**

- Administer the coordination of the 40-Hour training for all non-credentialed general education, special education and substitute teachers.
 - Schedule instructors, plan, write, revise and implement curriculum

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Gina Smith-De Ville

PROFESSIONAL PROFILE	A supervisory level professional with a career marked by rapid increase in responsibility and over 30 years of educational experiences ranging from classroom teacher to the Central Office Administrator of Teacher and Administrator Development Branch in a large urban school district in California . A team member, leader and facilitator of adult learning with a strength in isolating and solving critical issues at a systemic level. Exceptional skills in interpersonal communication and problem-solving that have contributed to a diverse portfolio of professional growth opportunities for the teacher and administrator workforce in LAUSD.
EXPERIENCE	<p>January 2009 - Present Teacher and Administrator Development Branch LAUSD</p> <p>Administrator</p> <p>Responsible for the supervision of the professional development, and ongoing support for aspiring, new and career teachers and principals district wide through the following:</p> <ul style="list-style-type: none"> • The implementation of teacher development programs including Beginning Teacher Support and Assessment (BTSA) Induction program, Teacher Leader Certification, National Board Certification Teacher program, and District Intern Teacher Alternative Certification program • The design and implementation of research-based leadership programs created to support the development and support of school leaders • The skillful implementation of a rigorous curriculum for aspiring, new and continuing teachers and principals • The targeted use of student learning and principal performance data to inform the development of instructional leadership and support programs • The leadership and development of a high-performing team • The evaluation of program staff, goals, and outcomes <p>Significant accomplishments in the role:</p> <ul style="list-style-type: none"> • Lead the implementation of teacher training and support for over 1,000 novice teachers, 1,300 National Board Certified Teachers and 400 Alternative Certification Teachers • Lead the initial implementation of the LAUSD School Leadership Framework of principal competencies • Lead the training and development of over 500 principals through the successful implementation of the LAUSD Principal Induction Program • Lead the recruitment, selection, and development of over 200 aspiring assistant principals through the successful implementation of an aspiring principal internship program • Supported the development of over 1000 principals district wide through the implementation of AB75 Principal Development Program • Built a high-performing team • Lead the redesign and continuous improvement of functions as the Leadership Academy transitioned from start-up to implementation phase under the supervision of 4 Superintendents

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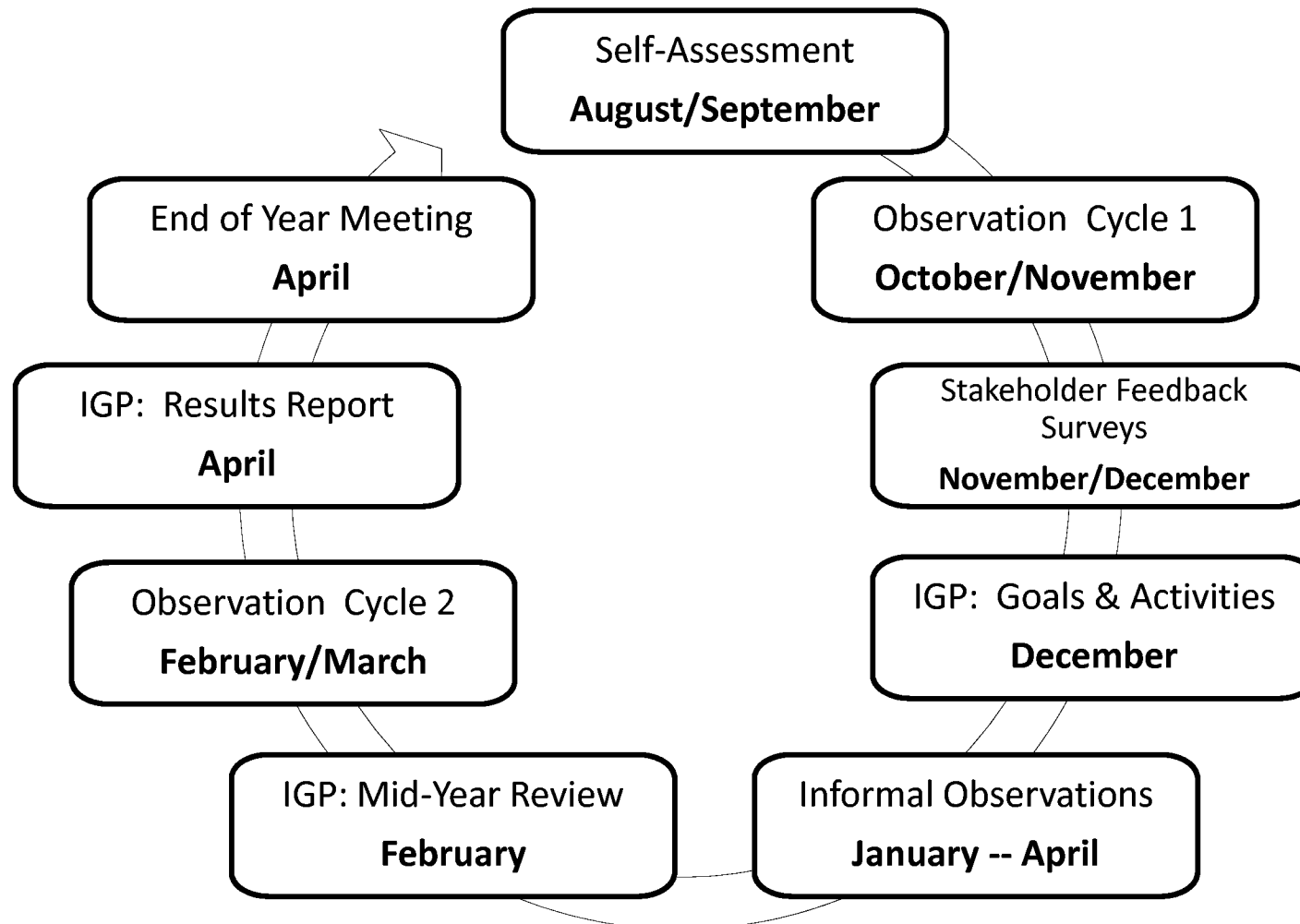
	<p>August 2005 – June 2007 Leadership Academy IAUSD</p> <p>Director, Leadership Academy</p> <p>Responsible for the supervision and implementation of 5 comprehensive leadership development programs including on-site mentoring for all participants: Principal Induction Academy, New Administrator Program for Assistant Principals, Leadership Excellence through Administrator Development (LEAD) for aspiring assistant principals, Master Program Institute for secondary administrators, and AB 75 Principal Training Program. Additional duties include the responsibility for building the capacity of staff to collaborate, develop and implement leadership development curriculum through:</p> <ul style="list-style-type: none"> • The strategic implementation of cross-functional teaming with the Office of Instruction, Human Resources, Chief Operations Office, the local and central office superintendents and their instructional teams • The skillful implementation of a rigorous curriculum for aspiring and new assistant principals and principals aligned to district instructional and operational priorities • The targeted use of student learning and principal performance data to inform the development of instructional leadership and support programs <p>Significant accomplishments of the Office:</p> <ul style="list-style-type: none"> • Integrated and built a comprehensive professional development program for aspiring and new assistant principals and principals K-12 • Expanded and strengthened career principal training and support through the implementation of the AB75 Principal Training Program district wide (2000 administrators over a 3 year grant) <p>August 2001 – July, 2005 Leadership Academy IAUSD</p> <p>Administrative Coordinator, Leadership Academy</p> <p>Responsible for the coordination, and monitoring of the professional development for novice principals in one of the largest school systems in the country. Stayed current with the latest trends in leadership training and development. Served as a liaison and spokesperson for matters related to professional development to the Board of Education, external partners and stakeholders and professional organizations in the area of principal training and development.</p>
	<p>Professional Experience Prior to August 2001</p> <p>Los Angeles Unified School District Los Angeles, CA</p> <p>July 2000 – August 2001 LOCAL DISTRICT INTERVENTION COORDINATOR Local District A, IAUSD, Granada Hills, CA</p> <p>November 1997 – June 2000 PRINCIPAL Limerick Elementary School, Canoga Park, CA</p> <p>March 1996 – November 1997 ASSISTANT PRINCIPAL Limerick Elementary School, Canoga Park, CA</p>

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	<p>November 1994 – March 1996 TITLE I/SCHOOL IMPROVEMENT COORDINATOR Sylvan Park Elementary School, Van Nuys, CA</p> <p>September 1979 – June 1994 K-6 TEACHER Martin Luther King, Jr. Elementary School, Los Angeles, CA 74th Street School, Los Angeles, CA Chandler Elementary School, Sherman Oaks, CA Sylvan Park Elementary School, Van Nuys, CA</p>
EDUCATION	<p>M.S., School Administration and Supervision, 1986 Pepperdine University Culver City, CA</p> <p>M.A., Teacher Education, 1981 University of Southern California Los Angeles, CA.</p> <p>B.A., Sociology, 1979 California State University, Northridge Northridge, CA</p>
CERTIFICATION	<p>Professional Clear Credential- California</p> <ul style="list-style-type: none"> • Administration & Supervision -(CA) • Multiple Subject (K-8)- (CA) • Cross-Cultural Language and Academic Development (CIAD)- (CA)
PROFESSIONAL MEMBERSHIPS/ AWARDS	<ul style="list-style-type: none"> • Association for Supervision and Curriculum Development (ASCD) • Associated Administrators of Los Angeles (AALA) • Council Of Black Administrators (COBA) • Learning Forward (formerly known as National Staff Development Council) National Conference Host Committee member (2011) Los Angeles, CA • Administrator of the Year, 2006 <i>Awarded by Association of Educational Office Employees-Los Angeles, CA</i> <p><i>References Provided upon request.</i></p>

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Educator Growth and Development Cycle



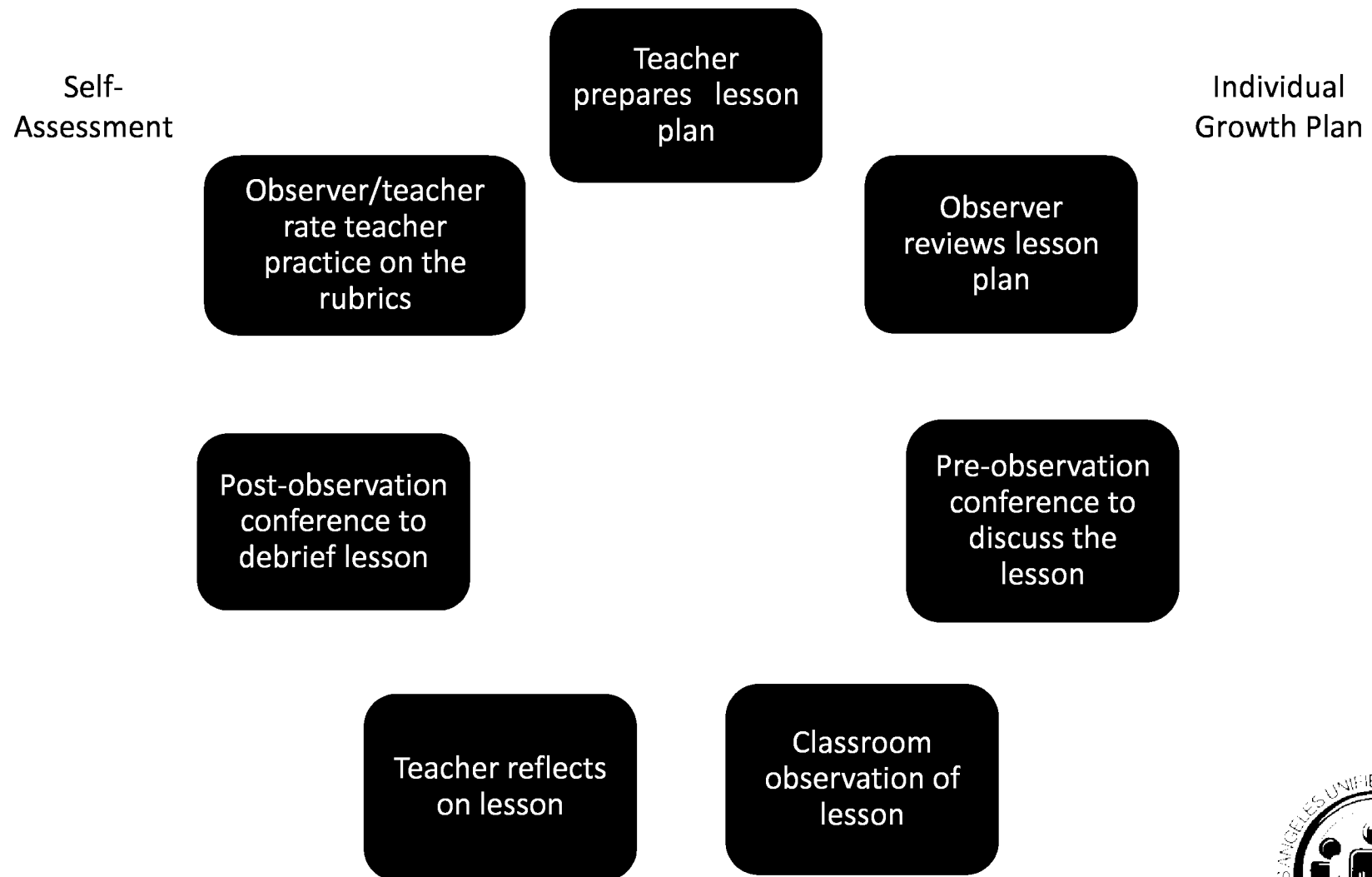
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Observation Cycle



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LAUSD Learning Management System

The following strategies will shift LAUSD's current learning management offerings into a navigable system informed by performance review data and aligned to individual teachers' needs.



LAUSD Educator Growth & Development Cycle

Multiple Measure Performance Review

At the Los Angeles Unified School District (LAUSD), we work on an *All Youth Achieving* agenda. We know and embrace the fact that our single greatest lever for accelerating student success is the quality of the teachers who have the opportunity to work with our students, and the leaders who work with these teachers and students every day. As a result, everything we do as a system must be focused on delivering on the fundamental right of every student to be in front of an effective teacher, in a school run by an effective principal, supported by effective staff every day.

To develop, grow and support our educators, the district has designed and begun to pilot the **LAUSD Educator Growth and Development Cycle (EGDC)**, a multiple measure performance review system. Our goal is to celebrate, leverage, and accelerate the skills of our educators system-wide. By capturing a more accurate understanding of the range of practice among our educators, we can better identify areas of need and align support and development opportunities throughout their careers. The core aspects of our Educator Growth & Development Cycle are as following:

- I. **LAUSD Teaching and Learning Framework:** The foundation of the Educator Growth and Development Cycle is the LAUSD Teaching & Learning Framework, which is based on Charlotte's Danielson's Framework for Effective Teaching and is aligned to the California Standards for the Teaching Profession. The Framework describes clear expectations for effective teaching, identifying exemplary practices that will enable us to meet our goal of *All Youth Achieving*.
- II. **Multiple Measures of Teacher Effectiveness:** The Educator Growth and Development Cycle is anchored by a system of multiple measures of teacher effectiveness. These measures include Observation of Instructional Practice, Stakeholder Feedback, Contributions to School Community and Contributions to Student Learning Outcomes.
- III. **Aligned Support and Development:** All teacher support and development will align with elements of effective practice embedded in our multiple measures. This begins with the self-assessment and individual growth planning processes, using the Teaching & Learning Framework as a guide.
- IV. **The Annual Process:** The Educator Growth and Development Cycle is an annual process whereby educators engage in a continual cycle of personalized growth and development informed by data gathered through the multiple measures of teacher effectiveness.

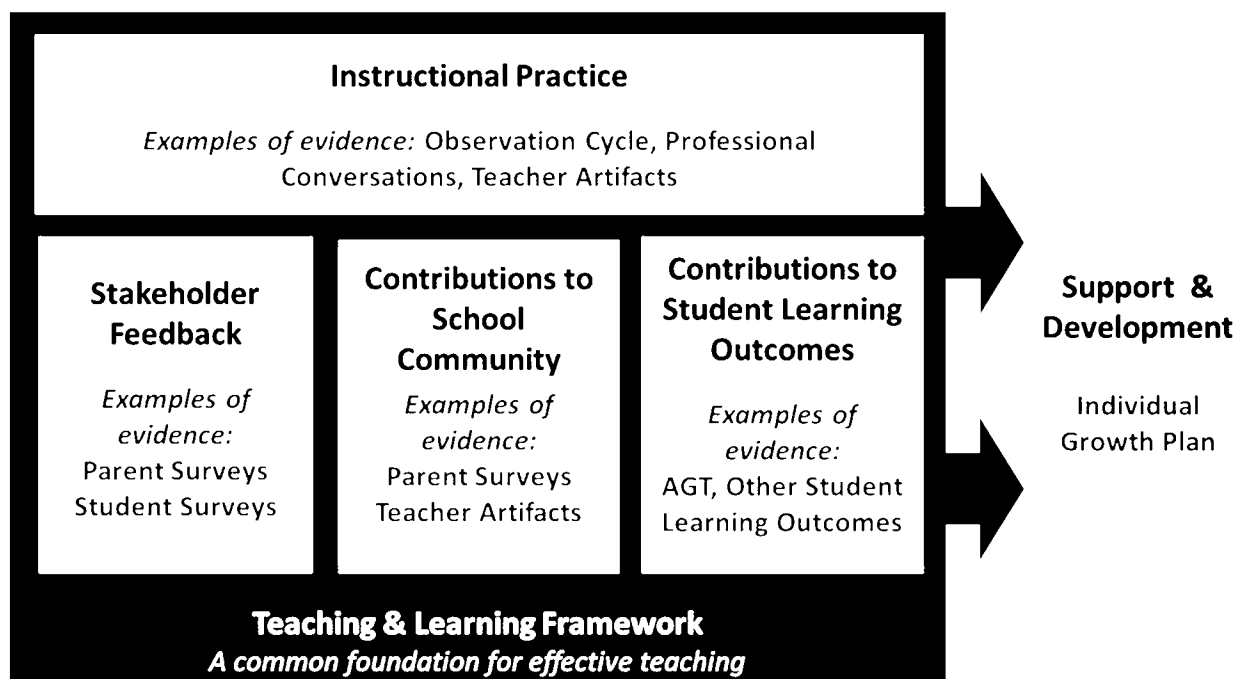
The Teaching & Learning Framework highlights researched-based strategies that have been demonstrated to be meaningful in measuring teacher practice.¹ The Framework has also been designed to ensure that we are meeting the needs of LAUSD's diverse learners, including English learners and students with special needs. In addition to this, the Teaching & Learning Framework describes teaching practices that will help to prepare all students to be successful and productive 21st Century learners. This focus on 21st Century skills directly aligns with the implementation of the Common Core State Standards, helping to prepare all of our students to be college and career ready.

As the foundation for instructional practices in LAUSD, the Teaching & Learning Framework also acts as a guide for teachers to analyze, reflect upon, and improve their teaching practice independently, with colleagues, and/or with their administrator through the Educator Growth and Development Cycle.

The rubrics in the Teaching & Learning Framework include descriptions of four levels of practice:

- **Level 1 (Ineffective)** – Teaching shows evidence of not understanding the concepts underlying the component and/or may represent practice that is harmful to students. Ineffective practice requires intervention.
- **Level 2 (Developing)** – Teaching shows evidence of knowledge and skills related to teaching, but performance is inconsistent.
- **Level 3 (Effective)** – Teaching shows evidence of thorough knowledge of all aspects of the profession. Students are engaged in learning in higher-level thinking skills. This is successful, accomplished, professional, and effective teaching.
- **Level 4 (Highly Effective)** – Classroom functions as a community of learners with student assumption of responsibility for learning.

Based upon the common vision for effective teaching articulated in our Teaching & Learning Framework, our multiple measure performance review system includes the following:



1. Observation of Instructional Practice

The most significant measure is rooted in an evidence-based classroom observation conducted by trained and certified professionals. The measure includes two formal observation cycles with lesson plans, a pre-conference, observation of a full lesson, and a post-conference, as well as at least three informal, unannounced observations. Observers of teacher practice receive training and work toward obtaining certification in evidence collection and scoring accuracy. Observers also receive training on conducting productive professional conversations during the pre- and post-conferences. Evidence-based classroom observations conducted by certified observers can provide teachers with specific, unbiased, and timely feedback for improving instructional practice.²

2. Stakeholder Feedback

Stakeholder Feedback includes surveys of parents and students regarding a teacher's performance in specific elements of the Teaching & Learning Framework. As a district, we value the unique perspective that parents and students can provide to educators regarding their communication with families and ability to build a positive classroom environment that supports learning. In addition, early research suggests that students give valid and reliable feedback that is correlated with a teacher's impact on student outcomes.³ LAUSD will use feedback survey instruments that give educators insights into how specific teaching practices are experienced by the stakeholders we directly serve.

3. Contributions to School Community

The Contributions to School Community measure supports and extends the vision of local school empowerment⁴ by giving schools a tool with which to emphasize school teams as units of collective change for improvement. It provides a way to recognize teachers as leaders both inside their classroom and in their school community in a way that is personalized to their specific growth and development needs. The measure builds on successful strategies already used by teachers and schools, and offers a menu of activities from which to choose how to measure a teacher's communication with families and collaboration with colleagues.

4. Contributions to Student Outcomes

We believe that an educator's contribution to student learning outcomes is critical information to consider in conjunction with classroom observations, stakeholder feedback, and contributions to school community. Measuring a school's and individual educator's impact on their students' academic growth over time provides a statistically valid and reliable method by which to understand how we are individually and collectively moving LAUSD towards our goal of *All Youth Achieving*.

Academic Growth over Time

LAUSD has embraced a comprehensive system of computing student gains (Academic Growth over Time), which helps us know how much students have progressed on standardized tests from one year to the next. Academic Growth over Time (AGT) allows us to examine the impact of schools and educators on student learning outcomes and uses a value-added methodology that controls for external factors which often influence student test results.⁵ This provides a more complete picture of student learning because it compares a student's performance to his/her own expected performance (rather than comparing groups of students one year to different groups of students the following or preceding year).

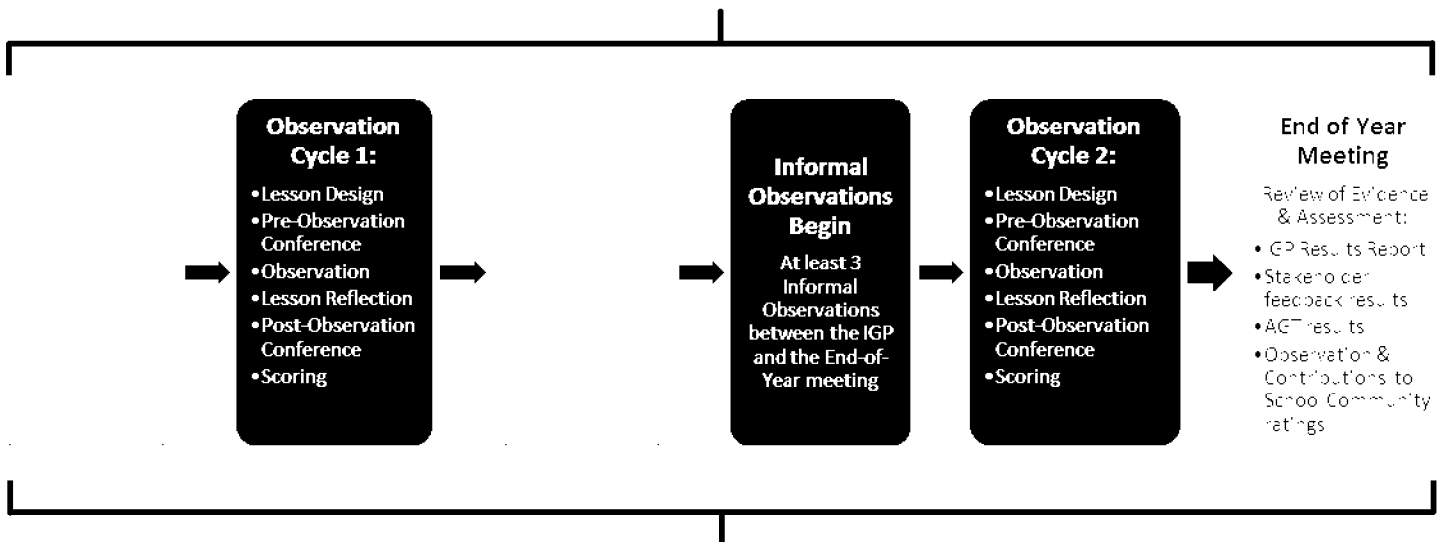
Subjects & Grades without AGT Coverage

Based on the availability and reliability of current standardized tests, the district can generate AGT results for approximately 55% of the current teaching work force. In order to move towards full coverage, we plan to develop a menu of additional district-wide assessments across all grades and subjects that will allow educators to assess student progress towards grade and subject standards. The district plans to leverage the expertise of our teachers by working with teacher teams to develop uniform, District-approved assessment options for grades and subjects not currently covered by the state's assessment regimen, as well as a process for teacher-level target setting that ensures fairness, rigor, and comparability. Teacher-developed assessments will be piloted to determine which options are appropriate for scale. Such decisions will be based upon reliability and validity criteria similar to those currently utilized with our Academic Growth over Time metrics. This approach brings an increased degree of equity and comparability to the way we measure an individual teacher's impact on student growth while also empowering educators as active members of the process.

The Educator Growth and Development Cycle has been designed to gather evidence of teaching practice and impact on student learning outcomes through multiple measures, and to support all educators in improving their practice. Throughout the EGDC, teachers have a roadmap for accessing targeted support and professional development opportunities through an aligned, next-generation Learning Management System. This system will support educators in ongoing, self-directed professional learning by providing them with access to a diverse catalog of Framework-aligned learning content that supports their unique learning needs.

The Educator Growth and Development Cycle consists of a series of reflection activities, formal and informal observations, observer/teacher conferencing and coaching, and professional goal setting activities, all aimed at helping teachers identify areas of strength and opportunities to improve their practice.

The full Educator Growth and Development Cycle process includes the following components, with evidence from stakeholder feedback surveys and contributions to student outcomes collected the year prior to observation:



Description of key activities in the EGDC:

- The Teacher Self-Assessment engages teachers in a reflection process to self-identify and reflect on strengths and opportunities for improving teacher practice.
- When completing the Individual Growth Plan, educators consider information and evidence from their self-assessment, stakeholder feedback, and Observation Cycle 1 feedback to identify areas of strength and priorities for improvement, and to develop activities and strategies that will help them achieve their goals.
- During the End of Year Meeting, the teacher and observer assess the teacher's progress on his/her IGP goals and discuss next steps for the teacher's professional growth. This time is also used to reflect on progress made to date, using evidence collected with LAUSD's multiple measures.

For more information, please contact Drew Furedi, Ed.D., Executive Director of the LAUSD Talent Management Division, at drew.furedi@lausd.net.

IMPLEMENTATION TIMELINE

Since the start of the 2011-2012 school year, nearly 100 schools with nearly 1,000 teachers, school leaders, and instructional experts have volunteered to pilot the Educator Growth and Development process, providing critical feedback on the program to inform refinements to the tools and training. Below is a timeline that outlines the development and implementation of the EGDC moving into the 2012-2013 school year and thereafter.

	Foundational (2012-13)	District-wide (2013-15)	Steady State
The Teaching and Learning Framework	All teachers are trained in and practice using the Teaching & Learning Framework through the completion of a self-assessment and Individual Growth Plan.	Teaching & Learning Framework is used to differentiate levels of instruction for all teachers.	Teaching & Learning Framework becomes the basis for evaluation, coaching & professional development.
The Educator Growth and Development Cycle	All school-based administrators certified as observers and experience the EGDC cycle with a volunteer teacher; Multiple measures are piloted and refined with educator involvement and support.	All teachers evaluated with the multiple measures with a focus on observation of practice as the centerpiece; Observers work to maintain observer certification status; Observers support In-effective and Developing teachers to move towards Effective practice.	Continued use of the EGDC; Coaching & professional development is targeted to the needs of individual teachers; Observers continue calibration checks to maintain observer certification status; Data-driven instruction and personnel decision-making are informed by the multiple measures.
Contributions to Student Outcomes (Development of measure depends on identification of resources to support this work)	Teacher teams convene to identify existing assessments and/or develop new ones for potential district-wide adoption for subjects and grades not currently covered by the state's assessment regimen.	Identified assessments and target-setting process are piloted and refined as needed.	Implementation of all assessments and target setting processes for all teachers; Incorporation of results into teachers' overall effectiveness result.

Endnotes

- ¹ Kane, T. and Staiger, O. "Gathering Feedback for Teaching: Combining High-Quality Observations with Student Surveys and Achievement Gains." *Measures of Effective Teaching Project*. Bill & Melinda Gates Foundation, January 2011.
- Sartain, L., Stoelinga, S. and Brown E., et al. *Rethinking Teacher Evaluation in Chicago: Lessons Learned from Classroom Observations, Principal-Teacher Conferences, and District Implementation*. Consortium on Chicago School Research at the University of Chicago Urban Education Institute, November 2011.
- ² Taylor, E. and Tyler, J. "The Effect of Evaluation on Performance: Evidence from Longitudinal Student Achievement Data of Mid-career Teachers." *NBER Working Paper No. 16877*. National Bureau of Economic Research, March 2011.
- ³ Bill & Melinda Gates Foundation. "Learning about Teaching: Initial Findings from the Measures of Effective Teaching Project." *Measures of Effective Teaching Project*. Bill & Melinda Gates Foundation, December 2010.
- Kane, T. and Staiger, O. "Gathering Feedback for Teaching: Combining High-Quality Observations with Student Surveys and Achievement Gains." *Measures of Effective Teaching Project*. Bill & Melinda Gates Foundation, January 2011.
- ⁴ LAUSD. *The LAUSD-UTLA Local School Stabilization & Empowerment Initiative of 2011*.
- ⁵ Value-Added Research Center. *Academic Growth Over Time: Technical Report on the LAUSD Teacher-Level Model, Academic Year 2010-2011*. Prepared for LAUSD by the Value-Added Research Center at the University of Wisconsin-Madison, 2011.
- Value-Added Research Center. *Academic Growth Over Time: Technical Report on the LAUSD Teacher-Level Model, Academic Year 2009-2010*. Prepared for the LAUSD by the Value-Added Research Center at the University of Wisconsin-Madison, 2010.

TLS Evidence Rubric

(b)(6)



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Educator Growth and Development Cycle Protocols Draft SY 2012-2013

General Purpose & Background

The purpose of this document is to outline the steps and protocols involved in the Educator Growth and Development Cycle. The Educator Growth and Development Cycle includes a series of reflection activities, formal and informal observations, conferencing opportunities, and professional goal setting activities, all of which are aimed at helping to identify strengths and opportunities for improving teacher practice. The general protocols for each of the steps of this process are outlined in detail in the sections that follow. Please note that while these protocols may and should be altered to make the process more meaningful for teachers and administrators, they reflect best practices in coaching professionals and in professional reflection and growth. It is also important to note that these procedures are to be used in conjunction with other ongoing classroom visits, walkthroughs, or professional conversations that take place as part of effective ongoing leadership and support practices in schools.

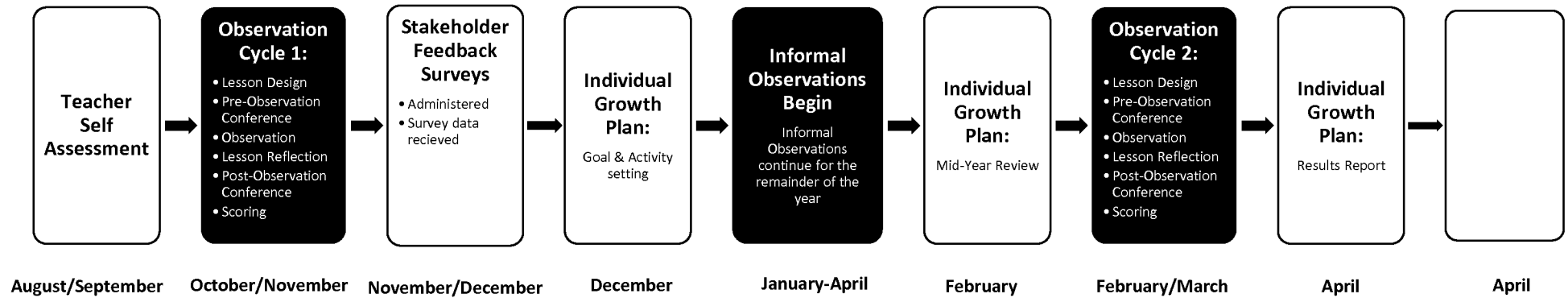
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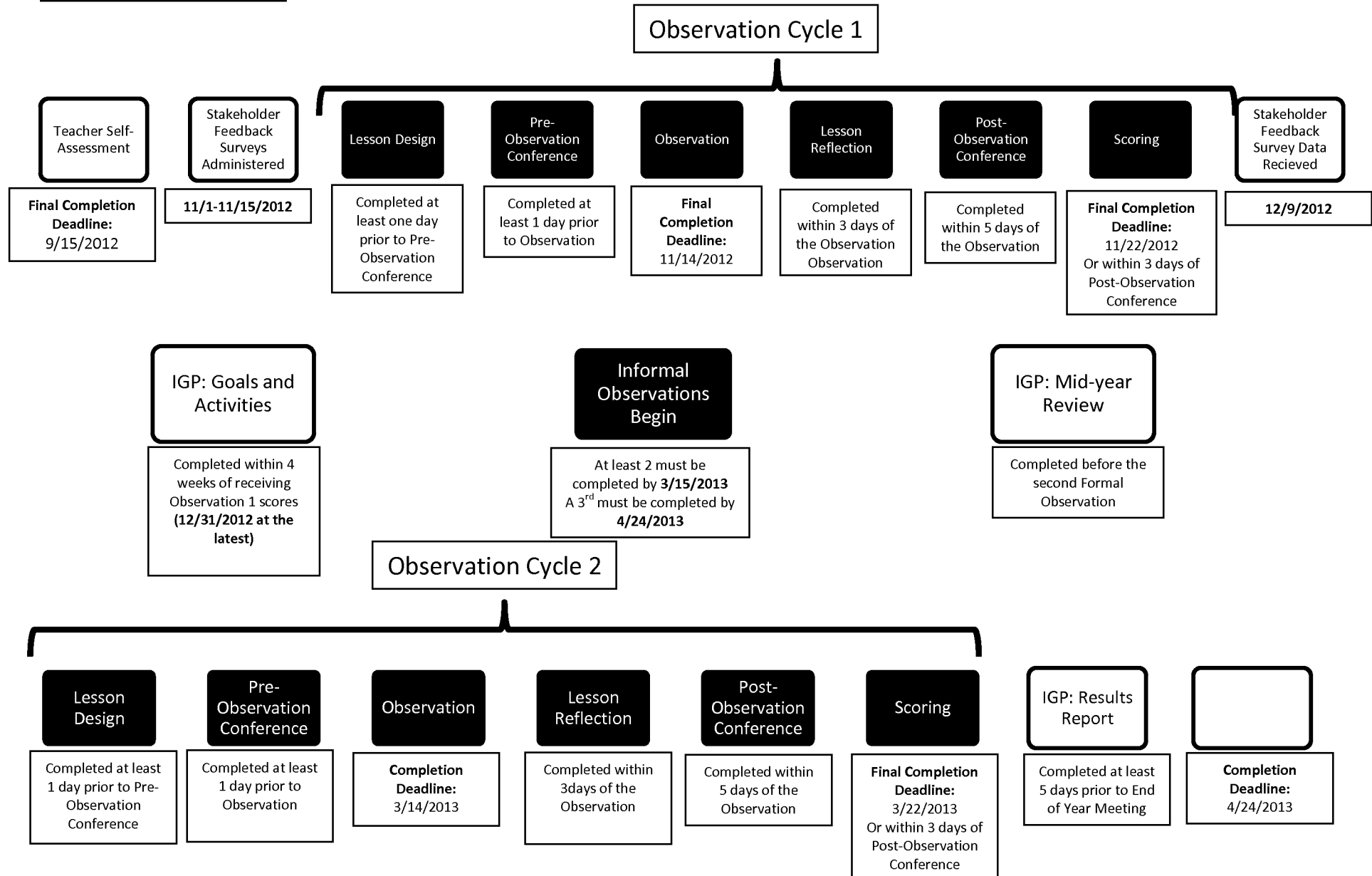
GENERAL SEQUENCE OF EVENTS



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Timeline for SY 2012-2013



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Outline for SY 2012-2013

MONTH(S)	MAJOR TASKS	ASSOCIATED DEADLINES
August/September	TEACHER SELF-ASSESSMENT	9/15/2012
October/November	OBSERVATION CYCLE 1 <ul style="list-style-type: none"> ○ Pre-Observation Steps: <ul style="list-style-type: none"> ▪ Lesson Design ▪ Pre-Observation Conference ○ Observation ○ Post-Observation Steps: <ul style="list-style-type: none"> ▪ Lesson Reflection ▪ Post-Observation Conference ▪ Scoring 	Observation Deadline: 11/14/2012 Scoring Deadline: 11/22/2012
November/December	STAKEHOLDER FEEDBACK SURVEYS	Administered: 11/1-11/15/2012 Survey Data Received: 12/9/2012
December	INDIVIDUAL GROWTH PLAN: Goals and Activities	Completed within four weeks of receiving Observation 1 scores (12/31/2012 at the latest)
January-April	INFORMAL OBSERVATIONS	At least two must be completed by 3/15/2013 A third must be completed by 4/24/2013
February	INDIVIDUAL GROWTH PLAN: Mid-year IGP Review	Completed before the second Formal Observation
February/March	OBSERVATION CYCLE 2 <ul style="list-style-type: none"> ○ Pre-Observation Steps: <ul style="list-style-type: none"> ▪ Lesson Design ▪ Pre-Observation Conference ○ Observation ○ Post-Observation Steps: <ul style="list-style-type: none"> ▪ Lesson Reflection ▪ Post-Observation Conference ▪ Scoring 	Observation Deadline: 3/14/2013 Scoring Deadline: 3/22/2013
April	INDIVIDUAL GROWTH PLAN: Results Report	Completed at least five days prior to End of Year Meeting
April	END OF YEAR MEETING	4/24/2013

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TEACHER SELF-ASSESSMENT

TEACHER SELF-ASSESSMENT		
	<ul style="list-style-type: none"> • To identify and reflect on strengths and opportunities for improving teacher practice • To inform appropriate goals and activities for the teacher's Individual Growth Plan • To articulate the connection between evidence and assessment of teacher practice • To highlight a consistent cycle of reflection as an effective professional practice 	
	<ul style="list-style-type: none"> • Reviews student achievement data and other relevant data • Reflects on his/her practice in regard to the data and the LAUSD Teaching and Learning Framework • Provides evidence or rationale for his/her self-rating • Enters and shares Self-Assessment ratings and evidence with observer via MyPGS 	<ul style="list-style-type: none"> • Conducts brief classroom walkthrough(s) before the Pre-Observation conference to begin to familiarize himself/herself with the teacher's practice • Reviews and "accepts" Self-Assessment • Prepares questions for the Pre-Observation Conference
	To be completed within four weeks of the start of the school year. For SY 2012-2013 this should be completed by September 15 th .	To be reviewed prior to the Pre-Observation Conference
All Focus Elements for SY 2012-2013 (and Contribution to School Community Elements if applicable)		
<div> <div> <u>Standard 1: Planning and Preparation</u> 1d. Designing Coherent Instruction <ol style="list-style-type: none"> Standards-Based Learning Activities Purposeful Instructional Groups Lesson and Unit Structure 1e. Designing Student Assessment <ol style="list-style-type: none"> Aligns with Instructional Outcomes Criteria and Standards Design of Formative Assessments Analysis and Use of Assessment Data for Planning </div> <div> <u>Standard 2: Classroom Environment</u> 2a. Creating an Environment of Respect and Rapport <ol style="list-style-type: none"> Teacher Interaction with Students Classroom Climate 2b. Establishing a Culture for Learning <ol style="list-style-type: none"> Expectations for Learning and Achievement 2c. Managing Classroom Procedures <ol style="list-style-type: none"> Management of Routines, Procedures, and Transitions 2d. Managing Student Behavior <ol style="list-style-type: none"> Monitoring and Responding to Student Behavior </div> </div>		
<div> <div> <u>Standard 3: Delivery of Instruction</u> 3a. Communicating with Students <ol style="list-style-type: none"> Communicating the Purpose of the Lesson 3b. Using Questioning and Discussion Techniques <ol style="list-style-type: none"> Quality and Purpose of Questions Discussion Techniques and Student Participation 3c. Engaging Students in Learning <ol style="list-style-type: none"> Standards-Based Projects, Activities, and Assignments Purposeful and Productive Instructional Groups 3d. Using Assessment in Instruction <ol style="list-style-type: none"> Assessment Criteria Feedback to Students 3e. Demonstrating Flexibility and Responsiveness <ol style="list-style-type: none"> Responds and Adjusts to Meet Student Needs </div> <div> <u>Standard 5: Professional Growth</u> 5a. Reflecting on Practice <ol style="list-style-type: none"> Use of Reflection to Inform Future Instruction </div> </div>		
<div> <div> <u>Contribution to School Community Elements(if applicable)</u> <u>Standard 4: Additional Professional Responsibilities</u> 4b. Communicating with Families <ol style="list-style-type: none"> Information about the Instructional Program Information About Individual Students Engagement of Families in the Instructional Program </div> <div> <u>Standard 5: Professional Growth</u> 5b. Participating in a Professional Community <ol style="list-style-type: none"> Collaboration with Colleagues Promotes a Culture of Professional Inquiry and Collaboration </div> </div>		

PRE-OBSERVATION STEPS AND PROTOCOLS

LESSON DESIGN		
	<ul style="list-style-type: none"> • To develop a lesson plan that outlines the teacher's instructional plan for his/her observation • To guide teachers through the lesson planning process by highlighting best practices through the structure of the Lesson Plan Template and through guiding questions that are aligned to the LAUSD Teaching and Learning Framework • To provide an opportunity for the observer to identify strengths and areas for improving the instructional plan prior to the observation • To provide the observer with a source of evidence for assessing Standard 1: Planning and Preparation 	
	<ul style="list-style-type: none"> • Reviews relevant student data and designs a lesson using the Lesson Design Template • Inputs and shares lesson plan with observer via MyPGS 	<ul style="list-style-type: none"> • Schedules Pre-Observation Conference, Observation and Post-Observation Conference and inputs these dates in MyPGS • Reviews teacher's lesson plan, tags evidence to Standard 1 and prepares questions for the Pre-Observation Conference • Identifies strengths and areas for improving the instructional plan to be shared with the teacher at the Pre-Observation Conference
	To be completed and submitted at least one day prior to the Pre-Observation Conference	To be reviewed prior to the Pre-Observation Conference
<u>Standard 1: Planning and Preparation</u> 1d. Designing Coherent Instruction <ol style="list-style-type: none"> 1. Standards-Based Learning Activities 3. Purposeful Instructional Groups 4. Lesson and Unit Structure 1e. Designing Student Assessment <ol style="list-style-type: none"> 1. Aligns with Instructional Outcomes 2. Criteria and Standards 3. Design of Formative Assessments 4. Analysis and Use of Assessment Data for Planning 		

PRE-OBSERVATION CONFERENCE		
<ul style="list-style-type: none"> To provide the teacher with an opportunity to share his/her thought process in developing the lesson plan and provide additional details about his/her plan To discuss and clarify the teacher's Self-Assessment and upcoming lesson To provide an opportunity for the observer to identify strengths and areas for improving the instructional plan prior to the observation To provide the observer with a source of evidence for assessing Standard 1: Planning and Preparation 		
	<ul style="list-style-type: none"> Has prepared and submitted Self-Assessment and Lesson Design Template prior to the conference via MyPGS 	<ul style="list-style-type: none"> Has reviewed teacher's Self-Assessment and lesson plan via MyPGS Has tagged initial evidence for Standard 1 from lesson plan Has identified questions for the Pre-Observation Conference Has identified strengths and areas for improving the instructional plan to be shared with the teacher at Pre-Observation Conference
	Participates in Pre-Observation conference one to three days prior to the observation	Participates in Pre-Observation conference one to three days prior to the observation
	<ul style="list-style-type: none"> Provides observer a copy of the completed Lesson Design Template, instructional materials, and student data used in planning Presents the lesson plan and reviews his/her rationale for the chosen instructional and assessment strategies Shares instructional materials and student data used in planning 	<ul style="list-style-type: none"> Makes connections between the Self-Assessment and the lesson (if applicable) Explains how evidence will be collected during the Observation Cycle Collects evidence for focus elements in Standard 1: Planning and Preparation Asks questions to clarify and gain understanding about the teacher's lesson
<p>Note: It is not the intent that every question is asked. The questions are provided as a resource to facilitate meaningful discussion during the Pre-Observation Conference. The teacher should review questions on the Lesson Design Template during the planning process.</p>		
	<p>Key Questions:</p> <ul style="list-style-type: none"> How did you come up with the ideas for this lesson? What guided your thinking? What are your goals for student learning in this lesson? What parts of your lesson are you most excited or most concerned about? Are there any instructional practices or strategies that you have been working on and would like me to look for in your lesson? Are there any classroom norms that I should know about? <p>Additional Questions to Consider:</p> <ul style="list-style-type: none"> Are there any classroom procedures or norms that I should know about before viewing your lesson? Describe/explain your lesson sequence How will instruction be differentiated to meet the needs of all students? How will students demonstrate what they have learned? What methods will be used to check for understanding during the lesson? What instructional objectives and standards-based learning outcomes will be the focus of this lesson? What will students learn? 	

	<ul style="list-style-type: none"> • How were the objectives established? What data and sources informed their selection? • How will the teacher know if students have achieved the instructional objective? • How is this lesson organized to address short and long term learning objectives? • What is the rationale for the time allocated in executing various strategies throughout the lesson? • How has student achievement data informed the instruction, and how does this lesson specifically address the identified students? • What is the associated pre- and post-requisite knowledge related to this lesson? • What misconceptions may students have related to this topic? • Where might students get “stuck” in this learning sequence? • How might these obstacles for learning be addressed? • How are the assessments aligned with the lesson objectives? • How will student learning be assessed, including both formative and summative assessments? • How might instruction be modified if students have not demonstrated the expected level of understanding during the lesson?
	<p><u>Standard 1: Planning and Preparation</u></p> <p>1d. Designing Coherent Instruction</p> <ol style="list-style-type: none"> 1. Standards-Based Learning Activities 3. Purposeful Instructional Groups 4. Lesson and Unit Structure <p>1e. Designing Student Assessment</p> <ol style="list-style-type: none"> 1. Aligns with Instructional Outcomes 2. Criteria and Standards 3. Design of Formative Assessments 4. Analysis and Use of Assessment Data for Planning

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FORMAL OBSERVATION

FORMAL OBSERVATION		
<ul style="list-style-type: none"> To provide an opportunity for the teacher to demonstrate his/her instructional practice in order to receive feedback that will support his/her professional growth and development To provide the observer with a source of evidence for assessing Standard 2: The Classroom Environment and Standard 3 Delivery of Instruction 		
	<ul style="list-style-type: none"> Has completed Self-Assessment and Lesson Design Has participated in a Pre-Observation Conference 	<ul style="list-style-type: none"> Has reviewed teacher's Self-Assessment and Lesson Design Has facilitated a Pre-Observation Conference
Observation to be completed within 1-3 days of the Pre-Observation. For SY 2012-2013, the first Formal observation must be completed by November 14, 2012 and the second Formal observation must be completed by March 14, 2013.		
Note: Observation time should be established based upon the length of classes and other instructional and structural considerations.		
	<ul style="list-style-type: none"> Delivers instruction Collects representative samples of student work that will be shared with the observer for analysis and discussion 	<ul style="list-style-type: none"> Observes the teacher's practice and collects evidence for 30-90 minutes or the full duration of the lesson Following the observation, the evidence should be aligned with the appropriate elements (focus and non-focus) in the LAUSD Teaching and Learning Framework Prior to the Post-Observation Conference, the evidence is shared with the teacher, via My PGS, to facilitate the teacher's Lesson Reflection <p>NOTE: Scoring of Focus Elements should not occur until after the Post-Observation Conference</p>
<ul style="list-style-type: none"> The observer positions him/herself in an area of the class that allows observation of both the teacher and the students. The observer should be able to see, hear and collect evidence about the lesson, including the teacher's instruction, the students' work, materials, visual presentations, etc. The observer may circulate to observe students during the class. <ul style="list-style-type: none"> Observers should not interfere with students' work, or interrupt instruction that is being provided when circulating among students. When appropriate, the observer may ask students about the lesson, what they are learning or the work they are producing. This type of student questioning should only take place when it would not interfere with or distract from the instruction the teacher is providing. 		
	<u>Standard 2: Classroom Environment</u> 2a. Creating an Environment of Respect and Rapport <ol style="list-style-type: none"> Teacher Interaction with Students Classroom Climate 2b. Establishing a Culture for Learning	

	<p>2. Expectations for Learning and Achievement</p> <p>2c. Managing Classroom Procedures</p> <p>1. Management of Routines, Procedures, and Transitions</p> <p>2d. Managing Student Behavior</p> <p>2. Monitoring and Responding to Student Behavior</p> <p><u>Standard 3: Delivery of Instruction</u></p> <p>3a. Communicating with Students</p> <p>1. Communicating the Purpose of the Lesson</p> <p>3b. Using Questioning and Discussion Techniques</p> <p>1. Quality and Purpose of Questions</p> <p>2. Discussion Techniques and Student Participation</p> <p>3c. Engaging Students in Learning</p> <p>1. Standards-Based Projects, Activities, and Assignments</p> <p>2. Purposeful and Productive Instructional Groups</p> <p>3d. Using Assessment in Instruction</p> <p>1. Assessment Criteria</p> <p>2. Feedback to Students</p> <p>3e. Demonstrating Flexibility and Responsiveness</p> <p>1. Responds and Adjusts to Meet Student Needs</p>
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POST OBSERVATION STEPS & PROTOCOLS

LESSON REFLECTION		
	<ul style="list-style-type: none"> • To provide the teacher an opportunity to reflect upon the execution of the lesson, to describe student progress and to outline next steps • To provide an opportunity for the observer to view student performance results and sample work from the lesson • To provide the observer with a source of evidence for assessing Standard 5: Professional Growth 	
	<ul style="list-style-type: none"> • Reviews student work and data that he/she collected from the lesson • Completes Lesson Reflection and shares with the observer via MyPGS 	<ul style="list-style-type: none"> • Reviews teacher's reflection and collects and aligns evidence to the LAUSD Teaching and Learning Framework
	To be completed within three days of the observation and prior to the Post-Observation Conference.	To be reviewed prior to the Post-Observation Conference
<u>Standard 5: Professional Growth</u> 5a. Reflecting on Practice 2. Use of Reflection to Inform Future Instruction		

POST-OBSERVATION CONFERENCE		
<ul style="list-style-type: none"> • To allow the observer and teacher an opportunity to review the evidence against the LAUSD Teaching and Learning Framework rubrics • To provide the teacher with an opportunity to share student work and to reflect on the success of the lesson • To provide the teacher with an opportunity to discuss his/her strengths and next steps for professional growth • To allow the observer to gather additional evidence related to Standard 2: The Classroom Environment, Standard 3: Delivery of Instruction, and Standard 5: Professional Growth. 		
	<ul style="list-style-type: none"> • Has reviewed the evidence from the observation via MyPGS • Has completed the lesson reflection via MyPGS • Has completed an analysis of student work and identified sample work to bring to the conference • Has prepared for the conference by reviewing the evidence against the LAUSD Teaching and Learning Framework 	<ul style="list-style-type: none"> • Has reviewed the lesson reflection and collected and aligned evidence to the LAUSD Teaching and Learning Framework • Has shared aligned evidence from the lesson plan, observation and lesson reflection with the teacher via MyPGS • Has identified any questions about the lesson or the teacher's reflection
To be completed no more than five days after the observation		
	<ul style="list-style-type: none"> • Discusses his/her reflection about the lesson • Shares analysis of student work with observer • Discusses the evidence of his/her performance against the Framework • Discusses potential next steps for his/her professional growth 	<ul style="list-style-type: none"> • Facilitates the conference • Discusses the evidence of the teacher's performance against the Framework • Asks questions that promote teacher's analysis of his/her practice • Discusses potential next steps for the teacher's professional growth
Note: it is not the intent that every question is addressed. The questions are provided as a resource to facilitate meaningful discussion about the evidence during the Post-Observation Conference.		
	<p>Key Questions:</p> <ul style="list-style-type: none"> • What do you think went well in the lesson? • Did the lesson go as expected? Were there any surprises? • What did you notice in student work or in other data that let you know that students met the learning objective(s)? • As you taught the lesson, what changes did you make to the lesson, if any, and why? • What would you like to work on as you continue to improve your practice? <p>Additional Questions to Consider:</p> <ul style="list-style-type: none"> • How do you know that students were cognitively engaged during the entire lesson? • If you had the opportunity to teach this lesson again, what would you do differently, and why? • How will you adjust your instruction subsequently to address the needs of students who did not meet the goal? • In what ways does the assignment/assessment align to the learning objectives? • What types of assessment are used in this work sample? • How does your feedback on student work support students in improving their work? • How do student work samples demonstrate that students have or have not achieved the learning objectives? 	

	<ul style="list-style-type: none"> • What next steps will you take to support students in achieving mastery or revising their work? • What evidence exists that students have revised or improved their work? • How does this student work inform your overall assessment of the student's progress? • How does the information gleaned from this work sample align with the work of this student in other arenas (other work, class participation, etc.)? • Having completed the self-ratings, which standards or indicators were examples of strengths in the lesson and what evidence supports this? • Which standards or indicators were areas that could be improved to support student learning and what evidence supports this? • How do you intend to improve practice moving forward? • What supports do you need to implement improvement plans? • What recommendations do the teacher and observer have for improving instructional practice?
	<p><u>Standard 2: Classroom Environment</u></p> <p>2a. Creating an Environment of Respect and Rapport</p> <ol style="list-style-type: none"> 1. Teacher Interaction with Students 3. Classroom Climate <p>2b. Establishing a Culture for Learning</p> <ol style="list-style-type: none"> 2. Expectations for Learning and Achievement <p>2c. Managing Classroom Procedures</p> <ol style="list-style-type: none"> 1. Management of Routines, Procedures, and Transitions <p>2d. Managing Student Behavior</p> <ol style="list-style-type: none"> 2. Monitoring and Responding to Student Behavior <p><u>Standard 3: Delivery of Instruction</u></p> <p>3a. Communicating with Students</p> <ol style="list-style-type: none"> 1. Communicating the Purpose of the Lesson <p>3b. Using Questioning and Discussion Techniques</p> <ol style="list-style-type: none"> 1. Quality and Purpose of Questions 2. Discussion Techniques and Student Participation <p>3c. Engaging Students in Learning</p> <ol style="list-style-type: none"> 1. Standards-Based Projects, Activities, and Assignments 2. Purposeful and Productive Instructional Groups <p>3d. Using Assessment in Instruction</p> <ol style="list-style-type: none"> 1. Assessment Criteria 2. Feedback to Students <p>3e. Demonstrating Flexibility and Responsiveness</p> <ol style="list-style-type: none"> 1. Responds and Adjusts to Meet Student Needs

SCORING		
	<ul style="list-style-type: none"> To provide quantitative feedback to the teacher regarding his/her practice To guide next steps in a teacher's Individual Growth Plan 	
	N/A	<ul style="list-style-type: none"> Has reviewed aligned evidence and compared it to the Teaching and Learning Framework
	<p>Scores should be completed and shared with the teacher within three days of the Post-Observation Conference. For SY 2012-2013, scores for the first and second Formal Observations must be shared by November 22nd and March 22nd respectively.</p>	
	<ul style="list-style-type: none"> Reviews/acknowledges ratings via MyPGS Provides comments about ratings if desired via MyPGS Meets with observer to discuss ratings (recommended) 	<ul style="list-style-type: none"> Determines ratings Shares ratings with teacher Meets with teacher to discuss ratings (recommended)
	<ul style="list-style-type: none"> Has reviewed scores and evidence via MyPGS Has identified questions he/she might have about his/her scores 	<ul style="list-style-type: none"> Facilitates the meetings Uses evidence to explain scores that the teacher has questions about Uses evidence to help guide teacher's next steps in his/her Individual Growth Plan
All Focus Elements for SY 2012-2013		
<u>Standard 1: Planning and Preparation</u> 1d. Designing Coherent Instruction <ol style="list-style-type: none"> Standards-Based Learning Activities Purposeful Instructional Groups Lesson and Unit Structure 1e. Designing Student Assessment <ol style="list-style-type: none"> Aligns with Instructional Outcomes Criteria and Standards Design of Formative Assessments Analysis and Use of Assessment Data for Planning <u>Standard 2: Classroom Environment</u> 2a. Creating an Environment of Respect and Rapport <ol style="list-style-type: none"> Teacher Interaction with Students Classroom Climate 2b. Establishing a Culture for Learning <ol style="list-style-type: none"> Expectations for Learning and Achievement 2c. Managing Classroom Procedures <ol style="list-style-type: none"> Management of Routines, Procedures, and Transitions 2d. Managing Student Behavior <ol style="list-style-type: none"> Monitoring and Responding to Student Behavior 		<u>Standard 3: Delivery of Instruction</u> 3a. Communicating with Students <ol style="list-style-type: none"> Communicating the Purpose of the Lesson 3b. Using Questioning and Discussion Techniques <ol style="list-style-type: none"> Quality and Purpose of Questions Discussion Techniques and Student Participation 3c. Engaging Students in Learning <ol style="list-style-type: none"> Standards-Based Projects, Activities, and Assignments Purposeful and Productive Instructional Groups 3d. Using Assessment in Instruction <ol style="list-style-type: none"> Assessment Criteria Feedback to Students 3e. Demonstrating Flexibility and Responsiveness <ol style="list-style-type: none"> Responds and Adjusts to Meet Student Needs <u>Standard 5: Professional Growth</u> 5a. Reflecting on Practice <ol style="list-style-type: none"> Use of Reflection to Inform Future Instruction

INDIVIDUAL GROWTH PLAN (IGP)

INDIVIDUAL GROWTH PLAN: GOALS & ACTIVITIES		
<ul style="list-style-type: none"> • To support teachers and observers in identifying areas of strength and priorities for improvement in a teacher's practice • To support teachers in developing activities and strategies that will help them achieve their goals in their identified priority areas 		
	<ul style="list-style-type: none"> • Has reviewed relevant data including: observation scores, AGT, other student assessment data, student/parent surveys, etc. • Has uploaded this data to the MyPGS platform if desired • Has identified one to two growth goal elements from the Standards 1, 2, or 3 in the LAUSD Teaching and Learning Framework <p>Note: Teachers may select focus or non-focus elements as growth goal element(s) in their IGP from Standards 1, 2, or 3 in the Teaching and Learning Framework.</p> <ul style="list-style-type: none"> • (if applicable) Has identified one to two growth goal elements from Component 4b: Communicating with Families and/or Component 5b: Participating in a Professional Community of the LAUSD Teaching and Learning Framework. <p>Note: Probationary teachers must select a 4b AND 5b goal.</p>	<ul style="list-style-type: none"> • Has reviewed teacher's data on the MyPGS platform • Has reviewed any previous IGPs for the teacher (if applicable)
	To be completed within two weeks of receiving scores from the first Formal Observation	To be reviewed/approved within one week of receipt
	<ul style="list-style-type: none"> • Writes a SMART goal for each element chosen and shares these with observer via MyPGS • Develops strategies or activities that will help him/her meet his/her IGP goal(s) 	<ul style="list-style-type: none"> • Reviews teacher's proposed goal(s) and provides feedback/approval via MyPGS • Reviews teacher's proposed activities and provides feedback/approval via MyPGS
<p>One to two elements selected by the teacher and agreed upon by the observer from Standard 1, 2 or 3 in the LAUSD Teaching and Learning Framework and (if applicable) one to two elements selected by the teacher and agreed upon by the observer from Component 4b: Communicating with Families or Component 5b: Participating in a Professional Community of the LAUSD Teaching and Learning Framework.</p> <p>Note: Teachers may select focus or non-focus elements as growth goal elements in their IGP from Standards 1, 2, or 3 in the Teaching and Learning Framework</p>		

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INDIVIDUAL GROWTH PLAN: MID-YEAR IGP REVIEW		
<ul style="list-style-type: none"> • To assess progress on teacher's Individual Growth Plan (IGP) goal areas and activities/strategies • To provide further feedback to teachers on goal areas that have been identified in their IGP • To inform IGP next steps 		
	<ul style="list-style-type: none"> • Has completed and obtained approval for Individual Growth Plan: Goals and Activities • Has begun to implement activities/strategies outlined in Individual Growth Plan • Has reviewed observer's evidence and comments from at least one informal observation(s) 	<ul style="list-style-type: none"> • Has reviewed and approved teacher's Individual Growth Plan: Goals and Activities • Has completed at least one informal observation and shared evidence and comments with teacher
To be completed before the second Formal Observation.		
	<ul style="list-style-type: none"> • Completes Mid-Year IGP Report and shares relevant artifacts with observer via MyPGS • Recommends changes in goals or activities/strategies selected, if appropriate 	<ul style="list-style-type: none"> • Reviews teacher's Mid-Year IGP Report and provides comments/feedback • Recommends changes in goals or activities/strategies selected, if appropriate
Teacher's IGP growth element(s)		

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INDIVIDUAL GROWTH PLAN: RESULTS REPORT		
<ul style="list-style-type: none"> • To assess progress on teacher's Individual Growth Plan (IGP) goal areas and activities/strategies • To provide further feedback to teachers on goal areas that have been identified in their IGP • To inform next steps for the teacher's professional growth 		
	<ul style="list-style-type: none"> • Has implemented activities/strategies outlined in Individual Growth Plan • Has reviewed observer's evidence and comments from Informal Observations and the second Formal Observation 	<ul style="list-style-type: none"> • Has completed at least three Informal Observations and shared evidence and comments with teacher • Has completed second Formal Observation Cycle and shared evidence and scores with teacher
	To be completed at least five days before the End of Year Meeting	
	<ul style="list-style-type: none"> • Completes IGP Results Report and shares relevant artifacts with observer via MyPGS 	<ul style="list-style-type: none"> • Reviews teacher's IGP Results Report and provides comments/feedback via MyPGS
Teacher's IGP growth element(s)		

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INFORMAL OBSERVATIONS

INFORMAL OBSERVATION		
<ul style="list-style-type: none"> • To provide further feedback to teachers on goal areas that have been identified in their Individual Growth Plan (IGP) • To inform IGP next steps • To provide an opportunity for observers to view a teacher's practice in shorter segments of time and to gather evidence in identified growth areas 		
	<ul style="list-style-type: none"> • Has identified IGP goals and activities and received approval from observer • Can invite the observer to observe a specific lesson/portion of the lesson or other activity 	<ul style="list-style-type: none"> • Has reviewed teacher's IGP • Has selected an appropriate time to visit the classroom (or meeting) when observation of IGP goal areas is likely
At least two informal observations should be completed before the second Formal Observation. A minimum of three informal observations must take place before the end of the year, ensuring that evidence has been collected on the teacher's IGP goal. For SY 2012-2013, at least two informal observations must be completed by 3/15/2013 and one additional informal observation must be completed by 4/24/2013.		
Note: Observation time should be established based upon the length of classes and other instructional and structural considerations.		
	<ul style="list-style-type: none"> • Can invite the observer to observe a specific lesson/portion of the lesson or other activity • Delivers instruction • Reviews observer's evidence and comments • Adjusts IGP activities, if necessary • Conferences with observer, as appropriate 	<ul style="list-style-type: none"> • Observes the teacher's practice and collects evidence • Observer enters evidence in platform under "Informal Observations" and aligns the evidence to element(s) observed • Following the observation, the evidence should be aligned with the appropriate elements (focus and non-focus) in the LAUSD Teaching and Learning Framework • Observer poses "questions for reflection," as appropriate • Observer "Shares" entries for teacher review via MyPGS
	<ul style="list-style-type: none"> • The observer positions him/herself in an area of the class that allows observation of both the teacher and the students. The observer should be able to see, hear and collect evidence about the lesson, including the teacher's instruction, the students' work, materials, visual presentations, etc. • The observer may circulate to observe students during the class. <ul style="list-style-type: none"> ○ Observers should not interfere with students' work, or interrupt instruction that is being provided when circulating among students. ○ When appropriate, the observer may ask students about the lesson, what they are learning or the work they are producing. This type of student questioning should only take place when it would not interfere with or distract from the instruction the teacher is providing. 	
	Teacher's IGP element(s) and any other element(s) observed	

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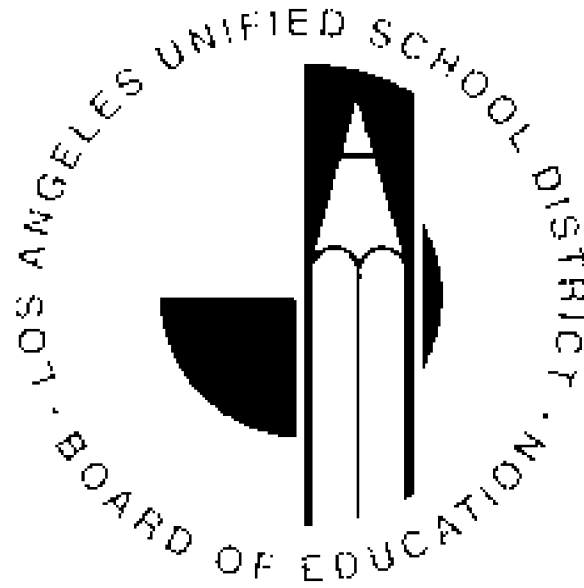
Draft SY 2012-2013

END OF YEAR MEETING

END OF YEAR MEETING		
<ul style="list-style-type: none"> • To review progress on all “multiple measures” of the Educator Growth and Development Cycle • To assess progress on teacher’s Individual Growth Plan (IGP) goal areas and activities/strategies • To inform next steps for the teacher’s professional growth 		
	<ul style="list-style-type: none"> • Has reviewed observer’s evidence that has been collected throughout the Educator Growth and Development Cycle via MyPGS • Has reviewed summative assessment scores for all “multiple measures” via My PGS 	<ul style="list-style-type: none"> • Has reviewed teacher’s IGP Results Report and provided comments/feedback via MyPGS • Has reviewed evidence of teacher practice that has been collected throughout the Educator Growth and Development Cycle • Has prepared and shared summative assessment scores for all “multiple measures” with teacher via MyPGS
	To be completed before the end of the school year. For SY 2012-2013 this must be completed by April 24 th .	
	<ul style="list-style-type: none"> • Shares reflection on the progress that has been made through the Educator Growth and Development Cycle • Helps to identify next steps for professional growth 	<ul style="list-style-type: none"> • Facilitates the meeting • Shares an overview of the teacher’s performance in the Educator Growth and Development Cycle • Helps to identify next steps for professional growth
All Focus Elements for SY 2012-2013 (and Contribution to School Community Elements if applicable)		
<u>Standard 1: Planning and Preparation</u> 1d. Designing Coherent Instruction <ol style="list-style-type: none"> 1. Standards-Based Learning Activities 3. Purposeful Instructional Groups 4. Lesson and Unit Structure 1e. Designing Student Assessment <ol style="list-style-type: none"> 1. Aligns with Instructional Outcomes 2. Criteria and Standards 3. Design of Formative Assessments 4. Analysis and Use of Assessment Data for Planning <u>Standard 2: Classroom Environment</u> 2a. Creating an Environment of Respect and Rapport <ol style="list-style-type: none"> 1. Teacher Interaction with Students 3. Classroom Climate 2b. Establishing a Culture for Learning <ol style="list-style-type: none"> 2. Expectations for Learning and Achievement 2c. Managing Classroom Procedures <ol style="list-style-type: none"> 1. Management of Routines, Procedures, and Transitions 2d. Managing Student Behavior <ol style="list-style-type: none"> 2. Monitoring and Responding to Student Behavior 		<u>Standard 3: Delivery of Instruction</u> 3a. Communicating with Students <ol style="list-style-type: none"> 1. Communicating the Purpose of the Lesson 3b. Using Questioning and Discussion Techniques <ol style="list-style-type: none"> 1. Quality and Purpose of Questions 2. Discussion Techniques and Student Participation 3c. Engaging Students in Learning <ol style="list-style-type: none"> 1. Standards-Based Projects, Activities, and Assignments 2. Purposeful and Productive Instructional Groups 3d. Using Assessment in Instruction <ol style="list-style-type: none"> 1. Assessment Criteria 2. Feedback to Students 3e. Demonstrating Flexibility and Responsiveness <ol style="list-style-type: none"> 1. Responds and Adjusts to Meet Student Needs <u>Standard 5: Professional Growth</u> 5a. Reflecting on Practice <ol style="list-style-type: none"> 2. Use of Reflection to Inform Future Instruction <u>Standard 4: Additional Professional Responsibilities</u> 4b. Communicating with Families <ol style="list-style-type: none"> 1. Information about the Instructional Program 2. Information About Individual Students 3. Engagement of Families in the Instructional Program <u>Standard 5: Professional Growth</u> 5b. Participating in a Professional Community <ol style="list-style-type: none"> 1. Collaboration with Colleagues 2. Promotes a Culture of Professional Inquiry and Collaboration

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Recommendations addressed by Educator Growth & Development Cycle:

- Multiple measure evaluations for teachers and school leaders
- Coherent and targeted support and development

Aspirational recommendations for future consideration (but that are not part of the Educator Growth & Development Cycle):

- Differentiated compensation/career pathways based on district needs
- Tenure as a true achievement
- Legislative changes to layoff and dismissal laws, etc.

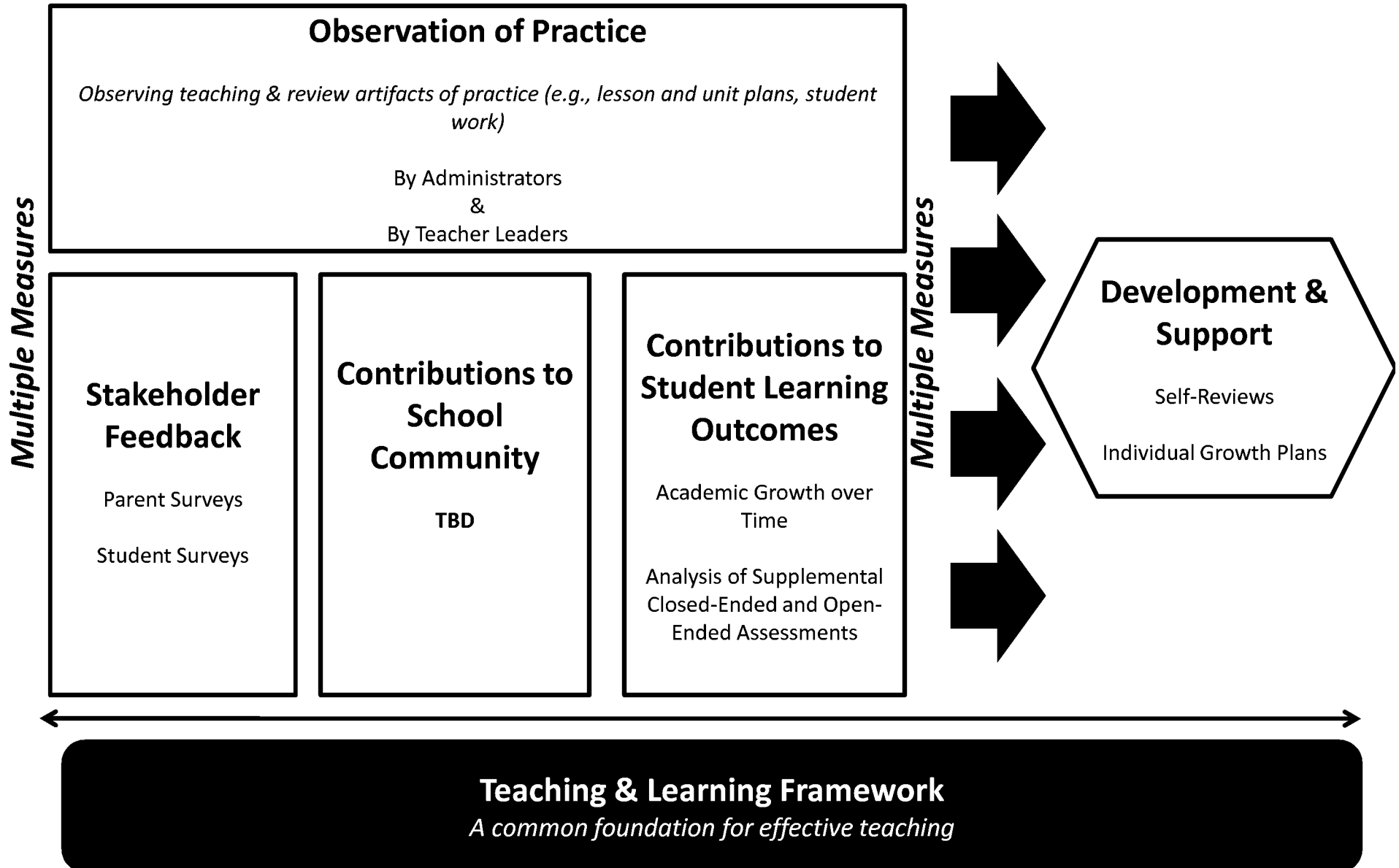


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What is AGT?

- AGT measures estimate the contribution of schools, teams and teachers to student growth.
- Many factors influence students' academic growth. AGT measures take into account factors outside the control of schools, teams and teachers. This helps isolate the contribution of schools, teams and teachers.
- AGT provides insights to our effectiveness so that we can continuously improve.



Predictor (Control Variables)

The AGT model uses statistical techniques to separate the impact of schooling from other factors that may influence growth. The following variables are controlled for in LAUSD:

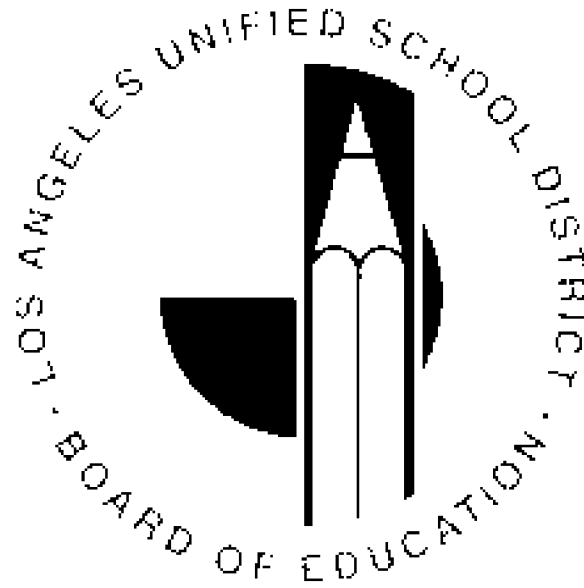
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|----------------------|--------------------------|
| 1. Prior CST Scores | 6. ELL Status |
| 2. Grade Level | 7. SPED Status |
| 3. Gender | 8. Continuous Enrollment |
| 4. Race/Ethnicity | 9. Homelessness |
| 5. Low Income Status | |

It is important to note that controlling for demographic characteristics does not mean lowering expectations for any grouping of students addressed by the control variable.



- Phase One (Spring 2011)
 - Math for grades 3-8
 - English Language Arts for grades 3-9
- Phase Two (Fall 2011)
 - This is the phase we are currently in
 - Secondary Levels Courses with a California Standardized Test, to the extent technically feasible
 - **This provides coverage for roughly half of all LAUSD teachers**
- Phase Three (Spring/Fall 2012)
 - Spring or Fall 2012
 - Remaining grades and courses where we have other assessments, to the extent technically feasible
- Phase Four (Timing to be determined)
 - Considering additional assessments for the purpose, in part, of measure growth





- LAUSD is committed to the responsible release of accurate and reliable AGT data.
- To develop our AGT model, LAUSD gathered input from various stakeholders as well as engaging a Technical Advisory Group of national and regional experts on these methods.
- This group met four times over the course of the model development period:
 - December 12, 2010
 - February 11, 2011
 - June 14, 2011
 - August 22, 2011



- Specific criteria were developed in consultation with our Technical Advisory Group of national experts to allow for objective selection of high quality models at every grade and subject.
- These *criteria* also allow for consistent decision making even with future data and models.



Description	Statistic	Green	Yellow/Red*
Signal to Noise Ratio	School Level Reliability	$\geq .50$	$\leq .49$
	Teacher Level Reliability	$\geq .50$	$\leq .49$
Consistency of the AGT estimates over time	Year to Year Correlations	$\geq .50$	$\leq .49$
	Rank Correlations	$\geq .50$	$\leq .49$
Non-teacher/school explanatory power	Variance Explained by Pretests and Student Characteristics	$\geq .50$	$\leq .49$
Ability to differentiate between teachers/schools	Noise Corrected Variance (NCV)	Between .02 and .09	$\leq .019$ and $\geq .091$
	Square Root of NCV	Between .15 and .3	$\leq .14$ and $\geq .31$
Percentage of students enrolled in, and teachers instructing, the model course	Student Coverage Percentage	$\geq 80\%$	$\leq 79\%$
	Teacher Coverage Percentage	$\geq 90\%$	$\leq 89\%$

*Yellow and Red classifications are determined by the frequency of results below the criteria thresholds. Yellow models have 4 or fewer results below a threshold.



Mathematics

General Math grades 3 to 8
Algebra I
Geometry*
Algebra II*

English

ELA Grades 3 to 9
ELA Grade 10**
ELA Grade 11**

Science

Science Grade 5**
Science Grade 8*
Integrated Science I*
Biology*
Chemistry*
Physics*

Social Science

History and Social Science 8**
World History*
US History*

School Results

Released October 12,
2011 at
<http://agt.lausd.net>

Teacher Results

- Provided to teachers on October 17, 2011
- Provided to principals November 7, 2011

*New addition to AGT for Fall 2012

*Will only include school level and not teacher level results either because the assessment addresses more than one grade level of content or because teacher level results did not meet LAUSD's criteria for inclusion.



- The proportion of the variance of measured AGT that is attributable to the underlying effects of teachers or schools rather than to (random) exogenous factors
 - Think “signal to noise ratio”
- *Threshold: 0.5 or greater*
- Lower than 0.5 implies more noise than actual measurement



- The consistency of a performance measure for a given teacher or school across different periods of time
 - Measured using the correlation of results of the model across two years
- ***Threshold: .50 or greater***
- High levels of stability ensure that AGT estimates are consistent over time.
- Large variations, and thus low stability, in year to year results could weaken AGT's legitimacy as an evaluation tool.
- Stability should not be too high; this would signify a lack of change in AGT estimates across time. Weak movement across years could mean that teachers are not improving.



- Represented by the variance explained by the pretests and student characteristics of each model (similar to R^2)
- *Threshold: 0.5 or greater*
- If predictive power is below the threshold, the model could be picking up mostly attainment rather than growth.
- This metric should not be too high, as it then decreases the possible effect of teachers and schools on student growth.
 - This would show up in low effect variance



- Two statistics are used to describe the explained variance:
 - Noise corrected variance is an estimate of the true variance of the model parameters.
 - The square root of the noise corrected variance tells us how many standard deviations of test growth are associated with one standard deviation of teacher effects.



- *Threshold for noise corrected variance: 0.0225 – 0.09 or noise corrected SD between .15 and 0.3*
- Low numbers may signify poor alignment between the CST and course curriculum, or that teachers do not follow the recommended sequence of course topics.
- Higher values imply the measure is more curriculum aligned and/or the teachers have a greater impact on student test scores in general



- *Threshold for Teacher Coverage: 90% or greater*
- *Threshold for Student Coverage: 80% or greater*
- Teacher and student coverage should be high in order to prevent distorted incentives for teachers and schools.
 - High student coverage ensures teachers have the incentive to teach to and help all student sub-groups equally.
 - High teacher coverage ensures schools do not have the incentive to assign teachers to classes in such a way that the school AGT estimate is maximized (i.e., so that the weakest teachers are not covered in the models).





Los Angeles Unified School District

Today's Learners, Tomorrow's Leaders

Academic Growth over Time: Technical Report on the LAUSD Teacher-Level Model Academic Year 2010–2011

Written by
Value-Added Research Center
Wisconsin Center for Education Research
University of Wisconsin-Madison

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INTRODUCTION

This technical report describes Academic Growth over Time (a value-added model) used by the Los Angeles Unified School District (LAUSD) and developed in association with the Value-Added Research Center (VARC) of the Wisconsin Center for Education Research at the University of Wisconsin. The report is in four parts. The first part describes the data set used to produce the Academic Growth over Time (AGT) estimates. The second part describes the models used to estimate AGT for teachers in LA. The third part describes the reporting of AGT. Finally, the fourth part presents the results of analyses of the properties of the AGT results.

Conceptually, Academic Growth over Time (AGT) analysis is the use of statistical technique known commonly as value-added to isolate the component of measured student knowledge that is attributable to schools, teachers, or classrooms from other factors, such as prior knowledge, student and classroom characteristics. In practice, AGT models focus on the improvement students make on annual assessments from one year to the next. AGT models often control for measurable student characteristics using available data, such as race, income, disability, and measurable classroom characteristics such as class size, to help isolate the impact of schooling. The model used in Los Angeles uses a large set of student and classroom characteristics to identify the extent to which the district contributes to the improvement of student achievement outcomes in their classrooms.

This document explains the technical details of the teacher-level component of the AGT system that LAUSD is developing with VARC. A companion document explains the school level component of the AGT system.

ANALYSIS DATA SET

Before estimation can take place, a substantial amount of work is required to assemble the analysis data sets used to produce the AGT estimates. A separate analysis data set is produced for each grade, subject, and year. In total, sixty-nine analysis data sets are produced, covering seven grades for English language arts (ELA) (third, fourth, fifth, sixth, seventh, eighth, and ninth), six grades in Mathematics (third, fourth, fifth, sixth, seventh, and eighth) and ten subjects added Fall 2011 (Algebra I, Algebra II, Geometry, Biology, Chemistry, Physics, Integrated Science I, Science Grade 8, US History, World History), over four years (2008–09, 2009–10, and 2010–11). The analysis data sets include students with a posttest and pretest in consecutive grades in the same subject who could be assigned to a school, classroom, and teacher for that subject.

The analysis data set on which the AGT model is run includes both student-level and classroom-level variables. Variables at the student level provide information about individual students, while variables at the classroom level provide information about the classrooms students are in (including the average characteristics of the students in the classroom).

Student-level variables

Posttest and pretest variables

The test scores used in the data set are scores from the following California Standards Tests (CST) examinations:

- ELA in grades 2–9
- General Mathematics in grades 2–8
- Algebra I
- Algebra II
- Geometry
- Science in grade 8
- Integrated Science I
- Biology
- Chemistry
- Physics
- US History
- World History

For the AGT analysis, scale scores were converted into z-scores, which have a mean of 0 and a standard deviation of 1 across the district. Scale scores in math and ELA are normalized within grade and year into z-scores by subtracting from scale scores the within-subject, within-grade, within-year mean and dividing that result by the within-subject, within-grade, within-year standard deviation. The normalization takes place across all students in the city with test scores. After z-scores are computed, duplicate observations are handled by dropping all observations with duplicate student IDs except that with the highest z-score.

In this year's analysis, the data included students who were continuously enrolled in the same school from the statewide school census date in October (CBEDS) through the date of testing in the spring (typically, May). These are the students who are also part of a school's Academic Performance Index (API) calculation. The results also only included students who could be associated with a particular classroom.

In addition to the information provided here, please see the Frequently Asked Questions at <http://agt.lausd.net> for more information on these and other matters.

The AGT system produces teacher-level measures for grades 3–8 in ELA using the prior year's CST in ELA and Mathematics. 9th ELA is produced using only 8th grade ELA as a pretest since students may have taken Algebra I or General Mathematics in grade 8. In Math, results are produced for grades 3–7 including the prior year Mathematics and ELA scores. For grade 8, the posttest is either Algebra I or General Mathematics. These subjects are broken up into separate analyses as there is no current way to meaningfully combine separate subjects into one measure. Both of these analyses use prior Mathematics and ELA CST scores. Non-NCLB subject AGT results are produced using prior math and ELA CST scores, as well as other in-subject prior tests. Please see Appendix One for the pre-tests used for non-NCLB subjects.

Standard errors of measurement of pretest variables

The standard errors of measurement (SEM) of math and ELA z-scores are set to the square root of 1 minus of Cronbach's alpha. Cronbach's alpha is available in the technical reports of the California Standards Tests Technical Report produced by the California Department of Education, Assessment and Accountability Division. Given the use of an unconditional measurement error measure, every student in the same year and grade has the same SEM for a given test. The standard errors of measurement are used for a correction for measurement error in the pretest. It is presumed that the covariance between the measurement errors of math and ELA pretests is zero.

Gender, race, and free- and reduced-price lunch

Gender, race, and free- and reduced-price lunch are drawn from the student biographical dataset. In the analysis data set, students are assigned the gender, race, and low-income status reported in the posttest year. Gender categories are male and female. Race categories are Asian, African American, Hispanic and White. Those students who do not have demographic data are rare, but are accounted for through a missing category. The states of free and reduced lunch status are concatenated in the data that LAUSD maintains and as such the analysis only considers free/reduced lunch status or not.

English language learner (ELL)

There are four categories of ELL status in the data: English Origin (EO), Reclassified English Language Learner (RFEP), English Language Learner (LEP), and English as a Second Language (IFEP).

IFEP are students that enter into the LAUSD system as proficient in English and have parents that speak a language other than English at home. RFEP is the designation for those ELL students that have been proficient on the CEDLT test three years in a row and are now considered proficient in English.

Disability

Students are categorized into two types of disability if they are listed in the special education data file. Specific learning disability or speech-language impaired were considered mild disabilities. All others (including autism, mental retardation, and traumatic brain injury) were considered severe. These students are only considered in the AGT framework if they took the CST two years in a row, so this is a strict subset of all disabled students in the district.

Homelessness

LAUSD tracks homelessness in its student information system. This variable is tracked by school staff and reported to the central office.

Classroom-level variables

Classroom means of variables in the student-level model

The student-level variables (including the pretests, though not including the posttests or the standard errors of measurement of the pretests) are averaged by classroom attended in the posttest year. The average pretest scores by classroom only include students for whom pretest scores are available. It does not include students for whom data is missing. In the case that a student attends multiple classrooms across semesters; the student's classroom averages are the average over all classrooms.

Creating Classrooms

Linking students and their test scores to the relevant classrooms required a multi-step process using the marks data maintained by LAUSD.

Test-course link

The first step toward generating classrooms from the data sets is mapping courses to the relevant CST assessment.

For elementary grades, grade-defined Mathematics courses map directly to grade-defined Mathematics CST scores and grade-defined ELA courses (of which Writing, Reading, Speaking and Listening are included, in addition to the analogous English Language Development versions of the courses) similarly map to grade-defined ELA CST assessments. Since elementary classrooms are self-contained, students are associated with the same teacher for all four ELA subjects and only one of the courses is used to provide the linkage with the CST assessment.

The connection is less obvious in the marks files for the secondary school enrollment data. The table below lists the linkages between course and CST assessment used to produce AGT numbers.

Course	CST Assessment	Data Set
ELA (Grades 3–6)	ELA (Grades 3–6)	Elementary
English (Grades 6–9)	ELA (Grades 6–9)	Secondary
Math (Grades 3–6)	Mathematics (Grades 3–6)	Elementary
Math (Grades 6–7)	Mathematics (Grades 6–7)	Secondary
ProbSolv Math	General Math (Grade 8)	Secondary
Algebra 1A1/1A2 (1st year of 2–year course)	General Math (Grade 8)	Secondary
Algebra Read AB	General Math (Grade 8)	Secondary
Hist Geometry	General Math (Grade 8)	Secondary
Algebra 1AB	Algebra I	Secondary
Algebra 1B1/1B2 (2nd year of 2–year course)	Algebra I	Secondary
Alg 1B – NTL	Algebra I	Secondary
Geometry AB	Geometry	Secondary
Geometry AB – LAVA	Geometry	Secondary
Algebra 2 AB	Algebra II	Secondary
Alg 2AB – NTL	Algebra II	Secondary
Alg 2AB – LAVA	Algebra II	Secondary
Science (Grade 8)	Science (Grade 8)	Secondary
Intcoor Science 1 AB	Integrated Science 1	Secondary
Advanced Physical Science AB	Integrated Science 1	Secondary
Marine Biology AB	Biology	Secondary
Biology AB	Biology	Secondary
Advanced Biology AB	Biology	Secondary
AP Biology AB	Biology	Secondary
Genetics AB	Biology	Secondary
Molecular Biology AB	Biology	Secondary
Intro Biology AB	Biology	Secondary

Course	CST Assessment	Data Set
Zoology	Biology	Secondary
Fund Animal St	Biology	Secondary
Animal Behav A	Biology	Secondary
Physiology	Biology	Secondary
VertPhysio	Biology	Secondary
PhysAnthro	Biology	Secondary
Biology AB- NTL	Biology	Secondary
AP Biology UCCP AB	Biology	Secondary
AP Biology AB – LAVA	Biology	Secondary
Chemistry AB	Chemistry	Secondary
AP Chemistry AB	Chemistry	Secondary
Chemistry AB – NTL	Chemistry	Secondary
AP Chemistry UCCP AB	Chemistry	Secondary
AP Chemistry AB – LAVA	Chemistry	Secondary
Physics AB	Physics	Secondary
Project Physics AB	Physics	Secondary
AP Physics AB	Physics	Secondary
AP Physics BC	Physics	Secondary
AP Physics UCCP AB	Physics	Secondary
AP Physics AB – LAVA	Physics	Secondary
WHG: Mod WLD A/B	World History	Secondary
AP WLD HIST A/B	World History	Secondary
AP EUR HIST A/B	World History	Secondary

Student-course link

The next step requires identifying the student records associated with the designated courses, with the goal to identify one course per student relevant to the CST. For the elementary marks files, classrooms are typically self-contained and students are associated with all five of the relevant courses for the respective grade (Mathematics, Writing, Reading, Speaking and Listening). If students are associated with the ELD versions of those courses in addition to the non-ELD versions, the ELD courses are flagged as “helper” courses and controlled for in the AGT regressions. If students are only associated with ELD courses, the student-course combination is associated with whichever CST assessment the student took in the given year. In the secondary marks file, fall and spring courses were modified to be equivalent in the data set. Students associated with multiple course IDs for the Mathematics (e.g., Mathematics 6 and Mathematics 7) were dropped.

Students taking any of the following Mathematics courses: "ADVNTURES MATH", "ALG 1A – LAVA", "ALGEBRA 2B", "ELA MATH", "INTERVEN MATH", "MTH TU LB MS A", "MTH TU LB MS B" were flagged as taking a “helper” course. Otherwise, students were associated with the appropriate mapping between Mathematics course and CST assessment as outlined in the table above. For ELA in all grades of the secondary marks files, ESL courses were modified to be equivalent. Students assigned to any of the following courses: "ESL AD EXP ENG", "ESL ADV 3", "ESL ADV 4", "ESL BEG 1A", "ESL BEG 1B", "ESL EXP IN ENG", "ESL INTER 2A", "ESL INTER 2B", "ESL INTERV 2A", "ESL INTERV 2B", "ESL INTRO A", "ESL INTRO B" were flagged as taking a “helper” course and controlled for in the AGT regressions. The relevant grade-defined English course is otherwise associated with the grade-defined ELA CST assessment.

Teacher-course link

The next step requires finding all the teachers responsible for instructing the relevant courses defined in the previous sections. The elementary marks data is disaggregated to three separate marking periods throughout the year. The teacher associated with a course is taken from the third, end-of-year marking period unless it conflicts with the first two marking periods and the first two marking periods are in agreement. If no two marking periods of a course are associated with the same teacher, then the course is not associated with a teacher.

For secondary linkages, duplicate semester-teacher-class period observations are dropped. Since the two semesters are treated as equivalent, unique student-course-semester are each treated as one halfdose each. One full year with a teacher would be considered one dose. Students taking only a half dose over the full year are dropped; students taking one dose have a partial dose assigned to each half of the school year (both doses are typically assigned to the same teacher). If a student is in a class for greater than one dose and the teacher is the same for each student dose, then the teacher is assigned to that student for the full school year. In every other case, the student-teacher observation is dropped.

Student-teacher link

As a summary of the above situations: the student-teacher linkages are based on unique class IDs used to generate classrooms from the data set according to the business rules outlined above. For elementary marks data, this is a category of unique teacher-school combinations. For secondary data, unique teacher-school-class period-semester combinations are used to assign students to the classrooms.

The following table describes the sample used for the 2011 year:

English Language Arts Demographic Makeup 2011

CST	Asian	African American	Hispanic	White	FRL	Female	ELL-EO	ELL-IFEP	ELL-LEP	ELL-RFEP	SPED-Mild	SPED-Severe
ELA (GR 3)	7%	8%	75%	10%	83%	50%	35%	11%	32%	22%	5%	2%
ELA (GR 4)	7%	8%	75%	10%	83%	50%	34%	10%	27%	29%	4%	2%
ELA (GR 5)	7%	9%	75%	10%	83%	50%	34%	15%	18%	33%	5%	2%
ELA (GR 6)	7%	8%	76%	9%	83%	50%	31%	16%	16%	36%	5%	2%
ELA (GR 7)	7%	8%	75%	9%	81%	49%	30%	16%	15%	39%	6%	2%
ELA (GR 8)	8%	8%	75%	9%	80%	50%	28%	12%	16%	44%	5%	2%
ELA (GR 9)	7%	7%	78%	7%	75%	48%	24%	10%	20%	46%	6%	2%

Mathematics Demographic Makeup 2011

CST	Asian	African American	Hispanic	White	FRL	Female	ELL-EO	ELL-IFEP	ELL-LEP	ELL-RFEP	SPED-Mild	SPED-Severe
MATHEMATICS (GRADE 3)	5%	10%	76%	10%	91%	31%	36%	4%	57%	1%	71%	25%
MATHEMATICS (GRADE 4)	3%	9%	78%	10%	85%	28%	33%	4%	61%	1%	72%	25%
MATHEMATICS (GRADE 5)	4%	7%	81%	7%	93%	33%	26%	4%	67%	1%	82%	16%
MATHEMATICS (GRADE 6)	8%	8%	73%	11%	80%	50%	33%	16%	15%	36%	5%	2%
MATHEMATICS (GRADE 7)	6%	8%	78%	8%	83%	49%	29%	15%	17%	39%	7%	2%
MATHEMATICS (GR 8)	4%	9%	78%	8%	80%	47%	28%	8%	30%	34%	14%	4%
ALGEBRA I	7%	8%	78%	8%	78%	49%	25%	11%	19%	44%	6%	2%
ALGEBRA II	10%	7%	74%	9%	73%	52%	24%	11%	9%	55%	3%	1%
GEOMETRY	8%	8%	76%	9%	73%	50%	25%	11%	17%	47%	5%	1%

Science Demographic Makeup 2011

CST	Asian	African American	Hispanic	White	FRL	Female	ELL-EO	ELL-IFEP	ELL-LEP	ELL-RFEP	SPED-Mild	SPED-Severe
SCIENCE (GRADE 8)	8%	8%	75%	9%	80%	50%	28%	12%	16%	44%	5%	2%
INTEGRATED SCIENCE 1	4%	9%	81%	6%	75%	47%	25%	9%	22%	43%	10%	2%
BIOLOGY	8%	7%	77%	8%	74%	49%	25%	10%	18%	47%	6%	2%
CHEMISTRY	9%	8%	74%	9%	73%	51%	25%	10%	12%	52%	4%	1%
PHYSICS	11%	7%	73%	8%	76%	50%	23%	11%	9%	57%	3%	1%

Social Studies Demographic Makeup 2011

CST	Asian	African American	Hispanic	White	FRL	Female	ELL-EO	ELL-IFEP	ELL-LEP	ELL-RFEP	SPED-Mild	SPED-Severe
US HISTORY	9%	8%	74%	9%	74%	52%	26%	10%	12%	52%	5%	1%
WORLD HISTORY	8%	8%	76%	8%	72%	49%	25%	11%	18%	46%	6%	2%

ACADEMIC GROWTH OVER TIME MODEL

For the LAUSD teacher-level model, Academic Growth over Time (AGT) is measured in math in grades three through eight, English Language Arts (ELA) in grades three through nine, and the secondary level subjects previously mentioned. Teachers receive single-year AGT measures that reflect student growth in 2010–11 as well as multiple-year AGT measures that reflect student growth over as many as three years. AGT results were also computed for student subgroups within the teacher's classroom, such as students with disabilities, English Language Learners, gender, free/reduced lunch status, and students in certain proficiency categories of the CST based on prior achievement. The model measures average achievement among a teacher's students, controlling for prior achievement in both math and ELA and a large number of student and classroom characteristics. The elementary-level and secondary-level models are explained below.

The elementary-level model, in brief

The AGT model is defined by four equations: a "best linear predictor" AGT model defined in terms of true student post and prior achievement and three measurement error models for observed post and prior achievement:

$$\text{Student achievement: } y_{li} = \zeta + \lambda y_{0i} + \lambda^{\text{alt}} y_{0i}^{\text{alt}} + \beta' X_i + \gamma' Z_i + \alpha' T_i + e_i \quad (1)$$

$$\text{Posttest measurement error: } Y_{li} = y_{li} + v_{li} \quad (2)$$

$$\text{Same-subject pretest measurement error: } Y_{0i} = y_{0i} + v_{0i} \quad (3)$$

$$\text{Other-subject pretest measurement error: } Y_{0i}^{\text{alt}} = y_{0i}^{\text{alt}} + v_{0i}^{\text{alt}} \quad (4)$$

where:

- y_{li} is true post achievement;
- y_{0i} and y_{0i}^{alt} are true prior achievement in the same subject and in the other subject (math in the ELA model, ELA in the math model), with slope parameters λ and λ^{alt} ;
- X_i is a vector of characteristics of student i , with slope parameter vector β ;
- Z_i is a vector of characteristics of student i 's classroom, with slope parameter vector γ ;
- T_i is a vector of teacher indicators;
- α is a vector of teacher value-added effects (where α_k is the value-added effect for teacher k);

- e_i is the error in predicting post achievement given the explanatory variables included in the model;
- Y_{1i} is measured post achievement;
- v_{1i} is measurement error in post achievement;
- Y_{0i} and Y_{0i}^{alt} are measured prior achievement; and
- v_{0i} and v_{0i}^{alt} are measurement error in prior achievement.

Substituting the measurement error equations (2), (3), and (4) into the student achievement equation (1) yields an equation defined in terms of measured student achievement:

$$\text{Measured achievement: } Y_{1i} = \zeta + \lambda Y_{0i} + \lambda^{alt} Y_{0i}^{alt} + \beta X_i + \gamma' Z_i + \alpha' T_i + \varepsilon_i \quad (5)$$

where the error term ε_i includes both the original error component and the measurement error components:

$$\text{Error in measured achievement: } \varepsilon_i = e_i + v_{1i} - \lambda v_{0i} - \lambda^{alt} v_{0i}^{alt} \quad (6)$$

Estimating the measured student achievement equation (5) without controlling for pretest measurement error yields biased estimates of all parameters, including the value-added teacher effects. This bias stems from the fact that measurement error in prior achievement causes the error term (6), which includes the measurement error components v_{0i} and v_{0i}^{alt} , to be correlated with measured prior achievement. The desired parameters, as defined in equation (1), can be estimated consistently if external information is available on the variance of measurement error for prior achievement; approaches for consistent estimation in the presence of measurement error are described in detail in Wayne Fuller, *Measurement Error Models* (Wiley, 1987). Information about the variance of test measurement error is reported in the technical manuals for the CST.

When estimating the teacher effects, a shrinkage approach is employed to ensure that teachers with fewer students are not overrepresented among the highest- and lowest-value-added teachers due to randomness. The approach, Empirical Bayes shrinkage, is described in J. N. K. Rao, *Small Area Estimation* (Wiley, 2003).

Not only are overall teacher effects estimated, but so are teacher effects for student subgroups. These effects are produced by extending the above model to allow for teachers to have different effects for students with different characteristics. These extensions make it possible to produce teacher AGT by pretest score, gender, ethnicity, English Language Learner, and disability.

The secondary-level model, in brief

The AGT model for secondary level subjects (Algebra I, Algebra II, Geometry, Biology, Chemistry, Physics, Integrated Science I, US History, and World History) allows us to produce estimates for teachers whose students took the same posttest (for example, Physics), but different pretests (for example, Biology or Chemistry).

$$y_{li} = \lambda_A I_i^A y_{0Ai} + \lambda_B I_i^B y_{0Bi} + \gamma I_i^A + \beta X_i + \alpha' C_i + \varepsilon_i$$

where:

- y_{li} is achievement on the posttest;
- y_{0Ai} is achievement on pretest A;
- y_{0Bi} is achievement on pretest B;
- I_i^A is an indicator variable that equals 1 if student i took pretest A and 0 if student i did not take pretest A;
- I_i^B is an indicator variable that equals 1 if student i took pretest B and 0 if student i did not take pretest B;
- γ represents the average difference in posttest score between students who took pretest A and students who took pretest B;
- X_i is a vector of student characteristics of student i , with slope parameter vector β ;
- C_i is a vector of teacher indicators;
- α is a vector of teacher AGT effects (where α_j is the AGT effect for teacher j);
- ε_i is the error in predicting post achievement given the explanatory variables included in the model.

The above model is the most basic example of a value-added model for students who share a posttest but took different pretests for a single subject. Many models not only include multiple possible pretests for one subject, but also pretests from other subjects. For example, a model for students taking the Algebra 2 posttest could include pretests from Algebra 1 and Geometry as well as the ELA8 and ELA9 pretests to account for students that take different combinations of pretests.

In the above model, both pretest variables, y_{0Ai} and y_{0Bi} , are multiplied by indicator variables, I_i^A and I_i^B , respectively, that are one if student i took the relevant posttest and zero if not. λ_A and λ_B represent how each posttest varies with pretest A and pretest B, respectively.

These coefficients do not affect the predicted score when a student did not take the pretest. For example, if student i took pretest B, I_i^A would equal zero. Therefore, λ_A would be multiplied by zero and not affect the predicted score.

Students who take different pretests may be different from each other. For students taking the Algebra 2 posttest, we might expect students who took Geometry in the previous grade to differ from those who took Algebra 1. To control for average differences in posttest scores between students who took different pretests, the model includes the term γI_i^A .

Similarly, students in different grades taking the same posttest may be different from each other, necessitating additional control variables for grade. In these models, however, grade is collinear or near collinear with the ELA pretest. For example, most tenth graders only have pretest scores for ELA9 and almost never have pretest scores for ELA8. Therefore, the ELA pretest variables soak up average differences between students of different grades.

The variables in the model

The student-level variables included in the model (the X variables in equation 1) include gender, race, English Language Learner (English Origin, English as a second Language (IFEP), English Language Learner (LEP), Reclassified (RFEP), free-and reduced-price lunch, disability (severe and mild) and homelessness. The classroom-level variables included in the model (the Z variables in equation 1) include classroom averages of pretests and the student-level variables in X .

Stage one regression (student-level regression)

The value-added regression is run in three stages. The first stage estimates the coefficients λ on the pretests after correcting for test measurement error. It regresses posttest on same-subject pretest, other-subject pretest, student-level variables, and a full set of classroom fixed effects. This can be expressed mathematically as:

$$Y_{1i} = \lambda Y_{0i} + \lambda^{alt} Y_{0i}^{alt} + \beta X_i + \alpha^* C_i + \varepsilon_i$$

where C_i is a vector of classroom dummies that affect posttest with parameters α^* . For a given classroom c , α_c^* is equal to $\zeta + \gamma' Z_i + \alpha_k$, where Z_i is the characteristics of the classroom student i is in and α_k is the value added of teacher k in classroom c .

This regression is estimated using an approach that accounts for measurement error in the pretests Y_{0i} and Y_{0i}^{alt} . Recall from equation (6) above that the measurement error components of Y_{0i} and Y_{0i}^{alt} , v_{0i} and v_{0i}^{alt} , are part of the error term ε_i . As a result, estimating the regression using ordinary least squares will lead to biased estimates.

The regression approach employed accounts for measurement error by removing the variance in the pretests that is attributable to measurement error. To illustrate the measurement error corrected regression, re-cast the above value-added regression equation into vector form:

$$Y_t = Y_{t-1}\lambda + W\delta + \varepsilon$$

where Y_t is an $N \times 1$ vector of post-test scores, Y_{t-1} is an $N \times 2$ vector of same-subject and other-subject pre-test scores Y_{t-1} and Y_{t-1}^{alt} , λ is a 2×1 vector made up of λ and λ^{alt} , W is an $N \times K$ vector of the X demographic variables, δ is a $K \times 1$ vector of the β and α^* coefficients, and ε is an $N \times 1$ vector of error terms. The biased ordinary-least-squares estimates of the coefficients in λ and δ are equal to:

$$\begin{bmatrix} \hat{\lambda}_{OLS} \\ \hat{\delta}_{OLS} \end{bmatrix} = \begin{bmatrix} Y_{t-1}' Y_{t-1} & Y_{t-1}' W \\ W' Y_{t-1} & W' W \end{bmatrix}^{-1} \begin{bmatrix} Y_{t-1}' Y_t \\ W' Y_t \end{bmatrix}$$

The measurement-error-corrected estimates of the coefficients in λ and δ are equal to:

$$\begin{bmatrix} \hat{\lambda}_{CORR} \\ \hat{\delta}_{CORR} \end{bmatrix} = \begin{bmatrix} Y_{t-1}' Y_{t-1} - \sum_i^N \text{sem}_{it-1} & Y_{t-1}' W \\ W' Y_{t-1} & W' W \end{bmatrix}^{-1} \begin{bmatrix} Y_{t-1}' Y_t \\ W' Y_t \end{bmatrix}$$

Where sem_{it-1} is a 2×2 variance-covariance matrix of the errors of measurement of Y_{it-1} and Y_{it-1}^{alt} for student i . This model is described in section 2.2 of Wayne Fuller, *Measurement Error Models* (Wiley, 1987).

Stage two regression (classroom-level regression)

The second stage regression re-estimates the coefficients β on the student level variables and estimates the coefficients γ on the classroom-level variables. Let $q_{li} = Y_{li} - \lambda Y_{0i} - \lambda^{alt} Y_{0i}^{alt}$. Then we can express the second-stage regression mathematically as:

$$q_{li} = \zeta + \beta X_i + \gamma' Z_i + w_i$$

where w_i is equal to $\alpha'C_i + \varepsilon_i$. When estimating this regression, we have to use as our left-hand-side variable an estimate of q_{li} , which is computed using the estimates of λ and λ^{alt} from the first-stage regression. When this regression is run, it takes into account that the errors w_i are correlated within classrooms via $\alpha'C_i$ by specifying a classroom random effect.

Stage three regression (teacher-level AGT)

Now that all the other variables have been controlled for, the third-stage regression estimates the value-added measures α_j . This can be expressed using the equation:

$$w_i = \alpha'T_i + \varepsilon_i.$$

where $w_i = Y_{li} - \zeta - \lambda Y_{0i} - \lambda^{alt} Y_{0i}^{alt} - \beta'X_i - \gamma'Z_i$. When we estimate this regression, it is necessary to use an estimate of w_i , which is drawn from the residuals of the second-stage regression.

This is a very easy regression to estimate. All one needs to do is compute the average of w_i within teacher k to produce estimates $\hat{\alpha}_k$. Once this is done, compute estimates of the error term ε_i by subtracting $\hat{\alpha}_k$ from the estimate of w_i . The standard errors of the estimates $\hat{\alpha}_k$ are equal to the square root of the ratio of the sample variance of the estimates of ε_i to the number of observations for teacher k . The variance-covariance matrix of $\hat{\alpha}$ is diagonal, and the n -weighted mean of $\hat{\alpha}_k$ across teachers is near zero. It is important to note that the standard errors computed under this approach ignore error that comes from having used estimates of λ , β , and γ to control for pretests, student-level variables, and classroom-level variables rather than the true values of λ , β , and γ instead.

Single-year and multiple-year measures of AGT

The three-stage regression described above is run separately for each combination of grade, subject, and year over four years of data. This produces unshrunk single-year teacher-level value-added estimates: $\hat{\alpha}_k$. When we wish to measure a multiple-year measure of value-added, we run the first two stages of the regression separately by year.

When we come to the third stage, we pool our estimates of w_i over multiple years and compute the multiple-year versions of $\hat{\alpha}_k$ over the pooled data using the same technique as if it were a single-year estimate.

Shrinkage of teacher-level AGT

The unshrunk value-added estimates $\hat{\alpha}_k$ are shrunk using an Empirical Bayes univariate shrinkage technique described in J. N. K. Rao, Small Area Estimation (Wiley, 2003).

After the above procedure for calculating the teacher fixed effects is complete; the vector of $\hat{\alpha}_k$ ($\hat{\alpha}$) is the list of unshrunk value-added measures. These are shrunk using Empirical Bayes shrinkage. To do this, we estimate the measurement error corrected variance of the teacher fixed effects $\omega = V(\hat{\alpha}_k) - \bar{\sigma}_k$. Let Σ be the variance-covariance matrix of the estimation error of α from the estimation steps above. Shrunk values of α can be estimated as:

$$\alpha_{\text{shrunk}} = \omega I (\omega I + \Sigma)^{-1} \alpha$$

and their standard errors estimated as:

$$\text{s.e.}(\alpha_{\text{shrunk}}) = \sqrt{\text{vecdiag}[\omega I (\omega I + \Sigma)^{-1} \Sigma]}$$

where I is the identity matrix and the function `vecdiag` simply extracts the diagonal of a matrix and places it into a vector.

Subgroups

AGT is also estimated by subgroup. In a subgroup model, we assume that teachers have different effects for students with different characteristics. ELL is used as an example here, but the results generalize to special education, race, pretest category, and gender. In the case of ELL, we replicate the student achievement model (1) with the following model:

$$y_{1i} = \zeta + \lambda y_{0i} + \lambda^{\text{alt}} y_{0i}^{\text{alt}} + \beta X_i + \gamma Z_i + \theta_0 S_i + \theta_1 [S_i \times (ELL_i - \mu_{\text{ELL}(k)})] + e_i \quad (1')$$

where θ_0 is a vector of S intercepts, θ_1 is a vector of S slopes, ELL_i is an indicator variable for student i being ELL and $\mu_{\text{ELL}(k)}$ is equal to the mean of ELL_i within teacher k .

When this is estimated, we impute the estimated ζ , λ , β , and γ from the first- and second-stage regressions in overall value added, leaving us with the estimated residual terms w_i previously used in computing overall value-added. This residual term is regressed on $(ELL_i - \overline{ELL_k})$ within teachers, where $\overline{ELL_k}$ is the sample mean of ELL_i among teacher k 's students.

This yields estimates of the intercept $\hat{\theta}_{0k}$ and slope $\hat{\theta}_{1k}$ for each teacher k . Because the subgroup variable has been interpreted as a deviation from a mean, the estimate of the intercept $\hat{\theta}_{0k}$ is equal to the unshrunk estimate of overall value-added $\hat{\alpha}_k$. The measurement error in the slope term, $\hat{\theta}_{1k}$, will be uncorrelated with the measurement error in the intercept term $\hat{\theta}_{0k}$, except for a component that derives from the substitution of $\overline{ELL_k}$ for $\mu_{ELL(k)}$ that is ignored.

The slope terms $\hat{\theta}_{1k}$ are shrunk using an Empirical Bayes approach that is the same as that described above for overall value-added. When the variance of θ_{1k} is estimated for shrinkage, teachers for whom the standard error of $\hat{\theta}_{1k}$ is 0.5 or greater are excluded from the computation. These are badly measured estimates of θ_{1j} that in some cases lead to negative estimates of the variance of θ_{1k} . The slope terms $\hat{\theta}_{1k}$ are demeaned before shrinkage to have a mean of zero across teachers within the group with a standard error small enough to be included in the variance computation.

From the shrunk overall value-added estimate $\hat{\alpha}_k^{EB}$ and the shrunk slope $\hat{\theta}_{1k}^{EB}$ (both shrunk using Empirical Bayes), we compute value-added among students both in and not in the subgroup. In the case of ELL, value-added among ELL students for teacher k is equal to:

$$\hat{\alpha}_k^{EB} + \hat{\theta}_{1k}^{EB} (1 - \overline{ELL_k})$$

with a squared standard error equal to the squared standard error of $\hat{\alpha}_k^{EB}$ plus $(1 - \overline{ELL_k})^2$ times the squared standard error of $\hat{\theta}_{1k}^{EB}$. This presumes that, across teachers, overall value added α_k and slope θ_{1k} are uncorrelated.

Value-added for non-ELL students for teacher k is equal to:

$$\hat{\alpha}_k^{EB} - \hat{\theta}_{1k}^{EB} \overline{ELL}_j$$

with a squared standard error equal to the squared standard error of $\hat{\alpha}_k^{EB}$ plus \overline{ELL}_k^2 times the squared standard error of $\hat{\theta}_{1k}^{EB}$.

Dosage

In secondary schools, the data file was made up of both spring and semester classroom links. In most cases, a student stays in the same class all year and thus has a teacher dummy with value of unity. In other cases, the student is linked to a different teacher in each semester. In these cases, the teacher dummy is set to 0.5 for each teacher and 0 for every other teacher.

While this seems like an innocent change to the model, it creates many instances of strong collinearity when a classroom is made up of similar students changing from one teacher to another. In the most extreme case, teachers have perfectly correlated classrooms and the model is not identified separately for each teacher. In this case, we estimate a group effect and assign that value to each teacher. In near collinear cases, an effect is estimated and Empirical Bayes shrinkage is used (as described above) to tame the standard errors by using the estimation correlation matrix.

AGT REPORTS

After the AGT analysis is completed, each teacher has a large number of results about the improvement of its students. Each teacher in the covered subjects has a single-year overall AGT that covers 2010–11; a multiple-year overall AGT that covers 2008–09, 2009–10, and 2010–11; single-year AGT measures for 2010–11 specific to students with disabilities, ELL students, male students, female students, and students in the top, middle, and bottom thirds of the pretest distribution (by proficiency category); and multiple-year AGT measures that cover the same subgroups for all three periods. If a teacher has not been teaching long enough to have all three AGT measures, the average score is based off of the maximal amount of data. In the extreme case, a teacher only has one year of AGT. In that case the average and single year will be the same.

These results are produced for each grade and each subject (ELA, Math, or secondary-level subject) where applicable. There is also an aggregate teacher measure that encompasses all of the grades that a teacher taught.

This is meant to be a descriptive summary of the teacher's effects since the tests in LAUSD are not vertically equated. In other words, because the tests in different grades do not have a comparable scale, the teacher average is only an index of grade-level AGT rather than a direct AGT measure. This is simply the sample size weighted average of the AGT measures across all of the grades in a particular subject that a teacher is involved in. Note that since most of the variation in AGT is within teachers (across grades) the variance of the overall teacher level estimates will be smaller than the grade-level estimates.

Confidence intervals

The AGT measure is our best estimate of the teacher's effects on his or her students given the data, and is often referred to as a point estimate given that it is a single number. However, every AGT measure is based on a finite number of students and, consequently, includes some error from randomness in the students a teacher has.

In reports, AGT is presented as a point estimate surrounded by a 95 percent confidence range. The maximum point within this range is equal to the AGT point estimate plus 1.96 times the standard error of AGT. The minimum point is equal to the point estimate minus 1.96 times the standard error of AGT. Values outside of this range can be rejected with 95 percent confidence as the teacher's AGT score.

Reporting AGT

Teacher-level AGT results are most useful when they are based on enough students to draw conclusions about the growth in a teacher's classrooms. Consequently, AGT is only reported if a teacher had a sufficient number of students. In most cases the teacher-level AGT is suppressed if there are less than 10 students in a grade the teacher taught. For the differential effects estimates, the result is suppressed for a number of reasons:

- The subgroup has less than 10 students (if it is binary the opposing category will be suppressed as well);
- The subgroup does not have enough variance across the district to calculate the differentials as described above; and
- The subgroup does not have sufficient "balance" to calculate an effect. For instance, if a teacher's students consist of 100% Hispanic students, there can be no comparison between other ethnicities since there is no data on how that teacher performs with other ethnicities.

AGT is normalized at the grade level by dividing each measure by the estimated variance of teacher AGT (as calculated in the Empirical Bayes step) and adding 3. This centers the AGT results around 3 with a variance that is biased downwards due to shrinkage. Since the reliability of the estimates is so high, this variance is not shrunk much and it was decided through the model co-build to not employ more advanced shrinkage techniques to inflate the variance.

Specific colors are used to indicate significance levels. If a final measure is significantly above 3, it is colored green; if it is significantly above 4 it is colored blue; if it is significantly below 3 it is colored yellow; if it is significantly below 2 it is colored red; and if it is not significantly different from 3 it is colored gray.

PROPERTIES OF THE AGT RESULTS

Coefficients on student- and classroom-level variables in the model

The coefficients estimated in the AGT model for a single grade, subject, and year (grade 4 ELA for 2009–10) are presented below. To interpret the below coefficients, note that both pretest (3rd grade tests in math and ELA) and posttest (4th grade test in ELA) are measured using z-scores with a mean of 0 and a standard deviation of 1 across students in LAUSD. Consequently, all coefficients are measured in student-level standard deviations. For example, note that the coefficient on female gender is 0.09. This implies that female students improved 0.09 standard deviations more on the CST ELA test from 2009–10 to 2010–11 than otherwise similar male students. On the fourth grade ELA test in 2011, a standard deviation is equal to about 58 scale score points.

Coefficients on student-level variables, 4th grade ELA, 2010–11

Variable	Coeff.	Std. Err.
ELA pretest	0.57	0.01
Math pretest	0.17	0.00
Homeless	0.03	0.02
IEP Severe	-0.14	0.02
IEP Mild	-0.19	0.01
ELL- RFEP	0.06	0.01
ELL- LEP	-0.16	0.01
ELL-IFEP	0.06	0.01
Free/Reduced Lunch	-0.08	0.01
White	0.06	0.01
African American	-0.07	0.01
Asian	0.07	0.01
Female	0.09	0.01

The coefficients below are coefficients on the classroom variables in the model. These measure the relationship between classroom characteristics and student improvement on the test. For example, the coefficient on proportion free lunch is -0.10. This means that a 10 percentage point increase in the share of free-lunch students in the classroom (say, from 50 percent to 60 percent) is associated with a 0.010 (10 percent of 0.055) standard deviation decrease in the scores of students in that classroom, regardless of whether the students are free-lunch or not.

Coefficients on classroom-level variables, 4th grade ELA, 2010–11

Variable	Coeff.	Std. Err.
Average classroom Math pretest	-0.02	0.03
Average classroom ELA pretest	0.06	0.03
Proportion homeless	-0.11	0.10
Proportion IEP severe	-0.02	0.06
Proportion IEP mild	0.00	0.05
Proportion ELL-REFP	0.09	0.05
Proportion ELL-LEP	-0.02	0.04
Proportion ELL-IFEP	0.13	0.07
Proportion free/reduced lunch	-0.10	0.05
Proportion white	0.01	0.06
Proportion female	0.05	0.05
Proportion African American	-0.14	0.05
Proportion Asian	0.21	0.06

It is important to keep in mind the standard errors of the coefficients in both the student- and classroom-level models when interpreting them. A span of two standard deviations in both the positive and negative directions provides a 95 percent confidence range for a coefficient. For example, note that the coefficient on proportion IEP severe is -0.02. The standard error on this coefficient is 0.06. This means that, while our best estimate of the effect of proportion IEP severe on classroom-wide growth is -0.02 standard deviations, a 95 percent confidence range for the effect estimate would range from -0.08 to +0.04 standard deviations. Since this range includes zero, we cannot reject with 95 percent confidence the hypothesis that proportion free lunch has no effect on student improvement in the classroom.

Correlation with average prior proficiency

AGT results show a very low correlation between average prior proficiency—a measure of average performance in the previous year among the teacher's students—and AGT. In general, teachers were not more or less likely to have a low AGT than a high one if their students came in with low pretest scores rather than high ones.

While not large in magnitude, there do seem to be some statistically significant negative correlations in early grades. We cannot make causal statement about these correlations, but one plausible explanation could be that in lower grades, the district as a whole is doing slightly better with lower attaining students.

Correlations between Prior Attainment and AGT 2010-2011

Corr	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
ELA	0.01	0.03	0.02	0.09*	0.02	0.05
Math	-0.03	0.00	0.01	0.03	0.09*	0.09

* significant at the 5% level

Stability

Another property of the AGT results was stability over time. Teachers that were high AGT in one year were, more often than not, also high AGT in the following year. In general, AGT has a substantively positive correlation with AGT in the previous year, particularly in math. In the companion piece to this, we examine classroom-level correlations which tend to be lower. In the data analyzed, roughly 50 percent of teachers are not seen teaching in the same grade and subject in consecutive years. Indeed a grade-level team in a particular school in a particular year is unlikely to remain the same the next year so a correlation on the effectiveness of that team will be lower than the correlations at the classroom level.

Correlations between Years 2010–2011							
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
ELA	0.58*	0.55*	0.46*	0.48*	0.38*	0.26*	0.43*
Math	0.61*	0.66*	0.65*	0.69*	0.67*		

* significant at the 5% level

Correlations between Years 2010-2011	
Algebra I	0.64*
Algebra II	0.69*
Geometry	0.62*
General Math 8/9	0.45*
Biology	0.73*
Chemistry	0.68*
Physics	0.66*
Integrated Science I	0.70*
Science Grade 8	0.67*
US History	0.59*
World History	0.67*

*significance at the 5% level

Correlation between Math and ELA AGT

There were also substantive positive correlations between math and ELA AGT within for teachers that taught both. Teachers that were high AGT in math were also more often than not also high AGT in ELA.

Correlation	Grade 3	Grade 4	Grade 5	Grade 6
2011 Math and ELA	0.75*	0.70*	0.61*	0.60*

CONTINUOUS IMPROVEMENT

LAUSD and VARC have agreed to make continuous improvements to the LAUSD AGT system as time progresses. In this first release, an advanced system was put in place that will change over time as the data improve. The following features are planned to be implemented when the data can support them:

- Dealing with student mobility (both across schools and into and out of the LAUSD system);
- Controlling for the effects of varying levels of attendance;

- Measuring AGT for schools and educators in grades K–2, expanded measurement to other subjects at the classroom level using current and future data structures; and
- Studying the effect of staff mobility on both the school-level teams and the teachers themselves.

CONCLUSION

This technical report described the AGT model used at LAUSD and developed in association with the Value-Added Research Center of the Wisconsin Center for Education Research at the University of Wisconsin.

For more information on the value-added research of the Value-Added Research Center of the Wisconsin Center for Education Research at the University of Wisconsin, visit VARC's website at:

<http://varc.wceruw.org>

For information on LAUSD guidance to schools for how to use this data, see the LAUSD AGT portal at:

<http://agt.lausd.net>

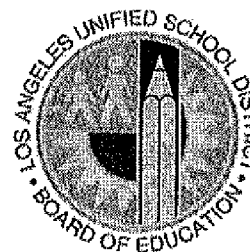
APPENDIX ONE: PRETESTS FOR NON-NCLB SUBJECTS

Subject	Prior Year Math CST	Prior Year ELA CST	Prior Year Science CST	Prior Year Social Studies CST
ELA Grade 3	X	X		
ELA Grade 4	X	X		
ELA Grade 5	X	X		
ELA Grade 6*	X	X		
ELA Grade 6*	X	X		
LEA Grade 7	X	X		
ELA Grade 8	X	X		
ELA Grade 9	X	X	X	X
Math Grade 3	X	X		
Math Grade 4	X	X		
Math Grade 5	X	X		
Math Grade 6*	X	X		

Subject	Prior Year Math CST	Prior Year ELA CST	Prior Year Science CST	Prior Year Social Studies CST
Math Grade 6*	X	X		
Math Grade 7	X	X		
Math Grade 8	X	X		
Algebra I	X	X	X	X
Algebra II	X	X		
Geometry	X	X	X	X
Science Grade 8	X	X		
Biology	X	X	X	X
Chemistry	X	X	X	
Integrated Science 1	X	X	X	X
Physics	X	X	X	
US History	X	X	X	X
World History	X	X	X	X
* Two separate models for sixth grade are run because some sixth grade classes are included in the elementary marks data set (for elementary schools that include grade 6) and some classes are in the secondary marks data set (for middle schools that include grade 6).				

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Quality Leadership and Teaching to Ensure a World Class Education for All

FLORES AGUILAR, GARCIA, VLADOVIC

(Introduced on April 28, 2009; Board Vote on April 28, 2009)

Whereas, The Board of Education is responsible for ensuring that children educated in the Los Angeles Unified School District graduate college prepared and career ready;

Whereas, In order for the LAUSD to become a district where all students graduate from high school with a meaningful education, there must be quality teachers and principals in every pre-kindergarten through 12th grade classroom and school, respectively;

Whereas, Principals as collaborative leaders are essential to the success of their schools; additionally, they are the instructional leaders responsible for inspiring teachers, classified staff, students, parents, and the community;

Whereas, Teachers are the drivers of high achievement and the providers of a quality education for all students;

Whereas, The "Leader of Leaders Program" and "Teach LAUSD Campaign" resolutions – part of a reform package passed by the Board in July of 2007 – recognizes the importance of attracting, training, and retaining highly qualified principals and teachers;

Whereas, It is not enough to attract and retain good teachers and leadership; the District must also ensure their continued professional growth and support to become the best they can be, thereby facilitating a richer educational environment for student success;

Whereas, Professional development and growth is best measured through a process of goal-setting, benchmarks, evaluation, and accountability;

Whereas, The District currently employs an evaluation process for teachers and administrators that results in a general rating of "Meets Standard Performance" or "Below Standard Performance;"

Whereas, This evaluation process is based on past performance without addressing future improvement methodologies and expectations for achievement; does not recognize

exceptional teachers and leaders; and lacks a motivational framework to push oneself to higher levels of performance;

Whereas, Principals and administrators do not all perform evaluations in a standardized manner and must carry out the evaluation process with limited resources and assistance;

Whereas, A support mechanism can provide quality professional guidance, mentoring, and clearly defined step-by-step procedures, ensuring timely, accurate, and appropriate preparation and achievement of the evaluation of teachers and administrators;

Whereas, A properly performed evaluation involves the planning, participation, and commitment of the principal and teacher, as well as the school community; ensuring that the process is standardized, objective, impartial, and meaningful;

Whereas, A robust evaluation process can help ensure that every student has an outstanding teacher and administrator working to meet their needs;

Whereas, An effective evaluation process can strengthen and enhance the teacher-principal relationship, union affiliation, and teacher-student involvement, by establishing measurable learning outcomes that can have a positive impact on overall student achievement and lead to a higher level of student learning;

Whereas, Federal Stimulus Funds are being awarded in "exchange for a commitment to advance essential education reforms to benefit students," including increased teacher effectiveness;

Whereas, A second round of Stimulus funding is contingent upon showing progress in implementing reform, and will require states to provide data on their teacher evaluation systems, among other measures;

Whereas, In announcing the release of Stimulus Funds, U.S. Secretary of Education Arne Duncan stated, "The first step toward real and lasting reform that will ensure our students' competitiveness begins with absolute transparency and accountability in how we invest our dollars, educate our children, evaluate our teachers, and measure our success;"

Whereas, On April 14, 2009, Board Member Marlene Canter introduced a motion entitled "Ensuring and Supporting Teacher Quality," with the intent to improve our internal promotion process and provide additional professional development while improving the performance and accountability of our educators;

Whereas, On April 14, 2009, Board Members Marlene Canter and Tamar Galatzan introduced a motion entitled "Teacher Quality: A Call to Legislators," with the intent to ask our legislators for common sense improvements to what is currently a lengthy, expensive, and ineffective dismissal process, one where students and families do not have a voice; and

Whereas, These two motions highlight the need for a comprehensive and integrated approach in ensuring quality teachers and leaders, themes incorporated within this motion, "Quality Leadership and Teaching to Ensure a World Class Education for All Students;" now, therefore, be it

Resolved, That the Board of Education directs the Superintendent to convene a task force comprised of appropriate District staff (such as Human Resources, Staff Relations, General

Quality Leadership and Teaching to Ensure a World Class Education for All

Counsel, Government Affairs, etc.) labor partners, teachers, administrators, and parent representatives to work collaboratively over the next 180 days to:

- Review and analyze research on Performance Evaluation, and identify best practices to incorporate into the District's evaluation framework for administrators, teachers, and support personnel (including consideration of components for future improvement methodologies and achievement expectations, as well as a multi-tiered framework);
- Develop recommendations for strengthening and enhancing the process by which administrators, teachers, and support personnel are evaluated, while ensuring that the process is standardized, objective, impartial, and meaningful;
- Develop recommendations for strengthening and enhancing support mechanisms to provide quality professional guidance, mentoring, and clearly defined step-by-step procedures for evaluation;
- Develop recommendations for ensuring the granting of tenure is a deliberate and merited process, based on performance evaluations;
- Develop recommendations and a legislative plan for areas that require changes to California law (such as bumping, seniority, dismissal, etc.);
- Develop recommendations and criteria for incentive pay;

Resolved further, That the Superintendent report to the Board on a monthly basis to share progress made by the task force in accomplishing this scope of work;

Resolved further, That if sufficient progress is not made by the task force in a timely manner, and/or if the work of the task force stalls due to an unwillingness to collaborate or move the work forward, the Superintendent is directed to assume the responsibilities of the task force to ensure the work is completed; and be it finally

Resolved, That the Superintendent report to the Board in 180 days with a strategic plan for maximizing principal and teacher quality, as well as any resources required for implementation (including identification of potential sources of funding).

AYES**NOES****ABSTAIN****ABSENT**

Ms. Canter	X			
Ms. Korenstein		X		
Ms. LaMotte		X		
Dr. Vladovic	X			
Ms. Galatzan		X		
Ms. Flores Aguilar	X			
Ms. Garcia	X			
TOTAL	4	3		

ACTION: ADOPTED AS AMENDED

10:50 A.M. 9-2-10 Version

We, the Board of Education of LAUSD, stand united in our belief that our most important role is to set policies that ensure every student graduates college and career ready, regardless of race, ethnicity, primary language, circumstances of poverty, gender, or any other factor that may impact our youth and their families. We know, research tells us, and the experiences of the students of LAUSD demonstrate that the clearest pathway to this goal is through our ability to ensure every student has the opportunity to learn from an effective teacher, in a school led by an effective leader, supported by the highest caliber team of adults working on behalf of their success every day.

That is why we empaneled the Teacher Effectiveness Taskforce, which consisted of all our key stakeholders. This work began in April 2009 and set the course for a thoughtful and deliberate process to reach excellence for all our students. The Taskforce provided us with a set of recommendations based the best available research and resources, the experiences of the Taskforce members, and their knowledge of the critical steps needed to move us forward as a system.

Because ratings based on a single measure cannot determine the effectiveness of a teacher, LAUSD is endeavoring to use several different methodologies to more effectively evaluate our teachers. We share the sense of urgency with the multitudes who have voiced qualified support of a more professional and data-informed culture of teacher and leader performance reviews. We also firmly believe that the ultimate determination of an individual teacher or administrator's level of effectiveness must be comprised through thoughtfully using multiple measures of performance, including such measures as: observation by well-trained professionals, contributions to the school community, stakeholder feedback in a form such as surveys, and measures of student

achievement over time.. It is also important for this process to be developed with teachers and administrators and not done to teachers and administrators.

That is why we are asking the Superintendent to expedite negotiations immediately with United Teachers Los Angeles and Associated Administrators of Los Angeles to develop a fair and valid process by which we can employ multiple measure reviews that differentiate between performance levels of our educators, allowing us to better target our support, interventions and resources, and offering the opportunity to better leverage the amazing teachers and leaders throughout the district who are too often unrecognized.

As part of this effort, we have issued a set of principles that make clear our expectation from district staff as they begin negotiations in earnest with our union partners. These principles form our core beliefs surrounding this work and, as such, must be fully embraced by the eventual agreement. This Board will accept nothing less. The principles are as follows:

1. Our new evaluations must include multiple measures, including a balanced use of appropriate value-added data.
2. Our new evaluations must differentiate levels of instruction and performance, including actual good instruction/leadership.
3. Our new evaluations must place strong emphasis on evidence of student learning over time, offering feedback to instruction rather than feedback to simple routines.
4. Our new evaluations must mean something to the employee; ratings must always be useful to teachers and administrators. They must result in timely, specific feedback on all levels of performance, be used to establish a roadmap for needed supports, and to improve instructional dialogue at the school level, not just provide summative judgment.

5. Our new evaluation ratings must inform all employment decisions, including tenure, hiring for specialist or leadership positions, new hires, or when restructuring a school.
6. Our new evaluation ratings must include and reflect meaningful parent engagement that will result in multiple evaluation measures that address the needs of parents to understand student and teacher performance and to make informed decisions about their children's education.

This Board supports all of our employees. The recent results of CST scores, CAHSEE exams, and Parent Surveys suggest that our employees are working harder than ever and are fully committed to the academic success of students. We will not rest until we reach success for all our students by having an effective teacher in every classroom and an effective administrator in every school.



Teacher Effectiveness Task Force

Los Angeles Unified School District

Final Report

April 13, 2010

For more information on the Teacher Effectiveness Task Force, please visit <http://etf.lausd.net>.

The Teacher Effectiveness Task Force

Juanita Arevalo, District Advisory Council

Justo Avila, Deputy Chief Human Resources Officer, LAUSD

Peggy Barber, Director of Governmental Relations, LAUSD (retired)

Ruth Bautista, District English Learner Advisory Committee

Ira Berman, Director Employee Relations, LAUSD

John Bowes, Assistant Chief Human Resources Officer, Office of Staff Relations, LAUSD

Judy Burton, President and Chief Executive Officer, Alliance for College Ready Public Schools

Marlene Canter, Former LAUSD Board President, Independent

A.J. Duffy, President, United Teachers Los Angeles

Vivian Ekchian, Chief Human Resources Officer, LAUSD

Susan Hamilburg, Teacher, Canyon Charter

Jordan Henry, Teacher and UTLA Chapter Chair, Santee Education Complex

Mary Johnson, Parent Collaborative

Mark Kleger-Heine, COO, Partnership for Los Angeles Schools

Reverend Eric Lee, President/CEO, Southern Christian Leadership Conference – Los Angeles

Byron Maltez, Interim Local District 4 Superintendent, LAUSD

Mike McGalliard, President and CEO, MLA Partner Schools

George McKenna, Interim Local District 7 Superintendent, LAUSD

Paul Miller, Executive Director, Teach For America Los Angeles

Ted Mitchell, President, CA State Board of Education/President & CEO, New Schools Venture Fund

Maria Morter, District Advisory Council

Marsha Oh-Bilodeau, Coordinator, Peer Assistance and Review Program, LAUSD

Judith Perez, President, Associated Administrators of Los Angeles

Lydia Ramos, Office of Communications & Media Relations, LAUSD

Bill Ring, Parent Collaborative

James Rosser, President, CSULA

Rob Samples, Field Director, Office of Staff Relations, LAUSD

Greg Solkovitz, Secondary Vice President, United Teachers Los Angeles

Ron Solorzano, Chair, Education Department, Occidental College

Tom Stekol, Field Director, Office of Staff Relations, LAUSD

Martha Suarez, District English Learner Advisory Committee

Maria Torres Flores, Principal, Bravo Medical Magnet HS

Julie Washington, Elementary Vice President, United Teachers Los Angeles

Dan Weisberg, Vice President of Policy & General Counsel, The New Teacher Project

Jess Womack, Board Member, National Health Foundation

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Letter from the TETF Chair, Dr. Ted Mitchell

Dear Board Members and Superintendent Cortines,

On behalf of the esteemed members of the Teacher Effectiveness Task Force, the scores of interested public participants, and the district staff who have worked for months in developing this set of recommendations, I thank you for this opportunity to highlight the successes of the district and to help inform solutions to the challenges the district is facing.

Even though our work was buoyed by a national and local conversation that has developed around issues of teacher and administrator quality and effectiveness, when we began our work, the task before us was anything but easy to tackle. I am happy to report that this group of people rose to the occasion and had frank and open discussion on sometimes contentious issues -- because we are all aware of the urgency felt in finding consensus on behalf of every student and every family in LAUSD.

As this report demonstrates, the diversity of opinion, background and position added to the texture of these recommendations, and in a great many areas, we found common ground. There were a few places, however, where consensus was not reached, and in our report, we make these areas clear.

As chair, my role was to guide and push, to facilitate yet challenge, and to ensure that in their final incarnation, this set of recommendations is the product of deep and reflective discussions, driven by data and best practice, and customizable for the local setting.

A consistent theme of our discussions and deliberations, and critical context for the review of this report, was the understanding that ***no single aspect of these recommendations "works on its own."*** The Task Force felt strongly that the focus areas of evaluation, tenure, differentiated compensation/career pathways and support mechanisms are, by their very nature, interconnected and thus represent a comprehensive approach to ensuring a highly effective teacher in every classroom and a highly effective leader for every school.

To briefly summarize the recommendations:

Redesigned Teacher and Administrator Evaluation Process: The TETF proposes developing an evaluation process within a true performance management framework, including multiple measures of effectiveness (both formative and summative) – student outcome data, parent and student input, and an enhanced assessment of instructional quality.

Differentiated Compensation and Career Ladders: Recommendations for differentiating compensation focus on a closer alignment between district needs and values with compensation and promotion decisions. Further, these recommendations propose the development of a new career ladder, offering high performing teachers the opportunity to apply for instructional leadership positions as coaches, professional developers, mentors, and other similar roles.

Restructured Tenure Process: Tenure recommendations seek to restructure the process, allowing a greater focus on employee developmental needs and opportunities, and ensuring that the achievement is a true marker of a teacher's transition out of the novice phase of his/her career.

Support Mechanisms: In addition to other recommendations, the support mechanisms proposals focus on augmenting early teacher support and intervention, further defining professional growth pathways for teachers throughout their career, and addressing issues of intervention and exit for teachers.

Legislative Action Steps: Proposed legislative changes include those related to tenure (as proposed by other sub-committees) as well as layoff education code changes, and dismissal process changes. Additionally, there are recommendations to address funding concerns for the district.

As you can see from these summaries, these are recommendations whose impact is enhanced when considered together, rather than in isolation. I look forward to discussing these with you further and stand ready to help with next steps as you see fit.

It was a pleasure to get to know the Task Force members better, and to have the chance to engage with them on such an important and timely issue.

Thank you again,

Dr. Ted Mitchell
Chair, LAUSD Teacher Effectiveness Task Force

I. Introduction

Educators throughout Los Angeles, across California, and around the nation have increasingly acknowledged that having an effective teacher in every classroom and a high quality school leader in every school are of critical importance to the success of our nation's public schools. Indeed, of all of the elements under the purview of our school district, teachers – far and away – play *the* critical role in improving student learning (see Sanders and Horn, 1998; Goldhaber et al, 1999; Goldhaber, 2009; Rivkin et al, 2005). Studies suggest that the difference between an effective and an ineffective teacher can be as much as one year of learning growth for the typical student (Goldhaber et al, 2009). Multiply that differential impact over even a few years and it becomes clear why effective teaching matters.

There is also broad agreement that many school districts do not do a good job differentiating between and identifying the needs of their teachers and administrators to accelerate success, address development needs, or intervene on persistent performance issues (Weisberg, Sexton, Mulhern & Keeling, 2009; Donaldson, 2009).

The Formation of the Teacher Effectiveness Task Force (TETF)

Responding to this pressing need and in response to a Board Motion, the Los Angeles Unified School District formed a Task Force to examine successes and challenges related to employee performance and development.

The April 28, 2009 Board Motion (Quality Leadership and Teaching to Ensure a World Class Education For All) brought forward by Board Member Yolie Flores, Board President Monica Garcia, and Board Member Dr. Richard Vladovic directed Superintendent Ramon Cortines to create a Task Force to develop recommendations for enhancing the ways in which the district ensures that the most effective teachers, administrators and support personnel work with our students every day.

The Task Force, chaired by Dr. Ted Mitchell, focused on employee evaluation, support mechanisms, tenure, compensation and legislation. This group was charged with reviewing current practices; studying relevant research; and, developing recommendations and a plan for action to achieve meaningful changes to the Education Code, state rules & regulations, and district policies & practices related to its focus areas.

The Superintendent's Philosophy and Priorities, and the Work of the TETF

The recommendations of the TETF come at an important moment in time for the Los Angeles Unified School District. Superintendent Cortines recently articulated his philosophy for LAUSD. He envisions an organization where we know every child and adult by name and face; where we personalize the learning experience for everyone; where we never forget that students are our number one priority; and where all of our energy is focused on building and strengthening the relationships between our students, parents and educators. To actualize this philosophy, Superintendent Cortines has articulated the following strategic priorities:

- **Data-Based Instruction:** We will use data to drive all decision-making and ensure good “first teaching” for all students, coupled with support and intervention when students need extra assistance.
- **Supporting all of Our Employees:** Using the recommendations of the Teacher Effectiveness Task Force as a starting point, we will cultivate the effectiveness of all of our employees – administrators, teachers, support personnel and classified staff.
- **Transparent Budgeting:** We will bring funding and decision-making closer to schools and classrooms. We will provide more transparency about revenues and costs, address equity issues that may exist in our current system, and provide schools with more flexibility to make accountable spending decisions that meet the unique needs of their student populations.
- **Quality Schools:** We will create standards and criteria that apply to all schools for setting targets, evaluating school quality and monitoring achievement— even charter schools. We will embrace innovative program offerings for students and families. We will offer families and students a variety of school options, and where good options do not exist, we will develop new schools.

In addition to forming the foundation of our efforts to *Support All of Our Employees*, the work of the TETF plays an essential role in the three other priorities discussed by Superintendent Cortines. Our evaluation, support and professional development must be aligned with our efforts in the area of *Data-Based Instruction*. Further, when we make the budget transparent and we put most of the decision-making power in the hands of schools, it will be the primary task of school communities to direct resources toward those efforts that support our employees in effectively teaching our students. Finally, the targets, school quality and achievement measures we use for our schools must align with how we evaluate our employees, and when improving our schools, effective teaching must be at the forefront.

The Make-Up, Structure and Process of the TETF

This Task Force, which includes our labor partners, parent and community representatives, private sector leaders, higher education partners as well as district leaders, teachers, and administrators began meeting in September 2009. The Task Force met monthly from September 2009 through March 2010 (see Appendix _ for meeting schedule) to hear presentations, review research and data and to vet and discuss recommendations developed by Task Force sub-committees.

At the outset of the Task Force work, we formed five sub-committees, with Task Force members self-selecting their focus area based on interest and expertise. The sub-committees (*Evaluation, Tenure, Differentiated Compensation, Support Mechanisms, and Legislative*) were also opportunities for other stakeholders to be active participants in the exchange of ideas, the discussion of proposals and the drafting of recommendations for review by the full Task Force.

Each sub-committee pursued a similar process of reviewing relevant research, considering current district, and debating and developing recommendations. Sub-committee facilitators met regularly with one another to bridge the work of each other’s sub-committees. Draft recommendations from each sub-committee were presented at full TETF meetings, where Task Force members and public participants shared feedback. In some cases, these draft recommendations received general support

from the full TETF. In others, some members supported the recommendations and some shared concerns. In a few cases, recommendations were removed or significantly altered. In most cases, these draft recommendations translated into the final recommendations below. Dissenting perspectives are highlighted alongside the recommendations.

A draft of this report was released for public comment on March 17, 2010. Constituency groups named to the Task Force were invited to submit brief statements on the recommendations (see Appendix E). All members of the public were invited to submit public comments prior to finalizing this report. Further public comment is encouraged.

II. Context and Considerations

As the Task Force deepened its knowledge about each area, several items became fundamental markers/elements of the conversation and recommendation development process. Each sub-committee reviewed current District practice, highlighted (as appropriate) promising practices within the district and from around the country, and raised concerns with the status quo.

The *Current District Practice* and related *Areas for Improvement* with aspects of this practice served as problem statements for which the recommendations were designed to address.

Teacher Evaluation

Current District Practice

Teachers are formally evaluated using the “Evaluation of Instructional Personnel” form (commonly known as the “STULL”) which is based on the California Standards for the Teaching Profession (CSTP). This format allows for a choice of two final ratings: ‘Meets Standard Performance’ or ‘Below Standard Performance.’

During a teacher’s probationary service (commonly their first two years of employment), they are typically evaluated each year. Teachers are evaluated the first year they become permanent, and at least every other year thereafter. Depending on the size of the school, or the level, evaluations are often performed by the principals or assistant principals (usually in larger secondary schools).

Areas for Improvement: Current Teacher Evaluation System

- Evaluation is one dimensional, relying only on administrator observation (Touch & Rothman, 2008).
- Only a tenuous link exists between evaluation and improved teaching and learning (Donaldson, 2009).
- There is very little differentiation between teachers in LAUSD with 99.3% receiving a Meets Standard Performance rating (The New Teacher Project, 2009).
- There are limited growth/advancement opportunities and limited consequences linked to evaluation data (Donaldson, 2009).

Administrator Evaluation

Current District Practice

Principals are evaluated using the “Evaluation of Certificated Management Personnel Form,” which focuses on specific *Areas of Evaluation* (Communication, Dimensions, Decision-Making Dimensions, Interpersonal Dimensions, Personal Dimensions, Punctuality and Attendance. There are only two rating options for each sub-section and the overall rating - “Meets Standard Performance” or “Below [Standard] Performance”

Nonpermanent administrators are formally evaluated every year and Permanent Administrators are formally evaluated every other year afterwards unless an employee meets specific eligibility requirements and there is a mutual agreement to extend the evaluation process up to a 3, 4, or 5 year cycle.

Areas for Improvement & Considerations for Changes

- Need to develop system capacity and identify adequate resources to undertake a major change.
- “Span of Control” needs to be addressed – how many people can one person evaluate? This is particularly important if the district reorganizes the local district structure in future years.
- Related to this, these sorts of changes will require rethinking the way teachers and administrators are managed
- There is a need to foster a culture of service and accountability.
- If we are suggesting a stepped-up teacher evaluation and feedback process, we need to be explicit in our expectations for principals to evaluate and develop teachers.

Differentiated Compensation/Career Pathways

Current District Practice

LAUSD’s salary schedule is a basic step and column system – which creates a focus on inputs.

- **Base salary for teachers is derived from five criteria:** Days of service; Credential status; Continuing education; Years of service, and; Post-baccalaureate degrees.
- **Historical basis:** The ‘single salary schedule’ was developed in the post-WWII era to mirror civil service pay systems, the driving force being to create a more egalitarian approach that is less susceptible to nepotism, fraud, and favoritism based upon race and gender (Koppich and Rigby, 2009).
- **Other differentials:** LAUSD provides various other differential pay opportunities (many of which are more output oriented): National Board Certification, Lead Teacher, Extended learning (summer school, after-school, intercession), Athletic coach, Coordinating differentials (e.g., bilingual coordinator), BCLAD differential, etc.

Areas for Improvement: LAUSD Compensation System

- LAUSD lacks a systemic approach for developing, retaining and promoting effective teachers.

- Lifelong learning & improvement is not supported by our compensation system.

Tenure

Current District Practice

- **Like most other districts, LAUSD’s tenure process does not filter effectively:** Fewer than 2% are denied tenure, matching with other districts nationwide (*Again, this does not take into account large numbers of teachers who are counseled out and resign*).
- **Teacher evaluation system does not provide an actionable moment for differentiation amongst teachers based on effectiveness:** 99.3% received Meets Standard Performance (*This does capture those that receive below standard or needs improvement in certain areas*).
- **Some feel that without a valid, credible and objective evaluation protocol, making more thoughtful tenure decisions will be difficult and changes to the system will be politicized.**
- **Teachers with Permanent Status are far more difficult to remove from the classroom/district:** Some studies indicate that fewer than 1% of tenured teachers are fired.

Areas for Improvement: Tenure Situation

The sub-committee believed that the entire notion of and conversation about tenure needed a “paradigm shift”:

- **Where are we now:** People tend to view “Tenure” as either necessary to protect teachers or as an iron-clad job guarantee. It seemed to some members of the sub-committee that the current system assumes all tenured teachers are at the same level in their teaching practice
- **How we think this should change:** The framework for teacher tenure decisions should be about growth (as a professional, in a career), not about protection from or ease of dismissal.

Support Mechanisms

Current District Practice

The District currently has many avenues of support for teachers at different stages of their careers:

- **Teacher Preparation:** Beginning Teacher Support and Assessment; District Intern Program; Urban Teacher Residency Programs.
- **Test Preparation for Authorization Requirements:** English Language Authorization; Subject Matter Preparation; Verification Process for Special Settings.
- **Instructional Support:** Instructional Coaches; Learning Teams; My Data; Peer Assistance and Review; Response to Instruction and Intervention (RtI2); Teacher Training Academy.
- **Professional Development:** LAUSDnet; Learning Zone.

- **Professional Growth:** National Board Certification Support Groups; STULL Process; Support Provider Development; Teacher Leadership Certification Program .

Areas for Improvement: LAUSD Support Mechanisms

- LAUSD lacks a common mechanism to identify highly qualified support providers (rigorous support provider selection process and training).
- LAUSD lacks a coordinated, comprehensive, accessible professional development structure (including preparation for leadership roles).
- Evaluation is tied more to discipline than performance growth.
- Professional development opportunities are not explicitly linked to professional growth goals or evaluation.
- Level of support is often dependent on funding source.

III. Task Force Recommendations

Teacher Evaluation Recommendations

Recommendation 1: Teacher evaluations should include multiple measures or data points.

These multiple measures should include the following –

- a. Teacher Practice:
 - i. Should be clearly related to an accepted skill set needed to be effective (within California Standards for the Teaching Profession).
 - ii. Should have a rubric so that teachers know what each standard ‘looks like.’ (Charlotte Danielson, TFA, and DCPS have rubrics that can be used as starting points or could just be adopted wholesale).
 - iii. A major portion of the observation/assessment of teacher practice should remain the responsibility of (the) administrator(s).
 - iv. A meaningful portion of the observation/assessment of teacher practice should be done through a type of Peer Observation by other educators. (This concept needs to be further defined and would need support and training).
- b. Student outcomes:
 - i. Should be based on growth (e.g., a value-added approach analyzing several years of data) and also should not be solely based on CST scores, but should include formative assessments, etc.
- c. Parent and Student Feedback

Comment on diverging perspectives: TETF members generally agreed on the importance of implementing a system with multiple measures. Perspectives differed on which measures should be emphasized, the appropriateness of certain types of outcomes measures (e.g., CSTs), and how to position the role of the supervising administrator with respect to the various measures.

- i. Should be a component of the evaluation process, giving greater voice to the ‘customer.’
- d. Collaboration/Contribution to School Community.
 - i. There should be a component that measures collaboration (i.e. impact on grade-level, department, school team) or contribution to a school community.
- e. Self-evaluation
 - i. Should include a results & data-driven goal-setting process at beginning of the year measured for progress at the end of the year.

Recommendation 2: Increase the number of rating categories (gradations) available.

- a. To allow for the identification of exemplary teachers and those needing guidance and support, the evaluation tool should have more gradations than the current STULL form.
 - Sub-sections of the current STULL form offer three options – ‘Meets,’ ‘Needs Improvement,’ and ‘No.’
 - The current STULL form currently offers two overall rating options – ‘Meets Standard Performance’ or ‘Below Standard Performance.’ Overall evaluation rating (Currently: “Meets Standard Performance” or “Below Standard Performance”).

Recommendation 3: Evaluations should have real ramifications.

- a. **Rewards:** Evaluations should possibly result in differentiated recognition, career growth opportunities and enhanced professional responsibilities (e.g. becoming a Master Teacher, Teacher Leader, mentor, leading professional development).
- b. **Consequences** (with close adherence to shorter action timelines): Evaluations should result in the appropriate possible outcomes, which may include any of the following – intervention with guidance, assistance, mentoring, professional development, effective evaluative support, and potential disciplinary action, up to and including dismissal from District service.

Comment on diverging perspectives: TETF members differed on how closely positive and negative consequences should be tied to evaluation results, with some TETF members concerned that an evaluation system with strong consequences may diminish the developmental focus of the evaluation process.

Recommendation 4: Professional Development and Support must be tied to feedback from evaluation.

(This is further explored in the Support Mechanisms recommendations).

Administrator Evaluation

Recommendation 1: Align the principal evaluation form and process to the current standards (California Professional Standards for Educational Leaders).

The current process (including the form used) is not tied to the most updated standards for school leaders (CPSELs). LAUSD Administrator preparation programs and universities that prepare leaders for the administrative roles in the district use the CPSEL to prepare leaders. This recommendation would address this current disconnect.

Comment on diverging perspectives: There was general concern that (a) the Administrator Evaluation recommendations came late in the TETF process and (b) corresponding recommendations were not made as to how, for instance, administrators would receive support in addressing developmental needs. These recommendations need more discussion and administrator-focused recommendations should be developed for the other areas (similar to ones in this report that focus on teachers).

Recommendation 2: Modify administrator evaluation process to include multiple components that demonstrate level of attainment of standards.

These multiple components should include the following –

- a. For walk-throughs and observations of administrators (e.g., of school, of principal-led meetings with parents, community, students), the process should include the following:
 - i. Maintain primary role for direct supervisors (Directors).
 - ii. Create a role for peers to observe and offer feedback.
- b. Teacher and Staff Feedback: Collected through surveys (possibly at different points throughout the year) with questions developed based on the standards that fit with their perspective.
- c. Parent and Student Feedback: Collected through surveys (possibly at different points throughout the year) with questions developed based on the standards that fit with their perspective.
- d. Student Outcome Data.

Comment on diverging perspectives: TETF members were divided on how this feedback should be viewed. One option proposed is to create a cadre of trained Principal Peer Evaluators whose feedback would be explicitly evaluative. Another option is to structure those visits/observations as feedback and information only, more of a mentoring relationship. Further, members did not come to consensus on how to ‘use’ student outcomes data in the evaluation of principals – as information or as a weighted part of the evaluation.

Recommendation 3: Use additional rating levels to make the form and process more developmental and to acknowledge that there are different levels of performance.

The current form only has two rating choices for each of the six *Areas of Evaluation* (Communication, Dimensions, Decision-Making Dimensions, Interpersonal Dimensions, Personal Dimensions, Punctuality and Attendance): ‘Meets Standard Performance’ or ‘Below Performance.’ Also, there are only two

rating options for the *Overall Evaluation*: ‘Meets Standard Performance’ or ‘Below Standard Performance.’

Recommendation 4: Develop a rubric to create common language and understanding of what each standard “looks like.”

Recommendation 5: Implement evaluation process for Local District Administrators using a similar approach that incorporates feedback from all stakeholders (parents, students, administrators, teachers, etc).

Recommendations for the teacher evaluation and now for the school site administrator evaluation processes are based on a 360 degree feedback concept, which could be used as the template for developing Local District Administrator evaluations as well.

Differentiated Compensation

Recommendation 1: Develop career pathways that promote effective teachers and effective teaching.

- a. After the induction phase of a teacher’s career, teachers should select from among a number of career pathways.
- b. Career pathways should include preparation for teacher leader roles, which may include, but would not necessarily be limited to becoming a content expert, becoming a behavioral management expert, mentoring novice teachers, coaching fellow teachers, school-wide professional development, and/or acting as a peer reviewers in the evaluation process. It should also include preparation for becoming a counselor, an administrator or the like.
- c. Career pathways should build our schools’ distributed leadership capacity.
- d. All teachers will pursue continuous learning and development; nonetheless, the decision to pursue promotion as a teacher leader or the like should be optional.
- e. Promotion into a teacher leader role (and, potentially, into an administrative role) should be linked to demonstration of being a effective teacher (to align with the evaluation subcommittee’s recommendations) and completion of other requirements (e.g., a set of well aligned courses).
- f. Teacher leader roles should keep effective teachers in the classroom for the majority of the school day, while extending the impact of these effective teachers to other teachers in their schools and in the district.
- g. Becoming a teacher leader should be a considerable promotion with substantive increases in responsibility and compensation (possibly through base salary increases and/or through an extended work year).

Recommendation 2: Restructure professional development incentives in a way that advances effective teaching and benefits students.

- a. A teacher’s individual growth plan should follow from his/her evaluation (including self-evaluation, peer evaluation, administrator evaluation, and other measures) and the cumulative needs identified amongst the teaching staff at his/her school, in his/her grade and/or in his/her subject matter.

- b. A teacher's individual growth plan should be developed in collaboration with that teacher's supervising administrator and relevant teacher leader(s).
- c. Professional development should...
 - i. align with student, teacher and school needs,
 - ii. center on the actual curriculum and the real day-to-day needs of the teacher,
 - iii. incorporate active learning,
 - iv. involve similarly situated teachers (same grade, same department, or same school),
 - v. be long enough and comprehensive enough to have real impact on instruction,
 - vi. include follow-up coaching to support implementation,
 - vii. be grounded in an ongoing analysis of student performance data (summative and formative),
 - viii. directly effect the classroom, and
 - ix. be evaluated for quality and effectiveness.
- d. Teachers should engage in professional development throughout their careers. Likewise, incentives for professional development should extend throughout an educator's career as long the professional development directly benefits students.

Recommendation 3: Create incentives and conditions that attract effective teachers to and retain effective teachers in high needs schools and/or positions.

- a. Teachers with proven effectiveness in working with high needs students should receive substantive financial incentives to teach in high needs schools and/or in high needs positions.
- b. As long as they continue to be effective, conditions should support the retention of such teachers in their schools and positions:
 - i. To ensure consistency for high needs schools and students, such teachers should be protected from seniority based layoffs and 'bumping' as long as such teachers continue to provide effective teaching (to align with the evaluation subcommittee's recommendations).
 - ii. As appropriate and feasible, such teachers should have additional preparation time, collaborative time with fellow teachers, and the like in order to support their effectiveness in the classroom.
 - iii. Investments and systems should be included to support positive working conditions which should include, but not be limited to the following:
 - 1. Sufficient resources to implement curriculum;
 - 2. A safe working environment;
 - 3. Strong, collaborative and committed leadership with incentives in place to support leadership stability; and
 - 4. A positive school culture.

Comment on diverging perspectives:
Some TETF members did not support the idea of abrogating seniority rights.

Recommendation 4: Explore the use of direct financial rewards for effective teaching if and only if it is done in concert with recommendations 1 thru 3.

- a. LAUSD could consider a pilot program where a whole school or a group of teachers within a school (e.g., a grade level team at an elementary school) are eligible for a direct financial reward as a result of meeting certain learning outcomes with their students.
- b. Financial rewards should be based on multiple measures (e.g., not just CST scores).
- c. Such pilots should NOT diminish funds that could otherwise be used for general teacher compensation or other school improvement efforts.
- d. Such pilots should NOT put one teacher or group of teachers in competition with another. Instead, rewards should be ‘criterion-referenced.’ In other words, teachers would be rewarded for reaching a pre-determined and well understood set of targets.
- e. If a pilot is implemented, a neutral third-party evaluator should assess the effectiveness of these efforts both in terms of advancing student learning, as well in terms of impact on school culture.

Comment on diverging perspectives:

While most TETF members were open to a pilot that meets these criteria, some TETF members did not support the idea of tying pay directly to student outcomes. Still others thought these recommendations were too timid, and that we should explore performance pay more aggressively.

Tenure Recommendations

Recommendation 1: The tenure decision should be a deliberate action, rather than a default result.

- a. The tenure process should require active participation by the school site administrator(s).
- b. The tenure process should be based on a valid and revamped evaluation process.

Recommendation 2: Create a tenure decision window of at least 2 years and up to the initial 4 years of an employee’s probationary period.

- a. Change the time-frame for Tenure Decisions from a fixed 2-year period to a 2-4 year window, where every year a decision is made to:
 - i. Grant permanent status
 - ii. Non-re-elect
 - iii. Continue for another year in probationary status
- b. At year 4, any employee still in probationary status would either be:
 - i. Granted permanent status.
 - ii. Non-re-elected.

Recommendation 3: Move the tenure decision point from the current March 15th deadline to the end of the school year.

This will allow time for a fuller examination of status for the tenure decision, rather than the current situation which only allows a portion of the second year to elapse prior to the decision on tenure.

Recommendation 4: Streamline the dismissal process for tenured employees without abrogating due process provisions.

The sub-committee felt that by addressing some issues with the implementation of the tenured employee dismissal process, the district can make tenure a lower stakes decision point.

Recommendation 5: Implement recurring re-examination of tenured teachers for progression along their respective career paths.

- a. This should be based on 360 degree evaluation and a body of work in pursuit of a defined career pathway.
- b. There should be a higher threshold than the initial “tenure” period.
- c. There should be differentiated outcome of this re-examination period:
 - i. Increase reward/responsibility level based on career development in chosen pathway.
 - ii. Continue with status-quo – reaffirm tenure/permanency – keep developing in career pathway.
 - iii. Put back in probationary status if not attaining necessary growth and development in career pathway.

Comment on diverging perspectives:
Some TETF members did not support the idea of removing the permanent status of employees.

(Aligns with Recommendation 1 from Differentiated Compensation Sub-Committee).

Recommendation 6: Use non-re-election data to inform recruitment and selection methods and decisions.

Examine data on the recruitment sources and hiring decision/process for those employees who are non-re-elected to improve future selection decisions.

Support Mechanisms

Recommendation 1: Develop and support teacher leaders.

- a. Establish a collaborative (minimally to include representatives of the District, AALA, & UTLA) to develop criteria to identify teacher leaders such as the ability to demonstrate excellence in teaching, to contribute positively and constructively to a school’s vision and improvement strategy, and to engage others to move towards the vision.
- b. Identify and utilize roles such as department chair, SLC lead teacher, coach, Chapter Chair, coordinator, grade level chair, consulting teacher, facilitator (e.g., site Learning Team facilitators), and support provider as opportunities to function as a leader.
- c. Create a structure where distinguished teachers assume the responsibility to effectively support their peers in areas such as induction experiences for novice teachers, working with teachers to improve their practice, modeling and demonstration of exemplary practices, and designing professional development that advances student learning.
- d. Utilize teacher leadership experiences as necessary components of National Board Certification, teacher leader certification programs, and administrative readiness.
- e. Provide differentiated recognition and/or compensation to those who demonstrate leadership with evidence and accountability. (Supports Recommendation 1 from Differentiated Compensation).

- f. Partner with universities, state and federal agencies, National Board for Professional Teaching Standards, other professional/educational entities, and/or other local agencies to coordinate teacher leader development.

Recommendation 2: Require intensive instructional support for every novice (probationary) teacher during the induction phase of their LAUSD teaching career aligned to evaluation.

- a. Required in year one for every novice (probationary) teacher.
- b. Guided by common standards for effective teaching (e.g., California Standards for the Teaching Profession) and the continuum of teacher development.
- c. Provided by administrators and peers identified as effective teachers.
- d. Differentiated, based on each novice (probationary) teacher's needs.
- e. Following intensive support, a joint panel of administrator and teacher representatives (e.g. PAR Panel) share findings with the evaluating administrator regarding the novice (probationary) teacher's participation in the program. (Supports Recommendation 1 from Tenure).

Recommendation 3: Implement a seamless, common structure aligned to evaluation to support teachers once tenured.

- a. Establish and provide support services and opportunities for teachers to develop in the career paths they choose. (Supports Recommendation 1 from Differentiated Compensation).
- b. Continue to offer support to positively evaluated teachers volunteering for assistance to reflect and improve on their current practice.
- c. Continue mandated peer assistance for classroom teachers who receive overall below standard evaluations.
- d. Refer teachers for intervention services based on identified instructional areas in need of improvement as indicated on the evaluation.
- e. Establish a process for school site teacher leaders to refer peers for intervention services.

Recommendation 4: Institute a comprehensive, coordinated, and accessible professional growth structure aligned to clear standards of practice (e.g., California Standards for the Teaching Profession) to support effective teaching.

- a. Advances District initiatives and career paths. (Supports Recommendation 2 from Differentiated Compensation).
- b. Addresses evaluation needs. (Supports Recommendation 4 from Evaluation & Recommendation 2 from Differentiated Compensation).
- c. Offers multiple approaches such as carefully crafted online modules/classes, face to face sessions, action research, conferences, seminars, institutes, and locally developed and implemented professional development based on school site data.
- d. Professional development must address key elements found in documents such as the Quality of Teaching and Learning Rubric, California Standards for the Teaching Profession, and the National Staff Development Council Standards while:

- i. explicitly embedding and addressing supports for Special Education, Positive Behavior Support, Culturally Relevant and Responsive Education, asset building with students and families (working with families) and academic scaffolds for English learners);
- ii. engaging participants at a high level of intensity connecting to participants' prior knowledge and experience while focusing on student achievement;
- iii. analyzing the research on how the training topic supports student achievement to build background knowledge and application of training topic and to address teaching for understanding and diversity;
- iv. providing demonstration and modeling of the strategy with high levels of participant engagement;
- v. providing opportunities for frequent and structured dialogue with colleagues with time to plan and determine how new learning will improve student achievement in classrooms and at school sites; and,
- vi. allowing for time to plan and determine how participants will obtain feedback on implementation (e.g., job-embedded coaching and reflection).

(Supports recommendation 2 of Differentiated Compensation Subcommittee).

- e. Frontload the school year with targeted professional development prior to the first day of instruction (similar to the Ten Schools model) to guide the instructional focus for the year based on school site data.

Recommendation 5: Strengthen voluntary and involuntary exit processes.

- a. Establish an Alternative Career Liaison to assist teachers who are considering a career change and provide counseling/resources for voluntary retirement or resignation.
- b. Analyze multiple sources of teacher behavior data for predictors of persistent poor performance in an effort to develop a more sensitive early warning system to provide support and resources for corrective action and/or alternative exit strategies.
- c. Utilize the recommendations of the PAR joint governance Panel regarding findings on the mandatory participants' participation in the program to assist with determining appropriate next steps or exit strategies.
- d. Activate the dismissal process for those unable to improve after intensive intervention (Supports Recommendation 3 from Evaluation).

Legislative

Recommendation 1: Develop a five-year Legislative Action Plan to fund California schools competitively.
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The Governor and the State Legislature should pass a 5-year Legislative Action plan to have California continually rank amongst the top states in per-pupil funding. The action plan would set funding level targets and enabling funding changes to assure that in a 5-year period, California school districts have a competitive base of funding as compared to all other states. Currently California ranks approximately

49th in per pupil funding, and this new California Master Plan for Competitive funding will drive the goals to assure academic success for all students.

Recommendation 2: The Commission on Professional Competence should be eliminated or amended.

- a. Ideally, legislation should seek to eliminate the Commission on Professional Competence.
- b. Alternatively, legislation should make the decisions coming from the Commission on Professional Competence advisory with the School Board making the final decision.
- c. Further, panel composition should be adjusted to include other key stakeholders, including parents and community members.

Comment on diverging perspectives:

The notion of eliminating the Commission on Professional Competence was not supported by all TETF members.

Recommendation 3: The probation period should be extended.

Expand the probationary period from the current two years to four years. Further, extend the decision deadline from March 15 to the end of the school year.

Recommendation 4: Revise layoff criteria to include quality measures, and high needs schools and positions.

- a. The law should allow employee quality indicators, as potentially measured by a future evaluation system (which would include input from students, parents, expert teachers and administrators), to be used as a criterion in layoffs alongside seniority. As an example, if a future evaluation system can identify all elementary teachers on a spectrum from least to most effective, then by seniority we could proceed with a layoff of the least senior ineffective teachers.
- b. School districts should be permitted to skip teachers at certain underserved school sites or high needs positions in order to attract and retain qualified teachers in low performing and high needs schools/positions. Similarly, school districts should be permitted to consider school needs in layoff decisions, such as the potential impact of losing most members of a particular department, or losing a teacher with special skills or training.

Recommendation 5: The permanent teacher hearing process in the case of layoffs should be amended.

Amend the existing Education Code to allow districts and unions to amend the Hearing procedures to limit the number of employees in attendance to 75 or less in school districts with an ADA over 400,000.

Recommendation 6: Amend the existing law to allow evidence of successful passage of the PRAXIS or other deemed equivalent examination to substitute for the California Subject Examination for Teachers (CSET).

Allowing the PRAXIS to substitute for the CSET would ensure that teaching candidates who can be effective with students will not be unnecessarily screened out.

Comment on diverging perspectives: This recommendation was not supported by all Task Force members.

Note: The TETF also considered a recommendation supporting efforts to implement five fewer days of instruction in an effort to close the budget gap. Ultimately, though, the prevailing perspective was that this does not fit within the overall thrust of the other recommendations or the general purview of the TETF. Further, several TETF members were not supportive of the idea of reducing the number of instructional days.

IV. Next Steps: Realizing the Recommendations of the Task Force

The work of the TETF provides an important step toward ensuring that every child in this District has the opportunity to learn from effective educators. Now, the Superintendent and district staff must take these recommendations, and work toward putting them into practice in partnership with the very stakeholder groups who worked together on this Task Force.

Implementation Goals and Objectives

These recommendations will now guide the implementation of a comprehensive approach to how LAUSD prepares, hires, distributes, supports, retains and promotes our employees. To that end, we have articulated the following overall goal:

Every LAUSD classroom should be led by an effective teacher, and every school should be led by an effective principal and leadership team.

To meet this goal, we recommend that the Superintendent develop a multi-year, multi-phase implementation plan that will pursue the following objectives, with clear and regular targets identified for progress toward the overall goal:

A note on timing: The Superintendent's implementation plan should articulate explicit dates for goals and objectives.

- Starting with a small subset of schools and employees, LAUSD should begin by implementing parts of the revised teacher evaluation system – a standardized and objective teacher evaluation with multiple-measures of effectiveness, including teacher practice and student outcomes.
- Simultaneously, LAUSD should develop a plan to ensure that State Law, Federal Law, Board Policy and LAUSD Collective Bargaining Agreements support LAUSD's certificated employee management and development systems in alignment with the recommendations of the TETF.
- Next, LAUSD should move to implement all elements of the redesigned certificated employee management and development system (evaluation, compensation, support and tenure) in a representative subset of LAUSD schools.
- After making adjustments based upon implementation in a representative subset of schools, LAUSD place all schools under the redesigned certificated employee management and development system.
- Finally, LAUSD should utilize the information gathered from system-wide implementation to identify the number and percentage of effective teachers, and the number and percentage of schools led by effective principals and leadership teams. LAUSD should then set yearly targets

to meet the goal of having an effective teacher in every classroom, and an effective principal and school leadership team in every school.

Key Considerations for Implementation

Task Force members articulated several important considerations for the implementation process:

- **Capacity and resource needs:** TETF members highlighted the need to carefully consider the capacity and resource needs required to effectively plan and implement these recommendations. Such considerations include, but are not limited to funding, Central Office staff capacity to support implementation, competing demands on school administrators and workload levels for teachers.
- **Capacity building and training needs:** TETF members similarly emphasized the need to build the capacity of all employees impacted by these recommendations, and, in that vein, to appropriately train teachers, administrators, teacher leaders, support personnel, central office staff and local district staff as new systems and approaches are rolled out. Further, TETF members highlighted the importance of ensuring that careful attention be given to ensuring that supervisors and others involved in evaluation and support have manageable ‘caseloads’ to be effective in their roles.
- **The importance of choosing the right measures:** As a key component of the employee development system, the TETF zeroed in on the importance of engaging in selecting the ‘right’ set of measures for assessing employee effectiveness. To identify and decide how to utilize those measures, TETF members recommended seeking guidance from the research community and vetting various approaches with key stakeholder groups.
- **Role of site administrators:** While the new approaches proposed distribute leadership to teachers, and create opportunities for student and parent input, TETF members felt it important to carefully consider and articulate the central role of site administrators in the evaluation and development of school site employees.
- **Implementation in phases with a clear timeline for going ‘district-wide’:** TETF members underscored the importance of implementing these recommendations in small subsets of schools to ‘work out the kinks’ and, in some cases, to try out alternative approaches to see what works best, while at the same time ensuring that such efforts were clearly designed to prepare for district-wide implementation.
- **Build on existing infrastructure:** Where possible and appropriate, implementation efforts should build on existing infrastructure, such as programs or initiatives that are already in place that can be aligned to TETF recommendations.
- **Leverage existing expertise:** Both inside LAUSD and in the Greater Los Angeles community, there is expertise that can be leveraged to support implementation. For instance, as we consider how best to use student outcomes to measure teacher effectiveness, we can develop a technical committee of researchers at LAUSD and at universities in the Los Angeles area who would provide methodological advice.

The Ongoing Role of the Task Force

The Teacher Effectiveness Task Force will play a critical and ongoing role in LAUSD's efforts to create a truly world class education for our students.

- **Engaging our key stakeholders:** The TETF includes members of many of our major stakeholder groups in LAUSD. TETF members will engage their constituencies in discussions about these recommendations. As we work toward and begin implementing these recommendations, TETF members will collect feedback from their constituencies and communicate those to staff. Implementation will be an iterative process requiring ongoing feedback and retooling as we work toward policies, systems and processes that achieve the best possible results for our students.
- **Informing and participating in implementation:** Certain TETF members will have a formal role in the implementation process. For instance, our unions will be asked to consider revisions to collective bargaining agreements. Further, some TETF members will be asked to manage and implement certain recommendations. All TETF members will be involved in advising staff on the implementation process and providing ongoing feedback as we phase these recommendations in to our daily practice.
- **Holding staff accountable for implementation goals and objectives:** TETF members will play a critical role in ensuring that we meet the aforementioned goals and objectives. Over at least the next three years, we intend to hold quarterly TETF meetings to provide updates to and get feedback from Task Force members on the progress of this work.

A Starting Point for Addressing the Effectiveness of All LAUSD Employees

While the TETF recommendations center mostly on teachers and provide some recommendations for administrators, these recommendations and the work that follows from them will serve as a basis for addressing the effectiveness of all of our employees – teachers, administrators, support personnel and classified staff.

V. Appendices

- Appendix A.** *Quality Leadership and Teaching to Ensure a World Class Education for All*
- Appendix B.** Sub-Committee Membership
- Appendix C.** Works Cited and Works Reviewed
- Appendix D.** Letter from the Los Angeles Education Research Consortium
- Appendix E.** Comments from TETF Constituencies and Members

Appendix A. *Quality Leadership and Teaching to Ensure a World Class Education for All*

FLORES AGUILAR, GARCIA, VLADOVIC

(Introduced on April 28, 2009; Board Vote on April 28, 2009)

Whereas, The Board of Education is responsible for ensuring that children educated in the Los Angeles Unified School District graduate college prepared and career ready;

Whereas, In order for the LAUSD to become a district where all students graduate from high school with a meaningful education, there must be quality teachers and principals in every pre-kindergarten through 12th grade classroom and school, respectively;

Whereas, Principals as collaborative leaders are essential to the success of their schools; additionally, they are the instructional leaders responsible for inspiring teachers, classified staff, students, parents, and the community;

Whereas, Teachers are the drivers of high achievement and the providers of a quality education for all students;

Whereas, The “Leader of Leaders Program” and “Teach LAUSD Campaign” resolutions – part of a reform package passed by the Board in July of 2007 – recognizes the importance of attracting, training, and retaining highly qualified principals and teachers;

Whereas, It is not enough to attract and retain good teachers and leadership; the District must also ensure their continued professional growth and support to become the best they can be, thereby facilitating a richer educational environment for student success;

Whereas, Professional development and growth is best measured through a process of goal-setting, benchmarks, evaluation, and accountability;

Whereas, The District currently employs an evaluation process for teachers and administrators that results in a general rating of “Meets Standard Performance” or “Below Standard Performance;”

Whereas, This evaluation process is based on past performance without addressing future improvement methodologies and expectations for achievement; does not recognize exceptional teachers and leaders; and lacks a motivational framework to push oneself to higher levels of performance;

Whereas, Principals and administrators do not all perform evaluations in a standardized manner and must carry out the evaluation process with limited resources and assistance;

Whereas, A support mechanism can provide quality professional guidance, mentoring, and clearly defined step-by-step procedures, ensuring timely, accurate, and appropriate preparation and achievement of the evaluation of teachers and administrators;

Whereas, A properly performed evaluation involves the planning, participation, and commitment of the principal and teacher, as well as the school community; ensuring that the process is standardized, objective, impartial, and meaningful;

Whereas, A robust evaluation process can help ensure that every student has an outstanding teacher and administrator working to meet their needs;

Whereas, An effective evaluation process can strengthen and enhance the teacher-principal relationship, union affiliation, and teacher-student involvement, by establishing measurable learning outcomes that can have a positive impact on overall student achievement and lead to a higher level of student learning;

Whereas, Federal Stimulus Funds are being awarded in “exchange for a commitment to advance essential education reforms to benefit students,” including increased teacher effectiveness;

Whereas, A second round of Stimulus funding is contingent upon showing progress in implementing reform, and will require states to provide data on their teacher evaluation systems, among other measures;

Whereas, In announcing the release of Stimulus Funds, U.S. Secretary of Education Arne Duncan stated, “The first step toward real and lasting reform that will ensure our students’ competitiveness begins with absolute transparency and accountability in how we invest our dollars, educate our children, evaluate our teachers, and measure our success;”

Whereas, On April 14, 2009, Board Member Marlene Canter introduced a motion entitled “Ensuring and Supporting Teacher Quality,” with the intent to improve our internal promotion process and provide additional professional development while improving the performance and accountability of our educators;

Whereas, On April 14, 2009, Board Members Marlene Canter and Tamar Galatzan introduced a motion entitled “Teacher Quality: A Call to Legislators,” with the intent to ask our legislators for common sense improvements to what is currently a lengthy, expensive, and ineffective dismissal process, one where students and families do not have a voice; and

Whereas, These two motions highlight the need for a comprehensive and integrated approach in ensuring quality teachers and leaders, themes incorporated within this motion, “Quality Leadership and Teaching to Ensure a World Class Education for All Students;” now, therefore, be it

Resolved, That the Board of Education directs the Superintendent to convene a task force comprised of appropriate District staff (such as Human Resources, Staff Relations, General Counsel, Government Affairs, etc.) labor partners, teachers, administrators, and parent representatives to work collaboratively over the next 180 days to:

- Review and analyze research on Performance Evaluation, and identify best practices to incorporate into the District’s evaluation framework for administrators, teachers, and support personnel (including consideration of components for future improvement methodologies and achievement expectations, as well as a multi-tiered framework);
- Develop recommendations for strengthening and enhancing the process by which administrators, teachers, and support personnel are evaluated, while ensuring that the process is standardized, objective, impartial, and meaningful;

- Develop recommendations for strengthening and enhancing support mechanisms to provide quality professional guidance, mentoring, and clearly defined step-by-step procedures for evaluation;
- Develop recommendations for ensuring the granting of tenure is a deliberate and merited process, based on performance evaluations;
- Develop recommendations and a legislative plan for areas that require changes to California law (such as bumping, seniority, dismissal, etc.);
- Develop recommendations and criteria for incentive pay;

Resolved further, That the Superintendent report to the Board on a monthly basis to share progress made by the task force in accomplishing this scope of work;

Resolved further, That if sufficient progress is not made by the task force in a timely manner, and/or if the work of the task force stalls due to an unwillingness to collaborate or move the work forward, the Superintendent is directed to assume the responsibilities of the task force to ensure the work is completed; and be it finally

Resolved, That the Superintendent report to the Board in 180 days with a strategic plan for maximizing principal and teacher quality, as well as any resources required for implementation (including identification of potential sources of funding).

	<u>AYES</u>	<u>NOES</u>	<u>ABSTAIN</u>	<u>ABSENT</u>
Ms. Canter	X			
Ms. Korenstein		X		
Ms. LaMotte		X		
Dr. Vladovic	X			
Ms. Galatzan		X		
Ms. Flores Aguilar	X			
Ms. Garcia	X			
TOTAL	4	3		

ACTION: ADOPTED AS AMENDED

Appendix B. Sub-Committee Members**Evaluation Sub-committee**

Facilitator: John Bowes Assistant Chief Human Resources Officer, Office of Staff Relations

- Ruth Bautista, District English Learner Advisory Committee
- Pamela Burga, Director of Policy, Office of School Board Member Tamar Galatzan
- David Carr, Green Dot Public Schools
- Kate Farrar, Director of Alumni Affairs, Teach For America
- Mike Gibson, United Teachers Los Angeles
- Susan Hamilburg, Teacher, Canyon Charter
- Laura Hernandez-Flores, MLA Partner Schools
- Mary Johnson, Parent Collaborative
- Julie Kane, UCLA IMPACT: Urban Teacher Residency
- Eric Lee, President/Chairman, Southern Christian Leadership Conference - LA
- Mike McGalliard, President & CEO, MLA Partner Schools
- Shane McLoud, Public Participant
- Maria Morter, District Advisory Council
- Judith Perez, President, Associated Administrators of Los Angeles (AALA)
- Ray Reisler, Executive Director, S. Mark Taper Foundation
- Virginia Rios, Parent, Parent Collaborative
- Bill Ring, Parent Collaborative
- James Rosser, President, California State University - Los Angeles
- Ron Solorzano, Chair, Education Department, Occidental College
- Martha Suarez, District English Learner Advisory Committee
- Dan Weisberg, Vice President, The New Teacher Project
- Jess Womack, National Health Foundation

Differentiated Compensation Sub-Committee

Facilitator: Vivian Ekchian, Chief Human Resources Officer

- Victoria Marino, Specialist, Human Resources, LAUSD
- Dr. Joan Marks, Teacher, Pio Pico Elementary School, LAUSD
- Dr. Tom Stekol, Office of Staff Relations, LAUSD
- Daniel Barnhart, Officer, United Teachers Los Angeles
- Maria Torres-Flores, Principal, Bravo Medical Magnet High School
- Amy Orringer, Director of Strategic Initiatives, MLA Partner Schools

Tenure Sub-committee

Facilitator: Ira Berman, Director, Employee Relations, LAUSD

- Mark Kleger-Heine, COO, Partnership for LA Schools
- Bruce Williams, United Teachers Los Angeles
- Jordan Henry, Teacher/UTLA Chapter Chair, Santee Education Complex

- Antonio Jose Camacho, Principal, 135th St. Elementary School

Support Mechanisms

Facilitator: Marsha Oh-Bilodeau, Coordinator-Peer Assistance and Review (PAR) Program

- Regina Bryant, National Board Certified Teacher-Palms Elementary School, LAUSD
- Ed Burke, Lead Consulting Teacher-Peer Assistance and Review (PAR) Program, LAUSD
- Elizabeth Conroy, Program Coordinator-Los Angeles Area Chamber Of Commerce-Unite-LA
- Felicia Cuesta, Managing Director of Program, Teach for America
- Nancy Franklin, Director, Least Restrictive Environment Programs, LAUSD
- Elaine Kinoshita, Director of School Services, Elementary-Local District 4
- George Lunetta, Consulting Teacher – PAR Program
- Byron Maltez, Interim Local District 4 Superintendent, LAUSD
- Sherry McGillivray, Teacher-Secondary CDS, LAUSD
- Aleeta Powers, BTSA Coordinator-Teacher Development and Support
- Gina Smith-Deville, Administrator-Teacher and Administrator Development Branch & Leadership Academy
- Gregg Solkovits-Secondary Vice-President-United Teachers Los Angeles
- Mary Stepter, National Board Certified Teacher-Monroe High School
- Peggy Taylor-Presley, Director-Teacher Development and Support
- Shelly Tochluk, Chair, Education Department-Mount St. Mary's College
- Douglas Waybright, Director of School Services, Secondary-Local District 3
- Jeraldine Wilson, Consulting Teacher-PAR Program

Legislative Sub Committee

Facilitators: Justo Avila, Human Resources, and Lydia Ramos, Communications

- Juanita Arevalo, Parent
- Marlene Canter, Former LAUSD Board President
- Iris Delgado, Student
- Ruby Delgado, Student
- A.J. Duffy, UTLA President
- Reverend Eric Lee, President & Chairman, Southern Christian Leadership Conference of Greater Los Angeles
- Paul Miller, Teach for America
- Bill Ring, Parent Collaborative
- Elizabeth Saldivar, Parent

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Appendix D. Letter from the Los Angeles Education Research Consortium

April 1, 2010

To Board Members and Superintendent Cortines,

We write on behalf of the Los Angeles Educational Research Consortium to offer our encouragement of the Teacher Effectiveness Task Force's (TETF) efforts to ensure a "highly effective teacher in every classroom and a highly effective leader for every school," and to recommend broad implementation guidelines that we believe will greatly increase the likelihood that the TETF's reforms will have a positive impact on LAUSD students' educational outcomes.

The Los Angeles Educational Research Consortium ("the Consortium") is a new civic institution that seeks to leverage the expertise of education researchers throughout the Los Angeles area to provide systematic evidence that will inform district decision making and teachers' and administrators' work. The Consortium's purpose is to enhance the coherence and rigor of educational research in Los Angeles and translate results into usable knowledge that can help inform district policy and practice.

The Consortium supports the TEFT's focus on teacher effectiveness. It is important to note, however, that there are many ways both to conceptualize and measure "teacher effectiveness." We do know from a number of studies that students can learn considerably more from some teachers than from others.ⁱ Multiple studies have also shown that teacher quality tends to be unequally distributed across schools, with the most disadvantaged students often learning from the least qualified teachers.ⁱⁱ

The Consortium also supports the TEFT's comprehensive approach to improving teacher effectiveness in the district. Like the majority of districts, LAUSD currently has evaluation, support, compensation, and tenure processes that are not as effective as they could be. For example, LAUSD's current teacher evaluation system neither differentiates among teachers of varying levels of "effectiveness" nor does it provide information to teachers to help them improve their practice.ⁱⁱⁱ In addition, the district's teacher support mechanisms are not closely tied to teachers' professional growth needs, even though research indicates that effective professional development should be tightly linked to teachers' specific instructional goals and curricula.^{iv} Although we know far too little about what teacher training is most effective, evidence points toward the conclusion that both pre-service and in-service teacher training nationwide is inconsistent and in many cases ineffective.^v At the same time, research suggests that teacher training that is content-focused, aligned with curriculum, tightly linked to teachers' specific instructional goals and curricula, and sustained for a significant period of time can have an important impact on instructional effectiveness.^{vi} Moreover, LAUSD's compensation system currently rewards teachers almost exclusively based on education and experience, even though most studies indicate that these kinds of characteristics only account for about ten percent of the variability in teachers' effectiveness.^{vii}

The proposals put forth by the TETF recognize these problems, among many others. By establishing the TETF and choosing to implement reforms intended to increase teacher effectiveness, LAUSD has established itself as a pioneer in district reform efforts to improve student learning.

Now that LAUSD has taken these important first steps, it is critical that the district move into the implementation stage with the utmost care. LAUSD has the potential to become a national model for how to reform human capital systems. It is thus incumbent upon the district to develop and evaluate its teacher effectiveness reforms deliberately and systematically, not only to maximize benefits for the students in our district but also to provide an opportunity for other districts nationwide to learn from the LAUSD reforms so that their students, too, can benefit.

We want to emphasize that although researchers know a good deal about existing practices that *do not* work particularly well to improve teacher effectiveness or student outcomes, **we know far less about the best ways that districts can recruit, evaluate, support, distribute, retain, and compensate good teachers.** Most district reform efforts underway across the nation have been implemented in ways that do not readily allow for strong evaluations of the success of these reforms in improving teacher effectiveness or student outcomes. The Consortium urges LAUSD to buck that trend.

We encourage LAUSD to design and implement its teacher effectiveness reforms in ways that will allow it and the broader education community to learn from these reforms, and the Consortium is prepared to assist the TETF to that end. Specifically, we encourage the district to consider the following broad principles in developing and implementing its teacher effectiveness reforms:

1. *Take time to plan.* Although we all recognize the need for change, the lack of strong research evidence about how best to attract strong teachers, measure teacher effectiveness, evaluate teachers, develop better teachers, reward good teaching, and retain the most effective teachers signals a need for deliberate planning to design and implement systems that have the best chance of improving student outcomes in the long run.
2. *Try out different measures of teacher effectiveness before settling on the "right" set of measures.* Although the TETF calls out the need to work with researchers to choose the "right" set of measures to determine employee effectiveness, it is important to remember that agreement is less than universal about the "right" measures to use. We believe LAUSD would be wise to invest the necessary time to pilot a range of potentially useful measures of teacher effectiveness and compare those measures with one another to get a clear sense of their usefulness for teacher development, support, and evaluation.
3. *Include relevant stakeholders in the planning process.* The TETF has included multiple stakeholders' perspectives in the initial proposal. It is imperative that

stakeholders throughout the district, and in particular, teachers and principals, continue to provide input into the reform plan. This will enrich and improve the design of the system by ensuring that on-the-ground knowledge is incorporated into eventual policy decisions, and it will ease implementation of the reforms.

4. *Take advantage of the district's size and diversity to implement "pilot" reforms throughout LAUSD.* It is important that LAUSD plans to test and refine a range of reforms in different sets of schools within LAUSD, so that the district can compare the different systems against one another to determine which produce the best results in terms of teacher development and student growth. The TETF report already raises the possibility of piloting compensation reforms, and we encourage the LAUSD to use the piloting approach more broadly. It is also important to remember to continue with "business as usual" in some schools. "Business as usual" schools that maintain the current systems of evaluation, compensation, and support serve as "control" schools, enabling the district to understand the costs and benefits of its reforms relative to the status quo. These "pilot" implementation and evaluation processes will allow the district to learn from its efforts and will lessen any unforeseen negative consequences of the reforms.
5. *Plan to take the "best" system to scale.* After a careful design and piloting process, the district can implement the structures that produce the best results throughout the district. By scaling up slowly, LAUSD will maximize the positive impacts on student outcomes while minimizing any negative unintended consequences.
6. *Ensure that the necessary conditions are in place to allow the reforms to succeed.* One of the central goals of the TETF's proposals is to provide teachers with meaningful feedback and opportunities for professional growth. In order for this to occur, it is critical that the district maintains and builds the necessary capacity to provide such support to teachers, including sufficient staff and training.
7. *Document the reform process and its short- and long-term outcomes.* LAUSD is uniquely positioned to develop new knowledge about the best ways that districts can increase teacher effectiveness and, as a result, improve student outcomes. In order to learn as much as possible from these reforms and to inform the national debate, it will be important to plan to document the reform process carefully from the outset and ensure that an adequate data infrastructure is in place to track teacher and student progress.

Thank you for your continued effort to improve teaching and learning in LAUSD. We look forward to assisting you as you pursue these important reforms.

Sincerely,

Researchers Affiliated with the Los Angeles Educational Research Consortium

Eva Baker
Distinguished Professor & Director
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Dean and Professor
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Dominic J. Brewer
Associate Dean for Research and Faculty Affairs
Clifford H. and Betty C. Allen Professor in Urban Leadership
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José Felipe Martínez
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Independent Consultant

ⁱ See, for examples: Goldhaber, D., Brewer, D. & Anderson, D. (1999). A Three-Way Error Components Analysis of Educational Productivity. *Educational Economics*; Rockoff, J. (2004). The Impact of Individual Teachers on Student Achievement: Evidence from Panel Data, *American Economic Review*, 94: 247-52; Rivkin, S., Hanushek, E. & Kain, J. (2005). Teachers, Schools and Academic Achievement. *Econometrica* 73(2): 417-458.

ⁱⁱ See, for examples: Lankford, H., Loeb, S., & Wyckoff, J. (2002). Teacher Sorting and the Plight of Urban Schools: A Descriptive Analysis, *Educational Evaluation and Policy Analysis*, 24(1): 37-62; Hanushek, E.A., Kain, J.F., & Rivkin, S.G. (2004). Why Public Schools Lose Teachers. *The Journal of Human Resources*, 39(2): 326-354; Ingersoll, R.M. (2004) *Why do High-Poverty Schools Have Difficulty Staffing Their Classrooms with Qualified Teachers?*, Center for American Progress and Institute for America's Future; Birman, B.F. et al. (2007) *State and Local Implementation of the No Child Left Behind Act V.II – Teacher Quality Under NCLB: Interim Report*. Prepared for the U.S. Department of Education Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service; and Jacob, B.A. (2007). The Challenges of Staffing Urban Schools with Effective Teachers. *The Future of Children*, 17(1): 129-153.

ⁱⁱⁱ Donaldson, M. (2009). *So Long Lake Wobegon: Using Teacher Evaluation to Raise Quality*. Center for American Progress; The New Teacher Project (2009). *Teacher Hiring, Transfer, & Evaluation in Los Angeles Unified School District*.

^{iv} Hill, H. (2007). Learning in the Teaching Workforce. *Future of Children* 17(1): 111-128.

^v See, for example: Jacob, B. & Lefgren, L. (2004). The Impact of Teacher Training on Student Achievement: Quasi-Experimental Evidence from School Reform Efforts in Chicago. *Journal of Human Resources*, 39 (1).

^{vi} Harris, D. & Sass, T. (2007). Teacher Training, Teacher Quality, and Student Achievement. Working Paper No. 3. National Center for Analysis of Longitudinal Data in Education Research; Hill, H. (2007). Learning in the Teaching Workforce. *Future of Children* 17(1): 111-128; Yoon, et al. (2007). *Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement*. Issues & Answers Report, REL 2007-No. 033. Washington, D.C.: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest; Angrist, J. & Lavy, V. (2001). Does teacher Training Affect Pupil Learning? Evidence from Matched Comparisons in Jerusalem Public Schools. *Journal of Labor Economics*, 19(2): 343-369. Kennedy, M. (1998). *Form and Substance in Inservice Teacher Education*. Research Monograph No. 13. National Institute for Science Education, University of Wisconsin-Madison.

^{vii} See, for examples: Hanushek, E.A., Kain, J. F., O'Brien, D. M., & Rivkin, S.G. (2005). *The Market for Teacher Quality*. National Bureau of Economic Research Working Paper 11154; Aaronson, A., Barrow, L. & Sander, W. (2007). Teachers and Student Achievement in the Chicago Public High Schools. *Journal of Labor Economics*, 25(1) ; Koedel, C. & Betts, J. (2007). *Re-Examining the Role of Teacher Quality in the Educational Production Function*. Working Paper 0708, University of Missouri.

Appendix E. Comments from TETF Constituencies and Members

Constituency groups (e.g., collective bargaining units) that participated in the TETF and individual members of the TETF were invited to submit comment statements regarding the final TETF recommendations. These comments can be found in alphabetical order in the pages that follow. (Note, also, that we have collected and will continue to collect comments from the public on the TETF website as part of our ongoing efforts to engage all stakeholders in this process).

ⁱ See, for examples: Goldhaber, D., Brewer, D. & Anderson, D. (1999). A Three-Way Error Components Analysis of Educational Productivity. *Educational Economics*; Rockoff, J. (2004). The Impact of Individual Teachers on Student Achievement: Evidence from Panel Data, *American Economic Review*, 94: 247-52; Rivkin, S., Hanushek, E. & Kain, J. (2005). Teachers, Schools and Academic Achievement. *Econometrica* 73(2): 417-458.

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ⁱⁱⁱ Donaldson, M. (2009). *So Long Lake Wobegon: Using Teacher Evaluation to Raise Quality*. Center for American Progress; The New Teacher Project (2009). *Teacher Hiring, Transfer, & Evaluation in Los Angeles Unified School District*.

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^v See, for example: Jacob, B. & Lefgren, L. (2004). The Impact of Teacher Training on Student Achievement: Quasi-Experimental Evidence from School Reform Efforts in Chicago. *Journal of Human Resources*, 39 (1).

^{vi} Harris, D. & Sass, T. (2007). Teacher Training, Teacher Quality, and Student Achievement. Working Paper No. 3. National Center for Analysis of Longitudinal Data in Education Research; Hill, H. (2007). Learning in the Teaching Workforce. *Future of Children* 17(1): 111-128; Yoon, et al. (2007). *Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement*. Issues & Answers Report, REL 2007-No. 033. Washington, D.C.: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest; Angrist, J. & Lavy, V. (2001). Does teacher Training Affect Pupil Learning? Evidence from Matched Comparisons in Jerusalem Public Schools. *Journal of Labor Economics*, 19(2): 343-369. Kennedy, M. (1998). *Form and Substance in Inservice Teacher Education*. Research Monograph No. 13. National Institute for Science Education, University of Wisconsin-Madison.

^{vii} See, for examples: Hanushek, E.A., Kain, J. F., O'Brien, D. M., & Rivkin, S.G. (2005). *The Market for Teacher Quality*. National Bureau of Economic Research Working Paper 11154; Aaronson, A., Barrow, L. & Sander, W. (2007). Teachers and Student Achievement in the Chicago Public High Schools. *Journal of Labor Economics*, 25(1) ; Koedel, C. & Betts, J. (2007). *Re-Examining the Role of Teacher Quality in the Educational Production Function*. Working Paper 0708, University of Missouri.



Los Angeles Unified School District

Today's Learners, Tomorrow's Leaders

Technical Advisory Group (TAG) Members

Name	Title	Affiliation	Nomination
Damian Betebenner	Senior Associate	National Center for the Improvement of Educational Assessment	Los Angeles Unified School District
Julian Betts	Professor and Department Chair	University of California, San Diego -- Department of Economics	Los Angeles Unified School District
Anthony Bryk	President	Carnegie Foundation for the Advancement of Teaching	Los Angeles Unified School District
Steve Cantrell	Senior Program Officer-Research and Evaluation	Bill & Melinda Gates Foundation	Los Angeles Unified School District
Susie Chow	National Board Certification Coordinator	The Support Network	United Teachers Los Angeles
Janet Davis	Salary Point Credit Advisor	Los Angeles Unified School District	United Teachers Los Angeles
Ken Futernick	Director, School Turnaround Center	WestEd	United Teachers Los Angeles
Cami George	Head Staff, Professional Development	United Teachers Los Angeles	United Teachers Los Angeles
Jackie Goldberg	Former Member/Former President	-California State Assembly - Los Angeles Unified School District Board of Education	Los Angeles Unified School District
Dan Goldhaber	Director	University of Washington, Center for Education Data and Research	Los Angeles Unified School District
Pete Goldschmidt	Senior Researcher/Associate Professor	- Center for the Study of Evaluation, UCLA Graduate School of Education & Information Studies - Michael D. Eisner College of Education, California State University Northridge	Los Angeles Unified School District
Susanna Loeb	Professor	Stanford University	Los Angeles Unified School District
Felipe Martinez	Assistant Professor	Social Research Methodology Division, UCLA Graduate School of Education & Information Studies	Los Angeles Unified School District
Daniel McCaffrey	Senior Statistician	RAND	Los Angeles Unified School District
Craig Nelson	Emeritus	California Teachers Association	United Teachers Los Angeles



Los Angeles Unified School District

Today's Learners, Tomorrow's Leaders

Name	Title	Affiliation	Nomination
Sean Reardon	Associate Professor	Stanford University	Los Angeles Unified School District
Denise Rockwell-Woods	Director, Operations and Organizational Services	United Teachers Los Angeles	United Teachers Los Angeles
David Steele	Chief Information & Technology Officer	Hillsborough County Public Schools	Los Angeles Unified School District
Katharine Strunk	Assistant Professor of Education & Policy	Rossier School of Education, University of Southern California	Los Angeles Unified School District
Rob Weil	Director of Field Program, Educational Issues Department	American Federation of Teachers	United Teachers Los Angeles
Ross Wiener	Executive Director, Education and Society Program	Aspen Institute	Los Angeles Unified School District



PERFORMANCE METER

All Youth Achieving

C O R E

Start
with
studentsFamilies
are our
partners

B E L I E F S

Success
is in the
classroom

4

Diversity
is our
strength

5

Effective teaching,
leadership, and
accountability are the
keys to our success

Mission

The mission of the Performance Management Unit is to support LAUSD's move from a culture of compliance to a culture of performance by using data to:

- 1) Identify specific, systemic issues and barriers;
- 2) Highlight successful strategies and potential solutions; and
- 3) Empower local districts and schools to make data-based decisions to achieve LAUSD's vision of preparing every student to be college-prepared and career-ready.

LAUSD Performance Meter

On his first day as Superintendent, Dr. Deasy shared with the Board of Education and the rest of the LAUSD family the LAUSD Performance Meter. The Performance Meter is a scorecard to measure and guide his performance as Superintendent and our performance as a District. These indicators center on the District's goals:

- 100 percent graduation
- Proficiency for All
- 100 percent attendance
- Parent and Community Engagement
- School Safety

"The targets in the Performance Meter will cascade throughout the district because although these are district-wide targets, we all hold responsibility for these results. We are all educators and our success as an organization is and will always be in our classrooms and our schools. It will now become the work of each of us to see ourselves in these targets; to develop our own performance targets as individuals and as members of working teams in our schools, in our Local District Offices, or in our Central Office Departments."

*Superintendent
John Deasy*



PERFORMANCE METER

All Youth Achieving

C O R E B E L I E F S

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4

Diversity
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strength

5

Effective teaching,
leadership, and
accountability are the
keys to our success

GOAL 1: 100% GRADUATION	Baseline				Annual Targets		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
A. Four-Year Cohort Graduation Rate	48	52	55	56	60	63	70
B. Percentage of Students On-Track for Meeting A-G Requirements	--	--	26	28	38	50	75

GOAL 2: PROFICIENCY FOR ALL	Baseline				Annual Targets		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
A. English Language Arts, Elementary: Percentage Proficient & Advanced	39	44	46	50	60	67	74
B. English Language Arts, Secondary: Percentage Proficient & Advanced	31	34	37	39	45	50	54
C. Mathematics, Elementary: Percentage Proficient & Advanced	54	57	57	63	69	75	82
D. Mathematics, Secondary: Percentage Proficient & Advanced	20	22	25	27	36	41	47
E. 3rd Grade Proficiency Rate in English Language Arts	29	34	35	40	49	55	62
F. Proficiency in Algebra	17	20	22	24	38	47	55
G. Reclassification Rates	14.7	14.6	14.4	12.4	21	24	27

GOAL 3: 100% ATTENDANCE	Baseline				Annual Targets		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
A. Percentage of students with 96% or higher attendance	62	64	60	62	66	71	76
B. Percentage of staff with 96% or higher attendance	65	67	65	68	69	74	79

GOAL 4: PARENT AND COMMUNITY ENGAGEMENT	Baseline				Annual Targets		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
A. Percentage of parents who talk with the teacher about their child's schoolwork (School Experience Survey)	--	60	58	58	65	70	75
B. Parent participation on School Experience Surveys	--	26	28	25	35	40	50

GOAL 5: SCHOOL SAFETY	Baseline				Annual Targets		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
A. Instructional days lost to suspension	74,765	59,783	53,725	46,006	43,506	41,006	38,506
B. Percentage of students who feel safe on school grounds (School Experience Survey)	77	82	83	84	86	88	90



PERFORMANCE METER GUIDE

GOAL 1: 100% GRADUATION

A. Four-Year Cohort Graduation Rate	Every student entering high school is automatically placed into a 4-year cohort. Students who transfer out are subtracted from the cohort. New enrollees are added to the cohort as they transfer in. The number of graduates four years later is used to calculate the 4-year rate. Please note that a 5 th year graduate is not counted toward this rate. Targets are determined based on the number of first time 9 th graders for future graduating cohort in the 2012, 2013 and 2014.
B. Students On-Track for Meeting A-G Requirements	A-G courses refer to the 15 courses required for admission to UC and CSU. At the end of each school year, the number of students that are on track for satisfying the A-G requirement is tracked. Targets are based on the implementation timeline of the Board of Education's 2005 resolution regarding A-G. Beginning in the 2008-2009, all students were enrolled in A-G courses and in 2012-13, all students must pass the A-G sequence to graduate from high school.

GOAL 2: PROFICIENCY FOR ALL

A. English Language Arts, Elementary: Proficient & Advanced	Percentage of students who scored Proficient or Advanced among those who had taken the Grade 2-5 English Language Arts CST.
B. English Language Arts, Secondary: Proficient & Advanced	Percentage of students who scored Proficient or Advanced among those who had taken the Grade 6-11 English Language Arts CST.
C. Mathematics, Elementary: Proficient & Advanced	Percentage of students who scored Proficient or Advanced among those who had taken the Grade 2-5 Mathematics CST.
D. Mathematics, Secondary: Proficient & Advanced	Percentage of students who scored Proficient or Advanced among those who had taken any Mathematics CST for Grade 6 and above (inc. Geometry and Algebra I/II)
E. 3rd Grade Proficiency Rate in English Language Arts	Percentage of students who scored Proficient or Advanced among those who had taken the Grade 3 English Language Arts CST.
F. Proficiency in Algebra	Percentage of students who scored Proficient or Advanced among those who had taken the Algebra I CST. (does not include Algebra II)
The 6 above targets are based on an analysis of three scenarios: 1) baseline growth 2) all schools below median raised to the median level 3) all schools below 3 rd quartile raised to the 3 rd quartile. After the analysis, the most ambitious scenario (#3) was selected as the district's target.	
G. Reclassification Rates	Reclassification rates are calculated by dividing the number of reclassified students by the number of English Learners from the previous school year. Target is set at a 3% annual growth.

GOAL 3: 100% ATTENDANCE

A. Percentage of students with 96% or higher attendance	Percentage of enrolled students with an attendance rate greater than or equal to 96%. Targets are set at a 5% annual growth.
B. Percentage of staff with 96% or higher attendance	Percentage of all employees (in any functional role) in all school-based locations with an attendance rate greater than or equal to 96%. Rate = (Total Worked Hrs) / (Total Workable Hrs – Protected Absence Hrs). Targets are set at a 5% annual growth.

GOAL 4: PARENT AND COMMUNITY ENGAGEMENT

A. Percentage of parents who talk with the teacher about their child's schoolwork	Percentage of parents who answered "Often" or "Always" on "I talk with the teacher(s) about my child's schoolwork" in the School Experience Surveys. Targets are set at a 5% annual growth.
B. Parent participation on School Experience Surveys	Percentage of parents who completed the School Experience Surveys. Targets are set at a 5% annual growth initially.

GOAL 5: SCHOOL SAFETY

A. Instructional days lost to suspension	Number of suspension days. Targets are set at an annual reduction of 2,500 days.
B. Percentage of students who feel safe on school grounds	Percentage of students who answered "Agree" or "Strongly Agree" on "I feel safe on school grounds" in the School Experience Surveys. Targets are set at a 2% annual growth.

**MEMORANDUM OF UNDERSTANDING BETWEEN
LOS ANGELES UNIFIED SCHOOL DISTRICT AND
UNITED TEACHERS LOS ANGELES**

**LOS ANGELES PILOT SCHOOLS AGREEMENT
December 2, 2009**

Introduction: The Los Angeles Unified School District (LAUSD) and the United Teachers Los Angeles (UTLA) are sponsoring the establishment of innovative small pilot schools within LAUSD. The purpose of establishing pilot schools is to provide models of educational excellence that will help to foster widespread educational reform throughout the Los Angeles Unified School District. The Pilot Schools Network of teacher empowerment, parent engagement, and student achievement is a voluntary model. The parties hope to improve dramatically the educational learning environment and thereby improve student performance. Pilot schools will be open to students in accordance with the LAUSD student assignment plan.

- I. **Scope:** There will be established up to twenty (20) pilot schools as part of the Los Angeles Pilot Schools agreement in the 2010-2011 school year unless the parties agree in writing to establish more, and/or to a different timeline for the establishment of the agreed upon number of Pilot Schools. In addition, the parties will engage in discussions as set forth in Section XII D and E.

- II. **Status of LAUSD Employees Who Work In Pilot Schools:** All UTLA bargaining unit members who elect to work in Pilot Schools shall maintain their full status as members of the UTLA Bargaining unit and as employees of the District.
 - A. These employees shall continue to receive, at a minimum, the salary and all health and welfare benefits set forth in the negotiated Agreement between the District and UTLA ("Agreement"). The parties agree this constitutes authority to establish non-uniform salaries pursuant to Government code 3543.2(e).
 - B. These employees shall continue to be subject to the rights, protections, obligations and duties applicable to certificated employees under the California Education Code, including, but not limited to, the membership in the State Teachers Retirement System. These employees shall continue to accrue seniority as provided in the California Education Code.
 - C. These employees shall continue to attain and maintain "status and classification" as set forth in the California Education Code (e.g., temporary, probationary, permanent, substitute, intern, etc.).

- III. **Working Conditions in Pilot Schools:** Pilot Schools shall continue to follow state and federal laws and regulations, however they shall be exempt from all Board Rules and District policies and shall likewise be exempt from the provisions of the Agreement except as is specified below. Pilot Schools shall strive for a model of collaboration and shared decision-making at the school site, embodying freedoms from locally imposed constraints.

All employees shall work in Pilot Schools on a voluntary basis and may request a voluntary transfer to another district school at the end of any school year.

Any UTLA bargaining unit employee who is displaced from a Pilot School and/or is released from a Pilot School (e.g. due to a programmatic change at the school site) during the term of this agreement shall be transferred to a vacancy for which the employee is qualified at a school within the geographic area in which the present school is located, or if no such vacancy exists in an adjoining area, or if no vacancy exists in an adjoining area to a vacancy in some other area. In the event there is no vacancy available within a reasonable distance from the school from which a teacher has been displaced, a representative from, UTLA and a representative from the District Human Resources Division will meet to consider different assignment options for the affected employee.

No UTLA member may be laid off as a result of the existence of Pilot Schools.

A. As expressly set forth below, certain provisions of the LAUSD-UTLA collective bargaining agreement shall remain in full force and effect at all times during this Memorandum of Understanding ("MOU"). In addition to those referred to in Section II above, the following provisions of the Agreement, however, cannot be waived or in any way modified by the Governing School Council, and shall continue to apply with full force to unit members who work in Pilot Schools:

- Leaves (Article XII)
- Reduction in Force (Article XIII)
- Evaluation (Article X), Peer Evaluation (Article XXVII, Section 3.2(e)) and Discipline (Article X)
- Peer Assistance and Review (Article X-A)
- Dues Deduction (Article IV-A)
- Safety (Article XXVIII)
- Holidays (Article XVII) (9 legal holidays, 8 winter recess holidays and 5 spring recess holidays)
- Article IV, UTLA Rights, Sections Section 1.0, 2.0 3.0, 7.0, 8.0(a), (b), (c) and (i). Article IV, 8.0 (I) shall be included and shall read as, "Have the right to propose agenda items for faculty meetings. The Chapter Chair shall also have the right to make appropriate brief announcements." Section 6.0 shall apply with up to 10 days of release time; however, if a bargaining unit member assigned to a Pilot School is elected to a position of UTLA Director or UTLA NEA Vice President, the employee shall be entitled to the full amount of release time that is authorized under Article IV, 6.0

B. The foregoing Articles shall continue to be subject to the Grievance provisions of the Agreement. All other matters shall not be subject to the contractual Grievance provisions and, instead, are subject to review, etc. exclusively through the Internal Appeals Process set forth below.

C. The Provisions of this Los Angeles Pilot Schools Agreement are not intended to narrow or expand the rights of the District or UTLA to be less or greater than that provided by law,

except as specifically set forth in this MOU. If there is a conflict between a specific provision of this MOU and legal requirements, all other non-conflicting sections of this MOU shall remain in full force and effect.

IV. Work Year, Workday, etc.

- A. The matters set forth below shall be reduced to writing in an "Election to Work Agreement" that shall be provided to each Pilot School employee at the inception of his/her employment at the Pilot School and no later than April 15 annually thereafter. All employees are required to sign such document as a condition of working or continuing to work at the Pilot School. This document shall include the following information:
 1. The length of the instructional day, school day and workday.
 2. The length of the instructional year and work year and school calendars.
 3. The amount of time an employee is required to render service beyond the instructional/school/work year or day set forth in the Agreement.
 4. Any additional required duty time, such as during summers, school breaks, etc.
 5. Any additional teacher evaluation measure which enhances the pilot school.
- B. The Governing School Council shall establish the length of the unit member work year, the length of the instructional and duty day, the school calendar, the amount of professional development to be provided in and outside of school, and summer work. These matters shall be part of the RFP submitted for approval/modification as set forth above.
- C. Notwithstanding the provisions of this section, Pilot Schools shall, at a minimum provide at least the number of student instructional days and the amount of instructional minutes as other District schools.
- D. Employees in Pilot Schools will be required to work the full workday/work year (or the proportionate amount required by their less than full-time assignment), and to perform and render service as prescribed by the terms of the approved Pilot School RFP (subject to modification as set forth above).
- E. The parties agree that the Election to Work Agreement (including length of work year, length of work day, professional development time in and out of school, summer work), shall be created by the Governing School Council and shall be given to affected staff no later than February 15 of the previous school year. By a 50% + 1 vote, affected UTLA Bargaining Unit staff may vote to override the Election to Work Agreement, sending it back to the Governing School Council for possible re-working. If the Election to Work Agreement for an upcoming school year has not been approved by March 15 the previous year's Election to Work Agreement shall remain in place.

V. Governance of Pilot Schools: Each Pilot School shall be governed by a Governing School Council, the composition of which shall comply with the School Site Council Model as established in the approved RFP. The responsibilities of the Governing School Council are as follows: set the school vision, approve the annual budget, approve the annual election-to-work agreement, and recommend the selection of the school leader (with the Superintendent having final authority). The Governing School Council also is responsible for managing the

Internal Appeal Process. Refer to District Bulletin 4148.1 Advisory Committees and School Site Councils, dated March 27, 2009 for complete information regarding policies and state guidelines related to the composition of School Site Councils. The membership of the Governing School Council shall be consistent with School Site Council Guidelines as referenced in Memo 4148.1. (An example of a School Site Council membership at a secondary school, with a council of twelve members: 1 principal, 4 teachers, 1 other personnel, 3 students, and 3 parents/community).

VI. Establishment of Pilot Schools

A. Pilot Schools may be created by the following means:

- A new, start-up Pilot School
 - An existing regular LAUSD school or high school small learning community may convert to become a Pilot School if a minimum of 67% of all Unit members who work 50% or more in the school vote to adopt Pilot status.
 - An existing charter school can decide to give up its charter and apply through the RFP process in (B) below.
 - The District shall provide an orientation and/or informational meeting(s) for UTLA members interested in pilot schools.
1. If a school or small learning community converts to become a Pilot School, all current faculty at the school or SLC who voluntarily sign the Pilot School's election-to-work agreement are entitled to placement within the school for the school's first Pilot year.
 2. If a new start-up Pilot, for example at a newly constructed (i.e. Esteban Torres) or a re-opened school (i.e. if Hughes Middle School was to re-open), receives approval to become a Pilot School, all current faculty at the school or SLC being relieved who voluntarily sign the Pilot School's election-to-work agreement are entitled to placement within the school for the school's first Pilot year. A proportionate number of teachers (based upon staffing norms) from each sending school are to accompany the students to the receiving school(s) after the exception for Design Team members in # 3 below. The membership of a Design Team will be consistent with the concept and intent of the Pilot Schools program. A reasonable number of Design Team UTLA members will comprise the initial faculty of a new start-up pilot. This may be reviewed as part of the XII, D provision to revisit this agreement beginning in January 2010.
 3. If a new start-up Pilot, for example at a newly constructed or re-opened school, receives approval to become a Pilot School, the Design Team members will be exempt from displacement due to norming during the course of the first full school year the Pilot school is in existence. Design Team members from schools other than the feeder school(s) being relieved by a newly constructed or re-opened school shall not be subject to the proportionate assignment language described above in #2 and shall have preference over bargaining unit members from the school(s) being relieved in #2 above.

4. In the event there is no vacancy available within a reasonable distance from the school from which a teacher has been displaced, a representative from, UTLA and a representative from the District Human Resources Division will meet to consider different assignment options for the affected employee.

B. Establishment of Pilot schools shall be accomplished through an RFP process.

1. The RFP process will be developed by LAUSD and administered by the Steering Committee, the composition and operation of which are set forth below.
2. Completed RFPs will be reviewed by the Steering Committee, which shall thereafter determine which proposals are approved.
3. No Pilot School shall be established without the approval of the Steering Committee and the LAUSD School Board as set forth herein.
4. Pursuant to California Department of Education regulation and policy, the Board of Education must authorize the formation of a new school through the CDS code approval process.
5. The District will provide via a verification process to allow for the Chapter Chair and school site administrator from each school being relieved by a new start-up Pilot school to confirm:
 - An orientation and or informational meeting(s) was held
 - A school vote to adopt Pilot status was taken

C. Modification of RFP: Any modification to the terms and conditions of the approved RFP shall be valid only if approved through the process set forth in Section VI B 2 and 3 above.

VII. **Pilot Schools Steering Committee:** This Committee is charged with reviewing and approving all initial RFPs to establish Pilot Schools, and all proposals to later modify initial RFPs.

A. The Committee shall contain representatives from the following organizations:

1. Los Angeles Unified School District: 2
2. United Teachers Los Angeles: 2
3. Community Organization members shall be appointed by the other members of the Committee. 2
4. Associated Administrators Los Angeles: 1

The Committee shall conduct its business according to rules and procedures adopted by the Committee, including making decisions as to the implementation of item VII A 3 above.

VIII. **Funding of Pilot Schools:** Pilot schools shall be funded through a lump sum per-pupil budget, as well as central and local discretionary services, plus a start-up supplement.

IX. **Internal Appeals Process**

- A. The Governing School Council of each Pilot School shall develop an Internal Appeals Process ("IAP") which may be utilized by unit members at Pilot schools to allege a violation or misapplication of the terms and conditions governing the Pilot School.

- B. A complaint under the IAP is limited to allegations that the written terms and conditions governing the Pilot School as specifically set forth in the RFP and/or written decisions of the local Governing School Council have been violated or misapplied.
- C. Each Pilot School's IAP must be submitted to the Steering Committee for approval.
- D. If a Pilot School cannot agree on an IAP, the process set forth in Section IX G below shall be deemed to be the IAP at that School. Such IAP shall also apply if the Steering Committee rejects a locally developed IAP and the Pilot School does not agree to a revised procedure, or if the Steering Committee rejects a revised procedure.
- E. Every Pilot School employee shall receive a written copy of the IAP.
- F. Every locally developed IAP shall provide that if a complaint cannot be satisfactorily resolved at the Pilot School level, the matter shall be submitted to the Los Angeles Pilot Schools Steering Committee. The Committee shall come to consensus on a final decision. If a final decision cannot be made by consensus, a majority vote of members present shall make a final decision.

If a Pilot School does not formulate their own Internal Appeals Process, the Internal Appeals Process described below shall apply:

- G. This IAP shall be used at Pilot Schools only under the circumstances stated in section IX-D above. A "complaint" for purposes of this IAP is defined as set forth in Section IX B above. A "day", for purposes of the timelines of this IAP is defined as any day of the calendar year except Saturdays, Sundays, legal or school holidays, or District-unassigned days (e.g., Day after Thanksgiving). The time limits of this IAP are intentionally expedited to achieve early resolution, and are expected to be adhered to by all parties. Time limits may be extended or waived, but only by mutual written agreement.

The Steps of this IAP are as follows:

1. Informal Meeting Between the Grievant and School Leader: Within five (5) days after the aggrieved employee became aware (or should have become aware) of the occurrence of the event(s) upon which the grievance complaint is based, the aggrieved employee must request an informal meeting with the school leader (and the department chair if the matter involves the department chair), to discuss the matter and attempt in good faith to resolve it. That meeting shall be conducted within five (5) days of the request.
2. Second Meeting, With Chapter Chair Included: If the dispute has not been resolved within five (5) days of the above-described Informal Meeting, the employee shall have up to an additional five (5) days in which to request a second meeting, this one to include the persons from the Informal Meeting, and also the chapter chair for the site, and may also include a designee of the school leader. The purpose of this meeting is for the school leader and the

chapter chair to attempt in good faith to resolve the dispute. This meeting shall be conducted within five (5) days of the request. If the matter is not resolved within five (5) days of the Second Meeting, then this step is deemed completed. Provided, however that if the chapter chair may be personally affected by the outcome, and there is no designated co-chair, the matter shall automatically proceed to the next step.

3. Third Meeting: Governing School Council: If the dispute has not been resolved within five (5) days of the above-described Second Meeting, the employee shall have up to an additional five (5) days in which to request a meeting with the Governing School Council. This meeting shall be conducted within five (5) days of the request. If the dispute has not been resolved within five (5) days of this meeting, the employee may submit the claim to the Alternate Claim Panel set forth below.
4. Submission to Alternate Claim Panel: If the aggrieved employee and the chapter chair wish to pursue the matter further, the chapter chair shall have five (5) days to submit the claim to the school leader, with copies to the Office of Staff Relations and to UTLA's Director of Organizational Services. This filing shall cause the dispute to be referred to a two-member Joint Panel (see Section 5 below) for final resolution. The assigned members of the Joint Panel shall convene the parties to learn the facts and hear the parties' contentions, and then shall use all of their best mutual efforts to reach agreement upon the appropriate final decision. It is anticipated that they will be able to do so. However, in the event that they are deadlocked, Staff Relations and UTLA shall designate one of the Panel Members as the designated decision maker (and the other as advisory), based upon the principle of alternating between the District designee and the UTLA designee for succeeding deadlocked panels on a District-wide basis. (The members of the particular Joint Panel shall not be advised as to which would be so designated until such time as it becomes necessary to make the designation.) Joint Panel decisions are final and binding, but shall be applicable solely to the specific dispute, and shall be non-precedent setting.
5. Joint Panels: The District and UTLA shall each designate an equal number of retired District employees to serve as a pool of Joint Panel members. Such appointments shall be made each March for the ensuing school year. The total number of such appointees shall be determined by the District and UTLA each year based on anticipated needs, but shall not be fewer than eight (four each). The District and UTLA shall each make all reasonable good faith efforts to select their designees on the basis of perceived school experience, reputation for fairness and judicious character. Such appointees shall then be divided into two-member teams to serve together on an ongoing basis as a Joint Panel.

- X. Building Council: Each school shall establish a Building Council to address issues related to the School Impact Report. If consensus cannot be reached, the Local District

Superintendent shall decide the matter. The members of the Building Council at each school site shall be comprised of the following members:

- The principal or designee of the regular school, the chapter chair of the regular school, and each Small Learning Community lead teacher.
- The principal or designee of the Pilot School and the chapter chair of the pilot school or designee.

XI. Monitoring and Intervention: In order to ensure continuing accountability, each school will undertake a Quality Review Process in year three, and every five years thereafter. The Quality Review Process will be established by the Steering Committee, with final accountability to the Superintendent. The RFP process for establishing pilot schools will contain metrics for student achievement to be measured in the Quality Review Process.

- A. Either party to this Agreement may at any time request an "intervention" from the Steering Committee or its designated monitor.
- B. Procedures for establishing an intervention, including written requests, etc., shall be established by the Steering Committee.

XII. Duration of MOU:

- A. This MOU shall take effect immediately upon approval by the District and UTLA and shall remain in effect through June 30, 2012.
- B. Thereafter, this MOU shall automatically continue in effect subject to Section XII C below.
- C. Either party wishing to modify or terminate this MOU as of or after June 30, 2012, may cause negotiations to commence over this matter by notifying the other party in writing by December 1 of the year prior to the year in which such modifications or termination is sought.
- D. Each party may re-open negotiations over this MOU. Negotiations shall commence at the request of either party at any time after January 1, 2011.
- E. Beginning not later than January 4, 2010, the parties will meet to determine if there are additional schools that have demonstrated intent to apply for Pilot School status and to discuss how to address the interests of these schools.
- F. The parties agree that any negotiations conducted under this paragraph XI shall be subject to the public notice and impasse procedures of the Educational Employment Relations Act (Government Code sections 3547 through and including 3548.3.)
- G. The terms of this MOU shall be subject to ratification by UTLA and adoption by the Board of Education.

LOS ANGELES PILOT SCHOOLS AGREEMENT

Date of Agreement 12/18/2009

Los Angeles Unified School District:

United Teachers Los Angeles:

By: (b)(6)
John Bowes, Ed. D., Assistant Chief
Human Resources Officer
Office of Staff Relations

A. J. Duffy, ~~President~~
United Teachers Los Angeles

Adopted and approved by the Board of Education on 09 FEBRUARY, 2009.¹⁰

By: (b)(6)
Monica Garcia, President
Board of Education

ATTACHMENT 1

- Leaves and Absences (Article XII)
- Reductions in Force (Article XIII)
- Evaluation and Discipline (Article X)
- Peer Assistance and Review ("PAR") (Article X-A)
- Dues Deductions (Article IV-A)
- Safety (Article XXVIII)
- Holidays and Vacation (Article XVII)
- UTLA Rights (Article IV, Sections 1.0, 2.0, 3.0, 7.0, 8.0(a), (b), (c) and (i). Article IV, Sections 6.0 and 8.0(l) with modifications.

ARTICLE XII

LEAVES AND ABSENCES

1.0 Leave and Absence Defined: A leave is an authorized absence from active service granted to probationary or permanent employees, for a specified purpose and period of time, with the right to return to active service unless the employee's service would have otherwise been terminated. All other employees, except for those excluded in Section 2.0 below may qualify for absences but not leaves. Leaves are either "permissive" or "mandatory." As to permissive leaves, the term "may" is used and the District retains discretion as to whether they are to be granted, and as to the starting and ending dates of the leave. As to mandatory leaves the term "shall" is used and the District has no discretion as to whether the leave is to be granted to a qualified employee. The term "formal leave" refers to any leave of more than twenty days in duration. Formal leaves must be applied for in writing using the District form.

1.1 Employees who are on unpaid leaves and employees who exhaust their paid benefits while on paid leave are not eligible for District-paid health and welfare benefits while in unpaid status. As an exception, employees on approved unpaid Family Care and Medical Leave/Absence are eligible for District-paid benefits provided they are otherwise eligible for such benefits as provided in Section 24.8 of this Article. Also, employees in unpaid status may arrange for continuance of benefits under Article XVI, Section 9.0 COBRA. In addition, employees in unpaid status will have their assignment basis changed from annualized to un-annualized (pay as you work). Such changes may result in employees having been paid salary for which they are not eligible based on service provided. To avoid this, employees may request that their assignment basis be changed in advance of the start of the school year.

2.0 General Eligibility Provisions: Probationary and permanent employees shall be eligible for certain paid and unpaid leaves. Other employees serving under written contracts of employment may qualify for such leaves if provided for in their contracts. All other employees, including substitutes, may qualify for certain paid or unpaid absences with no right to return, but are not eligible for leaves except for family care and medical leave, if eligible. All other employees, including substitutes, may qualify for certain paid or unpaid absences with no right to return, but are not eligible for leaves except for family care and medical leave, if eligible.

2.1 Subject to the restrictions specified in Article XIX, a day-to-day substitute or temporary employee may be paid for certain absences as specified in this Article, provided the employee was serving and not released at the close of the working day immediately preceding the day for which paid absence is requested; and the paid absence shall cease with either the return to service of the absent employee whom the day-to-day substitute was replacing or with the end of the projected assignment, whichever occurs first. However, such restrictions shall not apply in the case pregnancy disability (Section 10.2) or industrial injury absences (Section 13), or family care and medical leave (Section 24).

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3.0 Rights Upon Return: Any employee returning from the leaves listed in this section of one calendar year or less shall be returned to the location from which leave was taken, except that the employee may be transferred pursuant to Article XI, Transfers, if such a transfer would have been made had the employee been on duty. Such return rights are limited to the following leaves:

- a. illness
- b. industrial injury
- c. reduced workload
- d. pregnancy
- e. exchange
- f. sabbatical
- g. family care and medical leave of 60 working days or less
- h. any leave in which the employee was replaced by a substitute teacher (including a contract pool teacher working in a substitute capacity)
- i. childcare leave immediately following pregnancy leave, birth or adoption, but only for the balance of the semester or track, e.g., (July 1-December 31 and January 1-June 30) in which the childcare leave commenced; and only if the combined pregnancy leave and childcare leave does not exceed two semesters. As an exception that the childcare leave must immediately follow pregnancy leave, birth, or adoption for return rights, the family care and medical leave may interrupt that sequence. However, each leave must immediately follow the other and the childcare leave will be granted only for the balance of the semester or track in which the childcare leave commenced. In addition, the combination of the leaves shall not exceed two semesters.

Employees returning from leaves other than as provided above may be subject to transfer pursuant to Article XI.

4.0 Restrictions: An unpaid leave or absence may not be converted to a paid leave or absence, except in the case of pregnancy disability as provided in Section 10.2 of this Article. No employee shall be eligible for a permissive leave from the District who has had three semesters of permissive leave during the six semesters immediately preceding the requested leave, except as provided in Section 11.0, 17.0 and 21.0. For purposes of this Section, 65 working days per semester on leave shall constitute a semester on leave. The Superintendent may, in his sole discretion, grant a waiver from this limit, for

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one semester. For Children's Center and other employees not assigned on the usual semester basis, the semester period shall be computed as being one-half of the normal annual assignment and the 65 working days shall be proportionately adjusted.

5.0 Application: Applications for permissive leaves of absence must be submitted on or before the dates established by this Article. Exceptions may be made in the sole discretion of the District. Applications for informal permissive absences not to exceed five days shall be submitted for approval to the immediate administrator. Applications for informal permissive absences in excess of five days shall be made to the immediate administrator and must be approved by the appropriate Cluster Administrator or branch/division head.

5.1 For continuous programs (Year-round, Children's Center, etc.), the deadline for leave applications, unless otherwise provided, shall be April 15 for all leaves commencing during the period July 1 through December 31 and November 15 for all leaves commencing during the period January 1 through June 30.

6.0 Notification Requirements: Unless otherwise provided in this Article, an employee who intends to be absent for 20 working days or less must make every reasonable effort to notify the appropriate substitute office not later than 6:30 a.m. on the day of absence and notify the school or section to which assigned not later than 30 minutes before the schedule begins on the day of absence. Hourly rate employees must notify the school or center not later than one hour before the employee's class meets. When the absence is to be for one day only, employees may, when reporting the absence to the school or center, also give notice on intended return for the following day. All other employees returning to service must notify the school or section at least one hour before the end of the regular working day on the day before the day of anticipated return. If such notification is not given and both the employee and substitute report for duty, it is only the substitute who is entitled to work and be paid. Notification requirements for an approved family care and medical leave shall be in accordance with Section 24.4 of this Article and Government Code Section 12945.2.

7.0 Cancellation of Leave: A request by an employee for cancellation of a leave or for cancellation of a request for a leave shall be granted unless an employee other than a day-to-day substitute has been assigned to fill the employee's position at the site. Exceptions may be made in the sole discretion of the District. The appropriate required credential or permit held at the time the leave was granted must be maintained, or the leave terminates and the employee is subject to termination. The employee shall be so notified.

8.0 Expiration of Leave: Two calendar months before the expiration of a leave for one semester or more, and upon reasonable notice from the District, the employee must notify the Personnel Office of an intention to return, or request an extension of leave, if eligible. Failure by the employee to

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give such notice, or to report to duty as directed after having given such notice, shall be considered abandonment of position and resignation from service. An exception to this provision or requirement shall be made if it was impossible for the employee to give the required notice. In the case of an early return from family care and medical leave, if the employee informs the District of a desire for early return the District will, if feasible, return the employee to service within two working days after the employee notifies the District of the request to return.

8.1 Return from Leave - Medical Review Committee: An employee not approved to return from a leave by the District Medical Director may appeal to a Medical Review Committee. The committee shall be comprised of a District physician, a physician selected and compensated by UTLA, and a third physician who shall be selected by the two physicians and compensated equally by the District and UTLA. A majority decision by the Medical Review Committee shall be final and binding.

9.0 Bereavement (Paid): An employee is entitled to a paid leave/absence from the District, not to exceed three days, on account of the death of a member of the employee's immediate family if acceptable proof of death and relationship is provided and the leave/absence commences within ten calendar days of the death. If more than one such death occurs simultaneously, the leaves may be taken consecutively. If out of state travel is required and requested, an additional two days shall be granted. The immediate family is defined as the following relatives of the employee:

- a. Spouse or, for purposes of this Leaves Article only, a cohabitant who is the equivalent of a spouse
- b. Parent (includes in-law, step and foster parent, and parent of cohabitant who is the equivalent of spouse)
- c. Grandparent (includes in-law, step, and a grandparent of cohabitant who is the equivalent of spouse)
- d. Child (includes son/daughter-in-law, step and foster child, and child of cohabitant who is the equivalent of spouse)
- e. Grandchild (includes grandchild of spouse, step grandchildren, and grandchildren of cohabitant who is the equivalent of spouse)
- f. Brother
- g. Sister
- h. Any relative living in the employee's immediate household

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10.0 Pregnancy and Related Disability (Paid and Unpaid):

10.1 Paid Disability Absence: For that period of time during which the employee (including temporaries and substitutes) is physically disabled and unable to perform her regular duties due to pregnancy, miscarriage, childbirth and recovery there from, she shall be permitted to utilize her illness absence pursuant to Section 12.0 of this Article.

10.2 Optional Unpaid Portion: A pregnant employee in active status shall, upon request, be granted an unpaid pregnancy leave (or, in the case of substitutes or temporaries, an unpaid absence) and still qualify for paid absence during the period of disability. This is the only exception to the general rule that paid leaves may only be taken from active status.

10.3 Physician Certifications: A pregnant employee shall be permitted to continue on active duty until such date as she and her physician determine that she must absent herself due to pregnancy disability, provided that she can and does continue to perform the full duties and responsibilities of her position. The employee must also supply to the District her physician's certification as to the beginning and ending dates of actual pregnancy-related disability for which paid illness absence is claimed, and her physician's release to return to active duty. District forms for such certifications, and application forms, shall be available at each site.

11.0 Child Care (Unpaid): An unpaid leave shall be granted to a permanent employee to care for such employee's own (including adopted) child of under five years of age. The leave, together with any renewal thereof, shall not exceed the equivalent of four semesters in duration.

11.1 A probationary employee shall be granted an unpaid childcare leave immediately following the pregnancy leave, birth or adoption, for the balance of the semester (or equivalent period of time in a year-round school, e.g., July 1-December 31 and January 1-June 30) in which the childcare leave commenced. The combined pregnancy leave and childcare leave shall not exceed two semesters. As an exception that the childcare leave must immediately follow pregnancy leave, birth, or adoption for return rights, the family care and medical leave may interrupt that sequence. However, each leave must immediately follow the other and the childcare leave will be granted only for the balance of the semester or track in which the childcare leave commenced. In addition, the combination of the leaves shall not exceed two semesters.

11.2 Application may be submitted at any time but must be on file in the Personnel Office by April 15 for the fall semester and by November 15 for the spring semester. Starting and ending dates may be adjusted by the District to meet educational program needs, except in the case of the starting date for a child care leave which begins immediately after pregnancy leave or family care and medical leave.

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11.3 Child care leaves of limited duration have return rights as provided in Section 3.0 of this Article.

12.0 Illness (Paid): An employee shall be granted a leave of absence because of illness, or injury, or quarantine of the employee.

12.1 Subject to the restrictions specified in Article XIX, each employee shall accrue 0.05 hour of full-pay illness absence credit for each hour for which salary is received in a certificated assignment except for Auxiliary Teacher, Replacement Teacher, an assignment for which a lump-sum payment is or could be received, or salary received for sabbatical leave.

12.2 At the beginning of the pay period immediately preceding July 1, each active employee (excluding substitute and temporary) who is under contract (including temporary contract) for a full school year, who has accrued fewer than the number of full-pay illness absence hours equivalent to 100 days shall be credited with the number of half-pay illness absence days which, when added to the accrued full-pay illness absence days equals the equivalent to 100 days of full and half-pay illness absence days.

12.3 At the beginning of the pay period immediately preceding July 1, each active employee (excluding substitute and temporary) shall receive credit for full-pay illness absence hours up to ten days (pro-rated for those employed for less than a full school year) prior to accrual. However, an employee who uses such a credit prior to actual accrual shall not accrue or be credited with additional absence hours until the negative balance has been restored. A full-time active employee assigned to a Concept 6 (including modified) school shall be credited with full-pay illness hours equivalent to ten Concept 6 days.

12.4 An exception to the "active employee" requirement of Sections 12.2 and 12.3 will be made upon request once in each employee's career to permit qualification for the annual full and half-pay illness absence hours, even though the employee is unable to report to work at the commencement of the employee's annual assignment basis due to illness, provided the following conditions are met:

- a. The employee holds probationary or permanent status.
- b. The employee did not carry over any full pay illness hours from the previous year.
- c. The employee has on file an illness leave request satisfying the requirements of Sections 12.8 and 12.9.

12.5 If an employee is paid for more than the illness absences to which entitled, or terminates employment prior to accruing leave taken in advance, the employee shall be required to refund to the District the salary to

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which not entitled. This requirement shall be waived in the event of the employee's death or physical or mental disability.

12.6 Unused full-pay illness absence credit shall be cumulative from year to year without limitation. Half-pay illness credit shall not be cumulative from year to year.

12.7 When an employee is absent under this section and such absence is properly verified, the employee will receive full normal pay up to the total of the employee's full-pay illness benefits. Full-pay illness benefits shall be used before available half-pay benefits may be used. Additional days of illness absence will be at half pay up to the total of half pay days credited if available. Further illness absence shall be non-paid absence, unless the employee requests use of any accrued vacation. The amount of illness absence taken in any pay period shall not be in excess of the illness absence accumulated by the close of the pay period immediately preceding the illness absence, except as provided in paragraph 12.3. Pay for absence shall not be made in increments of less than .3 hours (18 minutes).

12.8 An employee who is absent shall be required to certify the reason for absence. Also, the District shall have the authority to use whatever means are reasonably necessary to verify any claimed illness, injury, or disability under this section before authorizing any compensation.

12.9 An employee absent from duty for any illness, injury, or other disability for more than 5 consecutive working days shall be required to submit either the Certification/Request of Absence for Illness, Family Illness, New Child (Form 60.ILL) completed by the attending physician or a statement from the attending physician on letterhead attached to Form 60.ILL. Form 60.ILL shall be signed by the employee. An employee absent for more than 20 consecutive working days shall be required to submit a formal leave request and an "Attending Physician Statement" form.

12.10 If a permanent employee resigns and returns within 39 months of the last date of paid service to permanent status, the number of hours for which the employee was entitled to full-pay illness absence shall be restored, unless such had been transferred to another agency or used in computation of retirement allowance. Any other employee who resigns or is otherwise terminated and returns within 12 calendar months of the last date of paid service, shall be restored the number of hours of full-pay illness absence to which entitled, unless such has been transferred to another agency.

12.11 Catastrophic Illness Leave Program: The District and UTLA shall jointly study the feasibility of establishing a catastrophic illness leave program pursuant to which employees could donate sick leave credits to eligible applicant employees. The study shall be targeted for completion by January 15, 1993. At that time the study team shall prepare a joint report detailing the results

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of this study. This catastrophic illness leave study shall then be brought back to negotiations for the next collective bargaining agreement.

13.0 Industrial Injury or Illness Paid: An employee who is absent from District service because of an injury or illness which arose out of and in the course of employment, and for which temporary disability benefits are being received under the worker's compensation laws, shall be entitled to a paid absence or leave under the following conditions:

a. Allowable leave/absence shall be for up to 60 working days for the same injury or illness.

b. Allowable paid leave/absence shall not be accumulated from year to year.

c. An employee absent under this section shall be paid such portion of the salary due for any school month in which the absence occurs as, when added to the temporary disability indemnity under Division 4 or Division 4.5 of the Labor Code, will result in a payment of not more than the employee's full normal salary. For substitutes and limited term employees, full normal salary shall be computed so that it shall not be less than the employee's average weekly earnings as utilized in Section 4453 of the Labor Code. For purposes of this section the maximum and minimum average weekly earnings set forth in Section 4453 of the Labor Code shall otherwise not be deemed applicable.

d. When an authorized leave/absence continues into the next school year, the employee shall be entitled to only the amount of unused leave/absence due for the same illness or injury.

e. Each employee who has received a work-related injury or illness which requires medical attention or absence from work for more than the day of the occurrence must complete a written report of injury on a form to be provided by the District. This written report must be submitted to the immediate administrator within two working days after occurrence if the employee is physically able to do so. The site administrator shall, as a result of an investigation, complete the Employer's Report of Occupational Injury or Illness, and shall attach the employee's report thereto. The employee must also report as soon as possible for examination and treatment by a physician who is on the District's Emergency Medical Panel. When the employee files the report of injury or illness, the site administrator shall notify the UTLA Chapter Chairperson of the reported injury unless the employee requests that the matter not be so disclosed. Also, if the employee reports or alleges that the injury arose out of an act of violence, the administrator shall report the incident to the School Police.

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f. If the employee was physically injured during an act or acts of violence related to and during the performance of assignment duties, then the leave of absence may be extended beyond the initial 60 day period. In order to qualify for such an extension the employee must have (1) notified the site administrator and appropriate law enforcement authorities within 24 hours of the incident if the employee was physically able to do so; (2) completed the employee's written report and reported for treatment as required in e. above; (3) reported, as soon as it becomes evident that an extension is to be requested, for a physical examination by the employee health coordinator and received approval as a result of such examination; and (4) applied in writing to the District for such an extension, using a District form. Such application should be filed with the immediate administrator as soon as the employee sees the need for such an extension, so that the District has adequate time to review and process the claim prior to the effective date of the leave extension. Determination whether the injury was the result of an act of violence, and whether the act of violence was related to and during the performance of duties, shall be made in the reasonable judgment of the Office of Risk Management and Insurance Services. Determination whether the injury is disabling beyond the 60 day period shall be made in the reasonable medical judgment of the employee health coordinator. An employee may be required during the extended period to be evaluated by the employee health coordinator at any time.

g. Employees covered under Section f. shall have the right to be transferred to the next appropriate opening available in the same or adjacent geographic region.

13.1 Upon exhaustion of the above-authorized industrial injury absence benefits, the employee shall be permitted to utilize accrued illness benefits or vacation benefits, if any. If the employee continues to receive temporary disability indemnity, the employee shall be paid for any illness and vacation benefits which, when added to the temporary disability indemnity, will result in a payment of not more than full normal salary.

13.2 An employee absent under this section shall remain within the State of California unless the District authorizes the travel outside the State.

14.0 Personal Necessity Leaves or Absence (Paid): Subject to the limits set forth below, an employee shall be granted a paid personal necessity leave when the gravity of the situations described below require the personal attention of the employee during assigned hours of service:

a. Death of a close friend or relative not included in the definition of immediate family (as used in this section, the term "immediate family" shall be as defined in Section 9.0 of this Article);

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b. Death of a member of the employee's immediate family, when time in excess of that provided in Section 9.0 of this Article is required;

c. Serious illness of a member of the employee's immediate family;

d. Accident involving the employee's person or property or the person or property of a member of the employee's immediate family;

e. Birth of a child of the employee, or adoption of a child by the employee (includes child of cohabitant who is the equivalent of a spouse);

f. Religious holiday of the employee's faith;

g. Imminent danger to the home of the employee occasioned by a disaster such as flood, fire, or earthquake;

h. An appearance of the employee in court as a litigant. Each day of necessary attendance as a litigant must be certified by the clerk of the court. The employee must return to work in cases where it is not necessary to be absent the entire day.

i. An appearance of the employee in court or governmental agency as a non-litigant witness under subpoena for which salary is not allowed under Article XII, 18.3:

- (1) Each day of necessary attendance as a witness must be certified by an authorized officer of the court or other governmental jurisdiction;
- (2) In any case in which a witness fee is payable, such fee shall be collected by the employee and remitted to the Accounting and Disbursements Division; and
- (3) The employee must return to work in cases where it is not necessary to be absent the entire day;

j. Conference or convention attendance pursuant to Section 19.0 of this Article;

k. Attendance at the classroom of the employee's own child or ward and meeting with the school administrator because of suspension as required by Section 48900.1 of the Education Code;

l. Up to four hours of paid personal necessity leave and up to thirty six (36) additional hours of accrued vacation or unpaid leave not to

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exceed a total of (8) hours per calendar month, forty (40) hours per school year for attendance at the school of the employee's own child, ward, or grandchild for purposes of a school activities leave provided by Section 230.8 of the Labor Code. The employee must notify the immediate administrator at least five working days prior to the absence. The administrator or designee and employee must agree on the date and time of the leave and the employee must provide written verification from the school visited, upon request of the administrator or designee.

14.1 The following limits and conditions are placed upon allowing a personal necessity absence:

a. Except as in l., above, and (1), below, The total number of days allowed in one school year for personal necessity absence shall not exceed six days per school year for a probationary, permanent or provisional contract employee, or subject to the restrictions specified in Article XIX, three days per school year for a day-to-day substitute employee.

(1) If personal necessity absence is taken to attend to the illness of the employee's child, parent, or spouse, up to six additional days shall be allowed in any calendar year (to total 12 maximum days - see b below) for probationary, permanent, or provisional contract employees. However, this provision does not extend the maximum period of leave to which an employee is entitled under Family Care and Medical Leave, regardless of whether or not the employee receives sick leave compensation during that leave.

b. The days allowed shall be deducted from and may not exceed the number of days of accrued full-pay illness leave to which the employee is entitled.

c. The personal necessity leave shall not be granted during a strike, demonstration or any work stoppage.

d. The employee shall be required to verify the nature of such necessity. Such statement shall be filed with the appropriate administrator no less than five working days in advance of a religious holiday, court appearance or school visitation. The immediate administrator shall take whatever steps reasonably necessary to become satisfied that a personal necessity within the limits of this section did exist.

15.0 Sabbatical Leave (Paid): A permanent employee shall be granted a sabbatical leave of absence for up to one year for the purpose of

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permitting study or travel by the employee which will benefit the schools and students of the District under the following conditions:

a. The allocated number of sabbatical leaves shall be: For 2004-2005, none.

b. The employee must have rendered satisfactory certificated service for at least seven consecutive years (of at least 130 full days of paid time) immediately preceding the effective date of the leave, not more than two of which may be in substitute status, unless the District in its discretion waives such requirement;

c. The employee must sign an agreement to study or travel according to a plan acceptable to the District;

d. The employee must agree to receive one-half of the applicable basic salary (excluding extra assignments) less appropriate deductions;

e. The employee must agree to render certificated service in permanent and paid status immediately following the leave which is equal to twice the length of the leave during a period not to exceed four times the length of the leave. An indemnity bond satisfactory to the District is required to assure such performance; and

f. The employee shall reimburse the District for the cost of the sabbatical salary and benefits in the event of non-compliance with any of the sabbatical regulations except for reason of death or physical or mental disability.

15.1 Sabbatical leave applications shall be filed by April 15, and once approved under paragraph 15.0 c. shall be considered on a priority basis; if more employees request sabbatical leaves for any school year than there are funds budgeted, the employees with the most complete semesters served in the District (or served since the last sabbatical, whichever is applicable) shall be granted the leave. If a tie develops, the employee with the lower seniority number established in accordance with Article XI, Section 6.2 shall be granted the leave. For purposes of determining priority, the second period of a split sabbatical leave shall be considered a continuation of the first period. The first round of successful applicants shall be notified by June 1. There shall be prompt notification of subsequent approvals resulting from cancellations after the first round. However, if the employee would have been selected, and, as the result of the cancellation has already begun service for the Fall semester, that employee shall not be selected but shall have a priority for the Spring semester. This priority shall not extend to the next school year.

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15.2 Interruption of the program of study or travel caused by serious injury or illness shall not be considered a failure to fulfill the conditions of study or travel upon which such leave is granted, nor shall interruption affect the amount of compensation to be paid such employee under the terms of the leave agreements, provided:

- a. Notification of illness is given to the Personnel Division by means of registered or certified letter; and
- b. Written evidence verifying the interruption of the travel or study due to illness is filed with the assignment office. A sabbatical leave cannot be changed to an illness leave before the expiration date of the sabbatical leave.

15.3 Involuntary call to active military service will justify the conversion of a sabbatical leave to a military leave without jeopardy to sabbatical salary already received.

15.4 An employee who fails to complete all of the requirements of the sabbatical leave due to illness in the family or other causes beyond the employee's control may receive compensation on a prorated basis if a portion of the requirements is completed.

15.5 If a sabbatical leave is cancelled pursuant to Section 7.0 of this Article, the following terms shall be applicable:

- a. The leave may be converted to personal leave effective with the beginning date of the sabbatical leave; but sabbatical rights will be forfeited for the year following the year of cancellation;
- b. An employee who cancels a sabbatical leave may request a return to duty. Upon return to duty the employee may be assigned temporarily to another site at the discretion of the District, but shall retain return rights (see Section 3.0) at the end of the originally scheduled sabbatical leave; and
- c. An employee may apply for an exemption from any provision of this section on grounds that an emergency exists, and the Superintendent may thereupon waive any part of this section to permit the employee to return to service in the District without loss of sabbatical rights, but any sabbatical salary received must be refunded.

16.0 Exchange Leave: An exchange leave shall be granted to a permanent employee in accordance with an agreement entered into by the employee and District under applicable provisions of the Education Code. Applications must be filed with the Personnel Division by October 15 for leaves to be taken during the following year. Return rights to the previous work site shall be the same as for sabbatical leaves.

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17.0 Personal Leave (Unpaid): An unpaid leave shall be granted to a permanent employee for a period not to exceed 52 consecutive calendar weeks, except as provided below, for a specific personal reason satisfactory to the District, including but not limited to the following:

- a. To be with a member of the immediate family who is ill (see Section 9 of this Article for the definition of the immediate family);
- b. To accept an opportunity of a superior character which will result in the employee rendering more effective service on return to the District;
- c. To rest, subject to the approval of the employee health coordinator;
- d. To accompany spouse, or a cohabitant who is the equivalent of a spouse, when change of residence is required;
- e. To pursue a program of study in residence in an approved institution of higher learning or under a fellowship foundation approved by the State Board of Education;
- f. To serve as a State Legislator--such leave shall be renewed annually during tenure of office, the above limitation notwithstanding;
- g. To serve in an elective position in the city, county, state, or federal government, other than the State Legislature. Applications may be submitted at any time but must be on file in the Personnel Office by April 15 for Fall semester and November 15 for Spring semester. Paragraphs a, c and d above are not subject to these deadlines.

18.0 Government Order Leaves (Commissions, Military, Witness, and Jury Service)

18.1 Paid leave shall be granted for service on a Commission on Professional Competence established pursuant to the Education Code.

18.2 An appropriate military leave/absence shall be granted to any qualified employee in accordance with the provisions of the Education Code and Military and Veterans Code.

18.3 A paid leave shall be granted to allow an employee to appear, in response to a subpoena duly served, when other than a litigant (a) in a case before a grand jury; (b) in a criminal case before a court within the State; or (c) in a civil case in a court within the county in which the employee resides or outside of said county if within 150 miles of place of residence. Leave may be granted for the days of attendance in court as certified by the clerk or other

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authorized officer of such court or grand jury or by the attorney for the litigant in the case. In any case in which witness fees are payable, such fees shall be collected by the employee and remitted to the Accounting and Disbursements Division.

18.4 The mutual intention of the District and UTLA is that jury service be encouraged, but also limited, as far as practical, to periods of time when the continuity of instruction and District operations will not be adversely affected.

a. An employee summoned to jury service in federal or statecourt shall notify the immediate administrator of such summons.

b. All bases except A basis. As a condition for paid absence, the employee shall seek postponement of the jury service so that it can be performed on the employee's recess or off-track period.

(1) Involuntary jury service commenced during the employee's recess or off-track period which inadvertently extends into the employee's assigned or on-track period shall qualify as paid absence for up to twenty working days from the start of the assignment or track.

(2) The twenty days limit shall be subject only to such exceptions which may be agreed upon by the District and UTLA.

c. A basis. As a condition for paid absence, employees assigned on A-basis, shall seek postponement to a date mutually agreed upon with the immediate administrator if the summoned date is disruptive to the continuity of instruction or District operations.

(1) As a further condition for paid absence, the employee shall request that the days of jury service be restricted to 10 consecutive days, whenever possible.

(2) After request is made for service limited to ten consecutive days and, if denied, a paid absence shall be granted for up to 20 working days subject to exceptions as may be determined by the District.

d. As for federal jury service, if the court denies the request for postponement, paid absence shall be granted for the term of the service.

e. All jury fees received while on District-paid status shall be remitted to the Accounting and Disbursements Division.

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19.0 Conference and Convention Attendance: A paid leave may, in the discretion of the District and upon the recommendation of the appropriate superintendent, be granted for attendance at conferences and conventions sponsored by professional instructional organizations which are recognized by the State Board of Education or approved by the appropriate administrator under all of the conditions noted below. The District shall consult with UTLA regarding these matters.

- a. Attendance must lead directly to the professional growth of the employee and the improvement of the educational program of the District;
- b. Unless the employee is an official representative of the organization or is participating as a workshop leader or speaker at the conference or convention, the attendance must not necessitate assignment of a substitute for the employee or the payment of replacement teacher salary;
- c. The attendance must not result in unnecessary duplication of participation by District personnel;
- d. The attendance must not necessitate the reimbursement of any expenses by the District to the employee; and
- e. A written or oral report of the conference may be requested by the appropriate administrator or superintendent.

For conference or convention attendance which meets the above standards, but is not approved for paid leave status pursuant to the above, the employee may utilize personal necessity leave under Section 14.0 of this Article.

20.0 Substitute Leave: A substitute leave shall be granted to a permanent employee for a period not to exceed one year to allow service as a substitute in accordance with District need. Such an employee will be paid as specified in Article XIX. An employee on substitute leave unavailable for more than 20 working days, not necessarily consecutive, will be placed on a personal leave. Applications must be on file in the Personnel office by April 15 for the fall semester and November 15 for the spring semester.

21.0 Half-Time Leave: A regular Half-Time Leave shall be granted to allow a permanent employee or probationary Children's Center Teacher to continue service for half of each working day. At the elementary level, a complementary partner with permanent status is required. At the secondary level, if one is required due to the master schedule, it must be a complementary partner with permanent status, or an appropriately credentialed auxiliary teacher approved by the site administrator. In the case of non-classroom health and human services employees, the total number of approved half-time leaves shall not exceed a maximum of 10% of the full-time equivalent

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positions in the classification. Current Health and Human Services employees on a Half-Time Leave will be grand parented for purposes of such a leave. Exceptions to the "half of each working day" requirement, including the above-mentioned grand parented employees may be made in special circumstances but shall require written special approval of the Local District Superintendent upon recommendation of the immediate administrator. In any event, the assignment and service shall be for the equivalent of one-half of the number of hours required for full-time employment for each pay period. Applications must be on file in the Human Resources office by April 15 for the fall semester and by November 15 for the spring semester.

21.1 Half-Time Assignment:

a. New employees hired effective July 1, 1993 or later may be employed full-time and work one-half time with the other one-half time covered by a half-time leave pursuant to this section.

b. In the event the half-time assignment cannot be arranged, the half-time leave will be cancelled and full-time service shall be required.

c. If the employee is unable or unwilling to accept a full time assignment in such circumstances, the employee shall submit a voluntary resignation.

d. New employees hired pursuant to this section shall receive District paid health benefits pro-rated to the hours of paid service provided the employee contributes the balance of the full cost pursuant to Article XVI, Section 3.0 c.

22.0 Reduced Workload Leave: A reduced workload leave shall be granted annually to a permanent full-time employee, serving in pre-kindergarten through grade 12, to permit the employee to reduce a regular assignment to the equivalent of one-half of the number of hours required of full-time employment, provided all the following conditions are met:

a. The employee shall submit a request annually to the Personnel Division prior to April 15 for a leave to be effective during the following school year, and the total of such annual leaves shall not exceed ten years.

b. The employee has reached age 55 prior to the school year during which the leave is effective.

c. The employee was assigned full-time in a certificated position with the District for at least 10 school years of which the immediately preceding 5 school years were consecutive, full-time

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employment. Time spent on approved leaves shall not constitute a break in the 5 school year sequence, but shall not count toward the service requirement.

d. An assignment and schedule satisfactory to both the employee and the District is agreed to. The continuing assignment must be either for half of each working day for the entire school year, in which case the specific assigned hours, must be agreed to by the employee and the immediate administrator, or for one complete semester of full-time service per year. Elementary teachers who wish to work half-time daily will need a complementary partner. Half-time arrangements must be mutually agreed to by the affected employees and the immediate administrator. Where no complementary partner is available, the elementary teacher will be limited to the option of full semester service. At the secondary level, a complementary partner with permanent status is required, or an appropriately credentialed auxiliary teacher approved by the site administrator. In the case of non-classroom, health and human services employees, the total number of approved leaves shall not exceed the maximum of 10% of the full-time equivalent positions in the classification. If the employee is assigned on other than the "C" basis, the leave shall be the equivalent of one-half of the number of hours of service required by the employee's current assignment basis. Exceptions to the above work schedules may be made in special circumstances, but shall require written approval of the Local District superintendent or his/her designee upon recommendation of the site administrator. In any event, the assignment shall be for the equivalent of at least one-half of the number of hours required for full-time employment; and the employee shall be placed on leave from the location in which half-time service is performed.

e. The employee agrees to have retirement contributions made based on the salary that would have been received had service been full-time for the complete school year.

f. The salary earned and paid must be at least half the salary the employee would have earned on a full-time basis. The employee will receive salary for the hours for which service is rendered.

22.1 Whether the employee is assigned for one complete semester of full-time service per year or half of each working day per year, the District shall maintain the employee's Health and Welfare benefits for eligible employees for the school year. This reduced workload leave is granted pursuant to Education Code Sections 22713 and 44922.

22.2 The period of service and leave under Section 21.0 or 22.0 may qualify for salary step advancement under Section 16.0 of Article XIV, and shall qualify for regular health/welfare benefits under Article XVI, Health and Welfare.

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22.3 Notwithstanding the provisions of the Teacher Integration Transfer Plan, an employee shall not, by virtue of being placed on this leave, be exempted from said Transfer Plan.

23.0 Disability Leave or Absence: An unpaid disability leave or absence will be granted on request to a probationary or permanent employee who has been awarded State Teachers' Retirement Disability benefits for up to 39 months from the effective date of the disability benefits, or until the effective date of service retirement, whichever is first, subject to the following conditions:

a. The leave will be granted from the effective date of the disability benefits to the end of the school year in which the disability benefits begin. The leave will be extended annually for periods not to exceed a total of 39 months from the effective date of the disability benefits, or until the effective date of service retirement, whichever is first.

b. If the disability benefits are cancelled and the employee is determined to be able to return to service during the period of the leave, the employee will be referred to the District Medical Adviser. If the return is approved by the District Medical Adviser the employee will be returned to active service. An employee not approved to return by the District Medical Adviser may appeal to Medical Review Committee under 8.1 of this article.

c. A substitute or temporary employee who receives disability benefits shall be deemed unavailable for service, while receiving such benefits, for up to 39 months unless a separation from service is requested by the employee.

d. As an exception to the general rule regarding unpaid leave, employees placed on this leave shall be entitled to continued coverage under the medical, vision and dental plans of this Agreement, but not the life insurance plan in accordance with the provisions of Article XVI, Section 4.0.

24.0 Family Care and Medical Leave/Absence: (The following provisions may be changed when final regulations are adopted by the California Fair Employment and Housing Commission and the United States Department of Labor.) An unpaid Family Care and Medical Leave/Absence shall be granted, to the extent of and subject to the restrictions as set forth below, to an employee who has been employed for at least 12 months and who has served for 130 workdays during the 12 months immediately preceding the effective date of the leave. For purposes of this section, furlough days and days worked during off-basis time shall count as "workdays." The Family Care and Medical Leave/Absence may be granted for reason of the birth of a child of the employee, the placement of a child with an employee in connection with the adoption or foster care of the child by the employee, the serious health condition of a child of

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an employee, the employee's own serious health condition, or the care of a parent or spouse who has a serious health condition.

24.1 Definitions: For purposes of this leave, the following definitions shall apply:

a. "Child" means a biological, adopted or foster child; a stepchild; a legal ward; the child of a cohabitant who is the equivalent of a spouse; or a child of a person standing "in loco parentis," such child being either under 18 years of age or an adult dependent who is incapable of self care due to a mental or physical disability.

b. "Spouse" means a husband or wife or cohabitant who is the equivalent of a spouse.

c. "Parent" means a biological, foster, or adoptive parent; a person who stood "in loco parentis" to the employee when the employee was a child; a stepparent; or a legal guardian; and does not include a parent-in-law.

d. "Serious health condition" means an illness, injury, impairment, or physical or mental condition that involves either in-patient care in a hospital, hospice or residential health care facility, or continuing treatment or supervision by a health care provider.

e. "Health care provider" means an individual holding either a physician's and surgeon's certificate or an osteopathic physician's and surgeon's certificate issued pursuant to Article 4, Chapter 5 of Division 2 of the California Business and Professions Code, who directly treats or supervises the treatment of the serious health condition, or any other individual duly licensed to practice medicine in another state or jurisdiction or by any other person determined by the Secretary of Labor to be capable of providing health care services. The definition includes podiatrists, dentists, clinical psychologists, optometrists, chiropractors (limited in scope), nurse practitioners, nurse midwives, and certain Christian Science practitioners.

24.2 Length of Leave: The leave, together with any renewal thereof, shall not exceed the number of days equivalent to a total of 12 normally scheduled work weeks in a twelve (12) month period measured forward from the beginning date of the employee's first Family Care and Medical Leave, effective July 1, 2007. An employee will be entitled to 12 weeks of leave during the 12-month period beginning on the first date Family Care and Medical Leave is taken; the next 12-month period would begin the first time Family Care and Medical Leave is taken after completion of any previous 12-month period. For the period of time up to, and including June 30, 2007, the leave, together with any renewal thereof, shall not exceed the number of days equivalent to a total of twelve (12) normally scheduled workweeks in a fiscal year. An employee will retain the full benefit of 12 weeks of leave under whichever calculation method (either fiscal

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year, or 12-month period measured forward) affords the greatest benefit to the employee during a 60-day transition period. This transition period shall be from July 1, 2007 through August 31, 2007. Leave may be taken intermittently in one or more periods. In addition, the following provisions govern the length of the leave:

a. An employee who takes leave for the birth, adoption or placement for foster care of a child will be allowed to take leave of at least one hour (can be less than one hour, if necessary) within one year of the birth, adoption or placement for foster care of the child.

b. An employee who takes leave for health care provider certified recurring medical treatment or supervision to care for a seriously ill family member or because of the employee's own serious health condition, will be allowed to take leave of at least one hour (can be less than one hour, if necessary).

c. Any leave an employee takes for the reasons specified in Section 24.0 above will be counted against the employee's annual leave entitlements under the federal Family and Medical Leave Act of 1993 and the California Family Rights Act of 1991 as amended. This leave runs concurrently with any other leave the District offers for which the employee is qualified, except that family care and medical leave granted for the birth or adoption of a child or placement of a child for foster care must be concluded within 12 months of that birth or adoption or placement for foster care.

d. Leave caused by pregnancy, childbirth or related medical conditions under Subdivision 10.0 of this Article is separate and apart from the provisions of Family Care and Medical Leave/Absence herein. Employees are entitled to the leave allowed under Section 10.0 and, in addition, up to the full 12 work weeks of family care leave.

24.3 Approval: Family Care and Medical Leave/Absences of 20 consecutive workdays or less can be granted by the immediate administrator. Leaves of more than 20 consecutive workdays can be granted by the District after submission of a formal leave application.

24.4 Notification and Scheduling: If the need for the Family Care and Medical Leave/Absence is foreseeable more than 30 calendar days prior to the employee's need for leave, the employee shall give at least 30 days notice. If less than 30 days, the employee must provide the immediate supervisor with as much advance notice as possible but, at the least, within one or two days of learning of the need for the leave, or as soon as practicable, whichever is earlier. These advance notice requirements shall not be applicable in the event of unforeseeable circumstances or emergencies. Whenever possible, if the need for leave is foreseeable due to a planned medical treatment or supervision, the employee must make a reasonable effort, subject to the approval of the health

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care provider, to schedule the treatment or supervision to avoid disruption to the operation of the District's educational program.

24.5 Medical Certification - Family: For leaves/absences to care for a child, spouse or parent, as defined in 24.1, who has a serious health condition, the employee must submit to the immediate administrator or, if applying for a formal leave must attach to the leave application, certification from the health care provider which includes (1) the date if known, on which the serious health condition commenced, (2) the probable duration of the condition, (3) an estimate of the time that the health care provider believes the employee needs to care for the individual, and (4) a statement that the serious health condition warrants the participation of the employee to provide care.

24.6 Medical Certification - Employee: If the leave is for the serious health condition of the employee, the employee must submit to the immediate administrator and/or, if applying for a formal leave must attach to the leave application, certification as specified in (1) and (2) of 24.5 above, plus a statement that, due to the serious health condition, the employee is unable to perform one or more of the essential functions of the employee's position. After such certification, the following procedures are available:

a. In the case of leave due to the serious health condition of the employee, the District reserves the right to require, at its own expense, that the employee obtain the opinion of a second or even third health care provider designated by the District but not employed on a regular basis by the District. The second health care provider, if required, shall be selected by the District. Third health care provider can be requested by the employee or the District if the second opinion differs from the first opinion.

b. The method that shall be used to choose the third health care provider is as follows: The District and UTLA shall each choose a health care provider. The two health care providers will choose the third health care provider, whose opinion shall be final and binding.

c. If additional leave beyond that provided in the certification is required, the employee must submit re-certification by the health care provider and be eligible for additional requested leave.

24.7 Restrictions: In the event that parents who are both District employees each wish to take Family Care Leave/Absence for the birth, of their child, or placement for adoption, or foster care placement of a child during the same time period, the combined total amount of leave that will be granted such employees will be 12 work weeks during a fiscal year. These employees will still be eligible to take the remainder of their individual 12 week allotment for family care leave for a purpose other than the birth, placement for adoption, or foster care of a child.

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24.8 Compensation and Benefits: The Family Care and Medical Leave/Absence shall be an unpaid leave and for all purposes treated comparably to other unpaid leaves except that the District will continue to provide the health and welfare benefits as provided in Article XVI during the Family Care Leave/Absence to an employee who is otherwise eligible for such benefits. However, an employee who does not return from such leave or who works less than 30 days after returning from the leave will be required to reimburse the District for the cost of the benefits package unless the reason the employee does not return to work is due to (1) the continuation, recurrence, or onset of a serious health condition that would entitle the employee to FMLA leave (either affecting the employee or an immediate family member) or (2) retirement, or (3) other circumstances beyond the control of the employee. The District, however, will not provide such health benefits for an employee for any leave period beyond twelve weeks unless these benefits are provided by other provisions of the District/UTLA Agreement such as paid illness leave. For example, if an employee combines pregnancy leave with a family care leave, the employee will only be entitled to continued health benefits for the first twelve weeks of leave unless the employee continues on paid illness leave.

An employee who asks for leave for what would be a qualifying event for Family and Medical Care Leave/Absence and who has accrued vacation leave may elect, or the immediate administrator may require, the employee to utilize the vacation leave for this purpose, in lieu of unpaid status. An employee who takes leave for the employee's own serious health condition which prevents the employee from performing one or more of the essential functions of the employee's position and who has accumulated illness days may elect, or the District may require the employee to utilize paid illness days for the leave.

24.9 Seniority: The period of the Family Care and Medical Leave/Absence shall not be considered a break in service, and the employee's seniority date shall not be affected by the time spent on leave.

24.10 Return Rights: An employee returning from a Family Care and Medical Leave/Absence shall be returned to the same or comparable position from which on leave and the same location from which the leave was taken, except that the employee may be transferred if such a transfer would have been made had the employee been on duty.

ARTICLE XIII

GRANTING OF PROBATIONARY CONTRACTS,
REDUCTION IN FORCE AND REASSIGNMENT,
AND RESIGNATION/REINSTATEMENT

1.0 Granting of Probationary Contracts: Except as expressly limited hereinafter, the District shall determine the teaching or service fields in which probationary contracts shall be granted, the number of such contracts to be granted, and the employees who qualify in the teaching or service fields.

1.1 If an opening or vacancy is caused by either (a) a regular employee having been granted a leave of absence of one semester or more, or (b) any other event by which the District knows that the opening or vacancy is to exist for one semester or more, the opening or vacancy shall be filled by a contract employee or by an employee on the applicable District Eligible List rather than by a substitute or substitute extended employee.

1.2 Part-time (half-time or less) contracts may be offered in the regular K-12 program in fields in which eligible lists have been exhausted. Refer also to Article XII, Section 21.1 for part-time assignment provisions for new employees hired effective July 1, 1993 or later.

1.3 If an offer of probationary employment is not accepted, the person's name shall be removed from the District Eligible Lists, and the person shall not be eligible for probationary status by virtue of any other assignment or substitute service.

1.4 Temporary contracts of up to one school year in duration may, in the discretion of the District, be offered to candidates in shortage fields due to (a) lack of recency in teaching experience, (b) pre-employment evaluations which fall just below probationary contract levels, or (c) close failure on District probationary examinations. At the end of their temporary contract these employees will be notified as to whether they are to be granted probationary status for the ensuing year.

2.0 Subjects to Which Probationary Teachers May be Assigned: A probationary teacher may be assigned to teach only in subject(s) or grade(s) for which the teacher is properly authorized by credential or certificate to teach in accordance with the Education Code. District Interns must be assigned to teach only the subject(s) listed on the District Intern Certificate(s).

2.1 Normally a probationary teacher shall be assigned to teach in the subject(s) or grade(s) in which the teacher qualified by District examination, and must be assigned at least one-half time in the subjects or grades in which the teacher has qualified by examination and in which contracted. However, if an emergency condition exists in the middle or senior

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high schools, a probationary teacher may be assigned less than one-half time in the subject fields in which the teacher has qualified by examination under the conditions specified below.

a. The teacher must be assigned at least one period per day in the subject field in which the teacher has qualified by examination and in which contracted.

b. The appropriate superintendent must specifically authorize the assignment.

c. Such an exception may not be granted for more than one year.

3.0 Reductions in Force - Order of Termination:

a. The District shall determine the teaching or service fields in which a Reduction in Force shall be effected, or, alternatively, the District shall determine to effect a Reduction in Force of all probationary employees except those in "shortage fields" as reasonably defined by the District. If the District determines to effect a Reduction in Force in certain teaching or service fields, the District shall determine the number of employees to be terminated in such fields. The District may determine to exempt from the Reduction in Force some but not all employees in a shortage field, and in such instance the order of termination in such field shall be as set forth in Section 3.0(b) herein. If the District determines to effect a Reduction in Force of all probationary employees except shortage field employees, it shall exempt all or some employees presently serving in any of the identified shortage fields, and if it exempts all presently serving employees in a shortage field, it may exempt some or all employees authorized by credential to serve in such shortage field. In regard to the exemption of employees in shortage fields by credential authorization, the District may exempt employees in one or more than one shortage field by credential authorization without exempting employees by credential authorization in other shortage fields. For purposes of this Article, an employee who is "presently serving" in a teaching or service field is an employee who is assigned to the field for not less than one period (or its equivalent) per day, as of the most recent "norm date" established by the District.

b. The order of termination within a teaching or service field in which a Reduction in Force is effected, in whole or in part, shall be based on seniority within status, beginning with provisional employees, then temporary contracts, then University/Individualized Interns, then District Interns, then Conditional employees, then Probationary 1 employees, then

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Probationary 2 employees then Probationary 3 employees and finally Probationary 4 employees. Ties shall be broken by using the seniority number as described in Article XI, Section 6.2.

4.0 Notices of Termination: A probationary employee subject to termination shall be provided written notice thereof at least fourteen (14) calendar days prior to such termination. Such notice shall be mailed by certified or registered mail to the address on file in the District's computer system as of the date of mailing, or shall be served on the employee by direct delivery. The notice shall be effective if mailed or delivered as stated above, or if actually received by the employee. The notice shall state that the employee will be terminated pursuant to the terms of this Article, and shall state the date upon which such termination is effective. The notice shall also state that the employee is being offered employment as a day-to-day substitute on the same basis as other day-to-day substitutes. The notice may provide other information such as the basis for the Reduction in Force and the likelihood of reemployment in the future. A Reduction in Force shall be deemed commenced pursuant to this Article upon the action of the Board of Education authorizing the Reduction in Force, so long as the Notices of Termination are served no later than thirty (30) days from the date of such authorization.

5.0 Seniority Date: For the purposes of this Article an employee's seniority date shall be determined by the employee's initial probationary service date as defined in Article XI, Section 6.2. Such service date shall not include any beginning date of substitute service which was later deemed to be probationary service.

6.0 Reduction in Force Defined: For the purposes of this Article, a Reduction in Force is defined as a reduction in the number of probationary employees in a teaching or service field so that the number of permanent and probationary employees in that teaching or service field at the effective date of the Reduction in Force does not exceed the number needed in the class. The basis for a Reduction in Force shall be limited to the following:

- a. reductions in program offerings;
- b. returns from leaves of absence;
- c. actual or anticipated declines in student enrollment;
- d. reductions in off-norm positions, including Specially Funded positions;
- e. reductions in non-classroom positions;
- f. reductions in permanent certificated positions;

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Reassignment, and Resignation/Reinstatement**

- g. Changes in class size or norm tables as indicated in Article XVIII.

7.0 Re-employment List: Terminated probationary and permanent employees shall be placed on a District Re-employment List for a period of 39 months from the last day of paid contract service with the District. Excluded from the list are those terminated employees who served in temporary contract, provisional, University Intern, District Intern, or conditional status.

8.0 Order of Re-employment: Subsequent to a Section 3.0 Reduction in Force, if the District determines that vacancies exist in teaching or service fields, contract offers shall be made to individuals on the appropriate District Re-employment List as follows:

a. Individuals who were permanent employees shall be made offers of re-employment first, followed by Probationary 4, then Probationary 3, then Probationary 2, and finally Probationary 1 employees. Within each status the individual(s) with the earliest seniority date shall be made offers of re-employment first except that, as between individuals who have the same seniority date, they shall be re-employed in the inverse order of their termination;

b. If an offer of re-employment is not accepted, the individual's name shall be removed from the District Re-employment List;

c. Individuals re-employed from the Re-employment List shall be placed in the status to which they would have been entitled but for the termination, provided however, that time spent on said List shall not be counted toward eligibility for permanent status; they shall have restored their initial seniority dates as defined herein.

9.0 Special Services Salary Table - Termination or Reassignment: Employees serving in other than substitute status in positions paid on the Special Services Salary Table shall be subject to termination or reassignment to a lower class, if such exists, due to a reduction in force as follows:

a. The order of termination or reassignment shall be by status beginning with University/Individualized Intern status employees, then Probationary 1 or Qualifying 1 status employees, then Probationary 2 or Qualifying 2 status employees, and finally Probationary 3 or Qualifying 3 status employees. Within each status employees with the latest class seniority date shall be terminated first after University/Individualized Intern status employees. Ties shall be broken by using the seniority number as described in Article XI, Section 6.2.

Article XIII – Granting of Probationary Contracts, Reduction in Force and Reassignment, and Resignation/Reinstatement

b. Employees affected by a reduction in force under this Section will be reassigned to the highest classification previously held, if such exists, or to positions for which they are certificated and qualified as determined by the District, or terminated if such employees are not Article XIII – Granting of Probationary Contracts, Reduction in Force and Reassignment, and Resignation/Reinstatement certificated and qualified for any position. Such employees will displace employees with lower seniority in that classification, provided that such displacement shall not result in the termination from District employment of an employee who has greater District seniority.

9.1 Employees terminated under this Section may be re-employed in the former higher class as follows:

a. Individuals who were Probationary 3 or Qualifying 3 employees shall be made offers of re-employment followed by Probationary 2 or Qualifying 2 and Probationary 1 or Qualifying 1 employees respectively. Within each status the individuals with the same class seniority date shall be re-employed in the inverse order of their termination;

b. For purposes of this Section a class seniority date shall be the date upon which service was first rendered in probationary or qualifying status in that class. Such service shall not include any substitute service which was later deemed to be probationary or qualifying service.

10.0 Reduction-in-Force for Counselor, Elementary School: In the event of a reduction-in-force in the classification of Elementary School Counselor, such employee shall be terminated from that class and reassigned according to the provisions of Sections 9.0 and 9.1.

11.0 Reduction-in-Force for Secondary Counselors:

a. It is understood that all secondary counselor positions are currently filled with either of the following:

- (i) by employees who have both a PPS credential and a teaching credential (the "counselor-teachers"), who have been assigned to a counselor position on a "limited ongoing" basis with earned seniority as teachers; or
- (ii) by employees who have solely a PPS credential (the "PPS-only counselors"), who have earned seniority only as counselors.

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In the past, when faced with the need to impose a District-wide reduction-in-force (RIF) of counselors, the District has chosen to reassign counselor-teachers to teaching positions in order to avoid the layoff of PPS-only counselors whose credentials preclude their reassignment to non-counselor positions. This has resulted in the retention as counselors of employees with lower District seniority rights than the reassigned counselor-teachers.

b. Without affecting in any other way the rights of the District to select, assign and reassign counselors pursuant to Article III, for any other reason not prohibited by this Agreement, it is agreed that solely for purposes of District-wide RIFs of counselors the District shall not use its reassignment rights to avoid layoffs. The District shall instead place all employees then serving as secondary counselors (without regard to whether they have credential rights in other fields) on a single seniority list, and then reduce the counselor ranks as required pursuant to the Education Code and/or this Article. Thus, those counselors with the most recent District seniority date will be reduced first, and whatever bumping rights they may have into other classifications will be determined by Code, seniority and credentials.

c. It is understood that all District-wide RIFs of secondary counselors will continue to be handled pursuant to statutory procedures and/or the procedures of this Article, and the above agreement covering counselors is not intended to add to or change the statutory and contractual jurisdiction for such cases, but is instead intended solely as a restriction upon District assignment/reassignment rights in the limited context of implementing a District-wide RIF.

11.1 Probationary employees shall be entitled to re-employment rights as established by the authority (Education Code or this Article) under which the termination was effected. Subsequent suspension of this Article shall not adversely affect re-employment rights to which the employee was eligible at the time of termination.

ARTICLE X

EVALUATION AND DISCIPLINE

1.0 Purpose: The purposes of these procedures are to evaluate employee performance, provide assistance and remediation to employees whose performance is less than satisfactory, impose discipline where appropriate and continue to improve the quality of educational services provided by employees.

2.0 Evaluator: The employee's immediate administrator shall be responsible for evaluating the employee and assisting the employee in improving performance when necessary. The administrator may delegate these functions, but shall retain ultimate responsibility. Any bargaining unit employee, including but not limited to a department chairperson, who objects to being required to evaluate another employee, shall not be required to do so, but may be required to participate in classroom visitations, guidance and assistance. As to evaluation of site-based support service personnel excluding library media teachers, there shall be consultation between the site administrator and the employee's technical supervisor, if any, prior to either one issuing the annual evaluation.

3.0 Frequency: Evaluations shall be made at least once each academic year for probationary or qualifying employees, and at least once every other year for permanent employees. In the case of permanent employees who are deemed "highly qualified" under 20 U.S.C. Section 7801, and have been employed by the District for at least 10 years, the period between evaluations may, in the joint discretion of the evaluator and the employee, be extended beyond the two-year period so that the evaluation may be made once in a three, four, or five-year period, subject to the following limitations:

a. Any such arrangement for an evaluation beyond the two-year cycle requires the joint consent of the evaluator and employee; such consent is entirely discretionary and individualized, and may be withdrawn by either party at any time.

b. However, (i) the withdrawing party shall provide written notice to the other party to that effect, identifying the reason(s) or cause(s) for the withdrawal, and (ii) the notice of withdrawal should be given before the end of the school year preceding the next intended evaluation, and shall not be given later than the date that the newly reinstated evaluation procedures are to be commenced.

c. Because the Education Code (Section 44664) makes these evaluation-frequency decisions entirely discretionary and individualized, any decision to grant, deny or withdraw consent shall not be subject to the grievance procedures of this Agreement. However, claimed violations of the notice provisions of paragraph b. above are subject to grievance procedures.

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4.0 Establishment of Objectives: Soon after commencement of the academic year the evaluator and employee shall work cooperatively to establish the employee's objectives for the year. This shall be accomplished through one or more planning conferences to discuss proposed objectives.

4.1 Individual performance objectives shall relate to, but not necessarily be limited to, the following:

a. Standards of expected student progress and achievement for the grade level and areas of study based on District, special program and local school determinations; and appropriate instructional objectives and strategy-planning methods, instructional materials, and methods of assessing student progress and achievement;

b. Expected employee competence, including but not limited to knowledge of subject matter, adherence to curricular objectives, use of effective teaching and supervision techniques, effective use of time maintenance of appropriate professional relationships and communications with students, parents, and other staff members, and compliance with District and school rules, policies, and standards;

c. The performance of those duties and responsibilities, including supervisory and advisory duties, to be performed pursuant to Article IX, Hours; and

d. The maintenance of proper student control and suitable learning environment, with mutual respect and proper sensitivity to such issues as race, sex, ethnicity, the handicapped, and socioeconomic differences.

e. For non-teaching employees such as counselors, psychologists, SAAS Counselors and other service personnel, performance objectives shall be comparable to the above, but are to be related to the duties of their particular classification.

4.2 If the employee and evaluator are unable to reach agreement upon the content of the objectives, and the employee is dissatisfied with the evaluator's determination, the employee may appeal the matter to the next higher administrative level for resolution. An employee who remains dissatisfied may note on the objectives form that the objectives were not the product of mutual agreement. In such cases the employee's required signature indicates only receipt and acknowledgment of the objectives which will be used for evaluation purposes.

4.3 During the school year, if performance problems develop or if constraints are identified which will affect the evaluatee's progress toward meeting the established objectives, the objectives may be modified. Either the employee or the evaluator may initiate discussion toward such a modification. If

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the employee and evaluator are unable to reach agreement upon the modification and the employee is dissatisfied with the evaluator's determination, the employee may appeal the matter to the next higher administrative level as set forth in the preceding paragraph.

5.0 Observations, Records, and Assistance: Observations should be followed by conferences to discuss the employee's performance. If problems are identified, the evaluator shall make specific written recommendations for improvement, and offer appropriate counseling and assistance. Within four working days of the conference, a copy of written records relating to observations, advisory conferences and assistance offered or given shall be given to the employee for the employee's information, guidance, and as a warning to improve performance.

6.0 Final Evaluation Report: Not less than 30 calendar days before the last regularly scheduled school day of the employee's scheduled work year in which the evaluation takes place, the evaluator shall prepare and issue the Final Evaluation Report in which the employee's overall performance and progress toward objectives is evaluated. Prior to the end of the school year the evaluator shall hold a conference with the employee to discuss its contents. When a Final Evaluation Report is marked "Below Standard Performance," the evaluator shall specifically describe in writing the area of below standard performance, together with recommendations for improvement, and the assistance given and to be given.

6.1 The employee's required signature on the form does not necessarily indicate agreement with its contents, and the employee may attach a written response to each copy of the form within ten working days from date received. Such a written response becomes a permanent part of the record. The employee may also appeal the matter to the next higher administrative level.

6.2 The employee shall be given a copy of the Final Evaluation Report at the conference. A copy shall be placed in the employee's personnel file, and a copy retained by the school or office. Evaluation forms shall not be considered a public record.

6.3 Grievances: Evaluations are not subject to the grievance procedures of Article V, except when the final overall evaluation is "Below Standard." However, if the overall evaluation is "Meets Standards" but there is a significant disparity between that rating and the negative comments on the form, the evaluation shall be subject to the grievance procedure on the same basis as it would have been had the overall rating been Below Standard. Expedited arbitration procedures will be utilized when the threshold issue of "significant disparity" is submitted to a preliminary hearing for determination as to whether the case is subject to the grievance procedure (see Article V, Sections 13.0 and 15.0).

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7.0 Inadequate Service by Substitutes: The site administrator may, for cause, issue to a day-to-day substitute employee a notice of inadequate service. Such a notice shall, absent compelling circumstances, be issued within ten working days after the date(s) of service, with a copy to the employee (either in person or by certified mail to the employee's address of record). Prior to issuance of such a notice, the site administrator shall make a reasonable effort to contact and confer with the substitute regarding the allegations. Upon employee request, a meeting will be held to discuss the matter. The employee may be accompanied by a UTLA representative or a person of the employee's choice, as long as that person is not a representative of another employee organization. The timeliness of the employee's request for a meeting, or the non-availability of the employee or representative shall not delay issuance of the Inadequate Service Report beyond the ten working days period set forth above. In addition to the grievance procedure, the employee may attach a written response to the report within ten working days from date received. The written response becomes a permanent part of the record.

8.0 Evaluation of Substitutes: Substitutes who are continuously assigned to the same location for an extended period (more than 20 consecutive working days) shall be evaluated not less than once each semester by the site administrator at the end of the assignment. Such evaluations do not involve the establishment of specific objectives as in the case of regular teachers, but are to rate preparation, skills, competence, personal qualities, and overall performance, together with recommendations for improving services. Observations, records, and assistance as provided in Section 5.0 shall be applicable.

8.1 Any substitute who receives more than one performance evaluation of less than satisfactory service within the last two years of District service shall not be granted a probationary contract. Any substitute who receives one performance evaluation of less than satisfactory service within the last two years of District service shall be reevaluated by the present immediate administrator for the purpose of determining eligibility for a probationary contract. Any such substitute who receives a less than satisfactory reevaluation shall not be granted a probationary contract.

8.2 Evaluation of Limited Term Personnel: Limited term personnel, such as non-tenured adult Education teachers, are subject to evaluation at any time; however, a teacher shall have the right to be evaluated upon request at the end of the assignment. If the administrator initiates such an evaluation, the observation, records and assistance provisions of Section 5.0 apply.

8.3 Examination References: Those examination references which are deemed by the District as being open and non-confidential are not subject to the grievance procedure, except in circumstances where the examination reference is based upon the same period of time as a previous evaluation but is significantly different from that evaluation. In such cases, if

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there is not a reasonable explanation for the difference, the reference may be ordered stricken.

8.4 Evaluation Request Upon Separation of Employment: If either the administrator or employee wishes to process an evaluation at the time of the employee's separation from employment. It shall be done and a copy furnished the employee at his address of record. This evaluation process shall be completed prior to the date of separation if the employee has given notice of intended separation at least two weeks prior to the effective date.

9.0 Access and Response to Critical Material in Personnel Files: When the District receives a letter or other written material which contains allegations critical of an employee's performance or character, or which charges commission of an unlawful or immoral act, the following conditions shall apply:

a. If the document came from a member of the public, the matter shall first be investigated. Except in compelling circumstances, the employee shall be furnished a copy within 30 days of the District's receipt of the document. The document shall not be either placed in the personnel file or retained by the District unless it is reasonably determined that the allegations have some substance or plausibility. In any event, if the document is either retained and/or placed in the employee's personnel file, the employee shall be given a reasonable opportunity to attach a reply.

b. If the document came from within District personnel, the investigation required by paragraph a. may not be necessary or appropriate, but the remainder of the protections required by paragraph a, including the notice to the employee, shall be applicable.

9.1 Exempt from disclosure to the employee are documents which (1) are references obtained from outside the District or prior to employment, (2) were prepared by identifiable examination committee members as part of the examination procedure, or (3) were obtained in connection with a promotional examination.

10.0 Pre-disciplinary Matters: Pre-disciplinary actions such as warnings, conference memos and reprimands are not subject to the grievance procedures except when such documents are placed in the employee's official downtown file, or used as part of a formal disciplinary action (U-Notice or suspension), or overall Below-Standard Evaluation. In the event of a later formal disciplinary action, the document if challenged should not be deemed valid or established unless and until so proven under the normal "for cause" standard.

10.1 Employees shall be permitted to "live down" or "work off" a pre-disciplinary document by the passage of a period of four years without a recurrence of the same or similar conduct (unless a shorter period is agreed to).

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by the parties). After achieving that passage of time, if the document is retained by the administrator (as may be required by law), it should be kept in a separate "expired" file and not become a basis, in whole or part, for a subsequent formal disciplinary action.

11.0 Notices of Unsatisfactory Service or Act, and Suspension

a. Employees may be disciplined for cause. Such discipline may include Notices of Unsatisfactory Service or Act and/or suspension from duties without pay for up to fifteen working days, as authorized by Senate Bill 813. When any suspension without pay is imposed, the salary effects of that suspension shall not be implemented until the suspension has become final as provided in this section. Also, for a suspension of more than three days, the fourth and succeeding days of suspension shall not be implemented until the suspension has become final as provided in this section. If the discipline is based upon incompetence, the observation, records and assistance provisions of Section 5.0 apply.

b. The concept of "progressive discipline," and the prohibition of disparate treatment by an administrator, are to be generally applicable, but with the understanding that circumstances may make progressive discipline unnecessary, and that reasonable diversity and local practices are to be expected.

c. A Notice of Unsatisfactory Service or Act and/or suspension shall not be issued if it is based in whole or part on an event which occurred more than a reasonable period of time prior to the date that the Notice of Unsatisfactory Service or Act and/or suspension was issued.

d. When imposing discipline or when giving reprimands, warnings or criticism, confidentiality and privacy appropriate to the professional relationship shall be maintained.

e. When an administrator has a conference with an employee where it is evident at the time the meeting is convened that the employee is the focus of a possible disciplinary action, the employee shall be notified of the purpose of the meeting, before the meeting takes place, and that it is the employee's right to be accompanied and represented by a UTLA representative or by any other person so long as that person is not a representative of another employee organization. Non-availability of the representative for more than a reasonable time shall not delay the conference. However, this right shall not extend to routine conferences or to any conferences conducted under the evaluation procedures of this Article except for a final conference involving an overall "Below Standard" rating.

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f. Prior to the imposition of a Notice of Unsatisfactory Service or Act and/or a suspension or termination, the administrator shall notify the employee (1) that such action is about to be taken; (2) that a meeting will be held to discuss the matter; and (3) that the employee may be accompanied by a UTLA representative or a person of the employee's choice, as long as that person is not a representative of another employee organization. Non-availability of the employee or representative for more than a reasonable time shall not delay the disciplinary action. At the close of or subsequent to the above meeting, the administrator shall announce to the employee (and representative, if any) the discipline to be imposed and immediately confirm it in writing on the appropriate District form. The above meeting may, in emergency situations requiring immediate suspension, be held as soon as possible after the suspension has begun.

g. The recipient of such notice of disciplinary action shall be permitted to file a written statement in response to the Notice, which shall be attached to all copies of the Notice retained by the District.

h. Notices of Unsatisfactory Service or Act are grievable under Article V. However, if the discipline imposed includes a suspension without pay, and if the employee wishes to obtain review of the decision, a notice of appeal to the office of the Cluster Administrator/Division Head shall be delivered within three days (as defined in Article V, Section 6.0) of receipt of the form. Within three days after receipt of the employee's notice of appeal, the Region or Division Superintendent (or designee) shall hold an appeal meeting to discuss the matter, and shall by the end of the day following, announce a decision. The announcement shall be in person or by telephone, with an immediate confirming letter sent to the employee and representative, if any. Within two days after the above administrative appeal decision is announced, UTLA must, if it determines that the matter is to be appealed to arbitration, notify the District in writing of its intention. UTLA and the District shall select an arbitrator, and the dispute will then be calendared for expedited arbitration pursuant to Article V, Section 15.0. If at any of the above steps the employee or UTLA does not appeal as provided above, the discipline shall be considered final.

i. After the District has taken formal disciplinary action against an employee, and upon request of the Union representing the employee, the District shall furnish the Union with a copy of any written statements taken of students relating to the matter. The District shall not be permitted to have a student witness testify at an arbitration hearing unless the Union has been provided a reasonable opportunity to interview the witness at a time reasonably prior to the date of the hearing. The District shall give UTLA written notice of its intention to call the witness, and assist in making arrangements for the interview so that the interview can take place in coordination with (not necessarily jointly with) the District interview. If the interview is not done jointly, the Union's interview shall be in the presence of a non-involved person acceptable to both the Union and District, who

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would be authorized to control or terminate the interview in the event of improper conduct of the interviewer. The third person would not be expected to testify except as to issues relating to the improper conduct of the interviewer.

j. Any of the disciplinary measures referred to in subsection "a" above may be imposed independently of the evaluation procedures of Sections 3.0 through 8.2 of this Article, and independently of statutory suspension/ dismissal proceedings. Such discipline shall not be regarded as a pre-condition for a statutory suspension/ dismissal proceeding. If a statutory suspension or dismissal proceeding is filed based in whole or part upon the service or conduct which gave rise to the disciplinary proceeding under this Section, then any grievance arising under this Section not yet taken to arbitration, shall be deferred pending resolution of the statutory proceedings.

12.0 Accountability for Individual Bargaining Unit Member Quality

a. In order to ensure that employees are focused on their central mission of performing satisfactorily in the area of teaching methods, instruction and delivery of other services, employees who receive a Notice of Unsatisfactory Service or "below standard" evaluations shall be deemed ineligible for service or entitlement to the following during the following school year:

1. Voluntary bargain unit member-initiated transfers including employee-initiated transfers for employees time reported from central or regional locations and Early Education Centers.
2. Mentor Service (See also Article XXVI, Section 4.0)
3. Coordinator, dean or department chair positions
4. Summer session and/or intersession
5. Permissive leaves
6. Exchange of track assignments or exchange days
7. Auxiliary periods and other auxiliary services involving extra-pay for extra work, but excluding coaching and activity assignments

13.0 Suspension or Reassignment Due to Mental Incompetence:

The District shall, in cases of employee incompetence caused by mental illness, follow the appropriate statutory procedures. Disputes concerning such matters are not subject to the grievance procedures of Article V.

14.0 Arrest Procedures:

Whenever an employee is to be arrested at the school site, the site administrator shall request the police to conduct the arrest at a time and place least visible to the students and staff.

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15.0 Procedures Relating to Alleged Child Abuse: When a charge of child abuse is made against an employee and results in the filing of an official Suspected Child Abuse Report, the following procedures are applicable:

a. As soon as the employee is notified of the charge, the alleged victim of the abuse shall be removed from the accused employee's class and reassigned to the same type of class, if available, pending completion of the resulting investigation(s).

b. Exceptions to the above may be made at the official request of the city, County, or state law enforcement agency responsible for the matter or with the approval of the principal, the employee, and the parent/guardian.

ARTICLE X-A

PEER ASSISTANCE AND REVIEW ("PAR")1.0 General:

a. The Peer Assistance and Review ("PAR") Program is a State-wide program designed by the State of California to provide assistance and guidance to both new and experienced classroom teachers in order to improve their instructional skills. It is intended that the District's PAR Program is to be carried out consistent with the statutory mandates of the PAR Program, and that any provisions of this Article in conflict with that statute (as amended from time to time) are to be deemed conformed to it. It is understood that this Article will not repeat all provisions of the governing statute and will instead focus upon selected aspects of the program. Nothing in the PAR Program is intended in any way to limit the authority of the District to develop additional evaluation and assessment guidelines or criteria concerning teacher performance consistent with State law.

b. The PAR Program is funded by the State of California, and it is not expected or required that the District either directly or indirectly utilize general fund resources for this program. In the event that the State changes the funding mechanism (e.g., by "block granting" the program with others, rather than directly reducing the funding level), the parties will immediately reopen this Article to discuss the impact of the change and the District's response.

c. The PAR Program is intended to supplement and support the Evaluation procedures of Article X, but in no case to replace or supplant those procedures. In no event shall the provision of the services provided by the PAR program, or the completion or outcome of such services, be regarded as an entitlement for any employee, or as a precondition for any evaluation, disciplinary action, non-reelection, contract non-renewal, or statutory termination of employment.

d. The employee recipients of PAR services are referred to throughout this Article as "Participating Teachers," and the providers of PAR services are generally referred to as "Consulting Teachers."

e. Subject to applicable law, the PAR Program within the District is governed by the PAR Panel, whose composition, authority and duties are described in sections 6.0 and 7.0 below. All Consulting Teachers' selections, service assignments, revisions and renewals are at the discretion of the PAR Panel. Because of the significant role played by teachers and UTLA in the PAR process, no disputes or claims relating to the decisions or actions of the PAR Panel or of Consulting Teachers shall be subject to the grievance and arbitration provisions of this Agreement.

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2.0 Program Description: There are three service components of the PAR program:

a. Component One provides review, assistance and guidance to permanent teachers who have received either an overall below-standard Stull evaluation or a Notice of Unsatisfactory Service, in either case as a result of below-standard teaching skills. (If such an evaluation or notice has resulted in a grievance which has not been resolved by the commencement of services for the following school year, the teacher shall nonetheless be required to enter the PAR Program at that time.) Full participation by the Participating Teacher is a mandatory duty, to the extent that such services are made available. Component One services are the first priority for the PAR Program.

b. Component Two provides assistance and guidance to non-permanent teachers, with particular emphasis upon the District's instructional priorities and related teaching skills. Component Two services are the second priority for the PAR Program, with teachers assigned to schools of greatest need (based upon the State's Accountability Index rankings) to be served first.

c. Component Three is a voluntary program designed to provide assistance to non-permanent and/or permanent teachers who have been positively evaluated, but who wish to avail themselves of such services in order to improve their professional practices. Component Three services are the third priority for the PAR Program, with teachers assigned to schools of greatest need (based upon the State's Accountability Index rankings) to be served first. The assignment of such services will be directed by the PAR Coordinator.

3.0 Program Support:

a. Subject to the funding and priorities described above, the level of support provided to Participating Teachers shall be:

- (1) For Component One, up to 240 hours of 1:1 assistance and review by a Consulting Teacher for each Participating Teacher
- (2) For Component Two, up to 120 hours of 1:1 assistance and review by a Consulting Teacher for each Participating Teacher, based upon individual assessments made by the Consulting Teacher.

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- (3) For Component Three, the support services, including but not limited to staff development training opportunities, would be as determined by the PAR Panel.
- b. There shall be three pools of Consulting Teachers as follows:
- (1) First are retired employees who apply and meet the qualifications described in section 4.0 below, and are selected as Consulting Teachers. They will be assigned on an hourly basis (X Basis) for up to a maximum of 480 hours annually, and will be paid at their regular hourly rate.
 - (2) Second are active full time teachers who apply and meet the qualifications described below, and are selected as full time Consulting Teachers by the PAR Panel. They will be assigned a schedule of C Basis or longer, as determined by the Joint Panel, and will also receive an annual stipend of \$4,300 for A Basis, adjusted proportionately to correspond to any shorter assigned annual basis.
 - (3) Third are active full time regular teachers who apply and meet the qualifications described below, and are selected as hourly service providers by the PAR Panel as a supplemental assignment outside of their regular full time assignment. They will be assigned on an hourly basis (X Basis), paid at their regular hourly rate, and directed by the PAR Coordinator. Also, National Board Certified teachers may be utilized as part of this same pool, as part of their 92-hour obligation, subject to whatever NBC assignment procedures are in effect at the time.

4.0 Consulting Teacher Qualifications and Selection Criteria:

- a. Consulting Teacher applicants must possess a clear California credential, and must have completed eight years of full-time District service with a satisfactory performance record (in terms of evaluations and service notices) covering the most recent five years.
- b. Current employee applicants must have permanent status, must have been a full time classroom teacher for at least three of the preceding five years, and retired employees must have had full time

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classroom teacher experience within the three year period preceding application (this last qualification is not required for a retired employee to continue their Consulting Teacher status once appointed).

c. Applicants must be computer literate and have an active email address, and be willing to perform their Consulting Teacher duties at any site in the District as assigned.

d. Applicants must also submit, with their letter of application and resume, a letter of reference from a site administrator and a Chapter Chair (in both cases referring to individuals who are closely familiar with the applicant's work), and also one additional letter of reference from any source selected by the applicant. The PAR Panel may also require all applicants to attend a pre-application orientation session.

e. Applicants will also be expected to demonstrate their success in the classroom, including exemplary teaching experience and implementation of the California Standards for the Teaching Profession; familiarity and facility with various instructional strategies and techniques; knowledge of current educational research on learning theories, classroom management and change processes; experience with the planning, preparation and successful implementation of a standards-based instructional and promotional practices and program; knowledge of content and curriculum for the appropriate subject and grade levels; exemplary knowledge and evidence of creativity and initiative with respect to curriculum, materials and methods; comprehensive knowledge of disciplinary strategies and classroom management; and knowledge of support resources and their use to enhance academic achievement and rigor.

f. Other qualifications include effective interpersonal skills and successful experience working cooperatively with staff, parents/guardians, and community; effective communication skills (oral and written); leadership experience with professional development, including effective demonstration and presentation of skills; strong personal characteristics, including creativity, personal initiative, tact, the ability to handle confidential matters, good judgment and discretion; ability to assess situations and problems, and skill in providing appropriate suggestions and assistance to others; and knowledge of, and ability to coordinate and use available support resources.

g. Other desirable qualifications include, but are not limited to, (a) knowledge of California Content Standards and Frameworks and related instructional and promotional practices, (b) holder of CLAD/BCLAD credential or equivalent, and (c) experience with students with diverse needs, including familiarity with the current Chanda Smith Consent Decree.

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5.0 Consulting Teacher Duties and Responsibilities:

- a. Works cooperatively with the PAR Panel and the PAR Coordinator. Establishes lines of communication and a cooperative working relationship with the Participating Teacher and the responsible Principal. The mutual goal of the Consulting Teacher, Participating Teacher and Principal is to improve the performance of each Participating Teacher.
- b. Establishes confidentiality understandings, signs the confidentiality agreement, and maintains appropriate confidentiality at all times.
- c. Schedules and conducts initial assessments for Participating Teachers. This includes review and familiarity with the performance evaluations of the Participating Teacher.
- d. Jointly with the Participating Teacher, establishes the individualized PAR performance goals and objectives and supporting activities for the Participating Teacher, all of which are to be based on the California Standards for the Teaching Profession, and aligned both with student learning and with the performance objectives in the Participating Teacher's regular evaluation process. (The Principal or designee continues, while the teacher participates in the PAR Program, to be responsible for the teacher's regular evaluation, including evaluations for any employee who received an unsatisfactory evaluation in the previous year, and related observation and reporting activities.) The PAR performance goals for the Participating Teacher shall be in writing, in a user-friendly format. The supporting activities of PAR and the Participating Teacher are to be set forth in a written plan and calendar for assistance.
- e. Meets on a regular basis with the Participating Teacher, and conducts classroom visitations and observations. Maintains a log documenting such activities, and keeps a record of the assistance provided.
- f. Assists the Participating Teacher in accessing appropriate Staff Development activities, and also maintains the Consulting Teacher's own ongoing professional development.
- g. Prepares a series of periodic reports to the PAR Panel on the intervention process and progress of each assigned Participating Teacher, including forwarding to the PAR Panel the names of any Participating Teacher who was not able to demonstrate satisfactory improvement.

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h. Consulting Teacher services are not, and shall not be treated as, either management or supervisory functions. Consulting Teachers shall have the same protection from liability, and the same rights to defense, as other school employees (see Education Code 44503 (c).)

6.0 PAR Panel Qualifications and Selection:

a. The PAR Panel shall be comprised of nine members, five of whom are appointed by UTLA and four of whom are appointed by the District. The appointing parties shall establish their own criteria for such appointments, but they must have had satisfactory evaluations and service for at least the previous five years and there should be some attempt at balance between elementary and secondary experience.

b. The Panel requires a quorum of seven to determine its required reports to the Board of Education pursuant to Section 7.0 h.. Other quorum rules shall be as determined by the Panel. All Panel members shall strive to make Panel decisions by consensus whenever possible, but if that is not possible then the decision will be made by majority vote among those present.

c. Employee members of the Panel shall receive an annual stipend of \$4,300, subject to reduction by the Panel in the event of funding shortages.

d. Panel members shall have the same protections from liability, and same rights to defense, as other school employees (see Education Code 44503 (c).)

7.0 PAR Panel Duties and Responsibilities:

a. Establishes guidelines for the operation of the Panel itself, including selection of the Chair.

b. Maintain appropriate confidentiality as to all Panel business, and sign the confidentiality agreement.

c. Determines the PAR coordinator's duties and qualifications, and selects the coordinator.

d. Selects, assigns, reassigns, reviews, evaluates, and renews or releases the Consulting Teachers, consistent with applicable rules and guidelines. Also coordinates the professional development of the Consulting Teachers.

e. The Panel and the PAR coordinator shall work collaboratively with one another, with the Consulting Teachers, and with the Participating Teacher's administrators.

Article X-A - Peer Assistance And Review ("PAR")

f. Administers the funds provided for implementation of the PAR Program. No more than 5% of the funds may be expended for administration expenses.

g. Reviews the reports and documentation submitted by the Consulting Teachers.

h. Makes recommendations to the Board of Education regarding the ability of each Participating Teacher to demonstrate satisfactory improvement, and regarding the retention of Participating Teachers in the PAR Program.

i. Participates in the Panel's own ongoing training.

j. Annually evaluates the effectiveness and impact of the PAR Program.

ARTICLE IV-A

DUES DEDUCTIONS

1.0 Voluntary Authorizations: The District shall deduct UTLA dues from the salary of each employee who has submitted a written authorization. Such an authorization shall continue in effect unless revoked in writing by the employee. Such revocation shall be effective at the next pay period, provided notice is given twenty (20) calendar days prior to the next payday. The District shall deduct one-twelfth (1/12) of such annual dues from each regular salary warrant which contains sufficient funds to cover the deductions.

1.1 If the District's withholdings from an employee's salary in any payroll period are insufficient to meet the amount authorized by the employee for the UTLA dues or UTLA-sponsored insurance, the District shall make an appropriate adjustment on a subsequent pay warrant. UTLA agrees to hold the District harmless against any claims or liabilities arising out of any such adjustments.

2.0 Remitted to UTLA: A deposit approximating the amount of dues so deducted shall be remitted to UTLA on payday, and the reconciled amount will be supplied to UTLA within 30 days after the deductions are made, together with a list of affected employees.

3.0 Exclusive to UTLA: Payroll deductions for membership dues from employees shall be exclusive on behalf of UTLA, and no dues deductions are to be made on behalf of any other employee organization as defined in Government Code 3540.1(d).

4.0 Agency Fee/Dues Obligation: "Commencing within thirty (30) days of employees initial employment, throughout the term of this Agreement, each employee (as defined in Article I of this Agreement) is required as a condition of continued employment either: (a) to be a member in good standing of UTLA, or (b) to satisfy the agency fee financial obligations set forth in Section 4.1 below, unless qualified for religious exemption as set forth in Section 4.2 below. Newly hired bargaining members shall have deductions for dues or agency fee made on the first warrant received from the District. If this warrant covers several pay periods a deduction shall be made for each pay period.

4.1 Unless the employee has (a) voluntarily submitted to the District an effective dues deduction request, or (b) individually made direct financial arrangements satisfactory to UTLA as evidenced by notice of same by UTLA to the District, or (c) qualified for exemption based upon religious grounds as provided in Section 4.2 below, the District shall process a mandatory agency fee payroll deduction in the appropriate amount, and forward that amount to UTLA. The amount of agency fee to be charged shall be determined by UTLA, subject to applicable law; it shall therefore be an amount not to exceed the normal periodic membership dues, initiation fee and general assessments

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Article IV-A – Dues Deductions

applicable to UTLA members. As to non-members who object to UTLA spending their agency fees on matters unrelated to collective bargaining and contract administration, the amount of agency fee charged shall not reflect expenditures which the courts or PERB have determined to be non-chargeable, including political contributions to candidates and parties, members-only benefits, charitable contributions and ideological expenditures and, to the extent provided by law, shall not reflect expenditures for certain aspects of lobbying, ballot measures, publications, organizing and litigation. UTLA shall comply with applicable law regarding disclosure and allocation of its expenses, notice to employees of their right to object, provision for agency fee payers to challenge UTLA's determinations of amounts chargeable to the objecting non-members, and appropriate escrow provisions to hold contested amounts while the challenges are underway. The foregoing description of permissible agency fee charges and related procedures is included herein for informational purposes as a statement of applicable law, and is not intended to change applicable law or to provide any contractual terms or enforcement procedures under this Agreement. The District will promptly remit to UTLA all monies deducted, accompanied by a list of employees for whom such deductions have been made.

4.2 Religious Exemption from Agency Fee Obligations:

a. Any employee who is a member of a religious body whose traditional tenets or teachings include objections to joining or financially supporting employee organizations shall not be required to meet the above agency fee obligations, but shall pay in lieu thereof (by means of mandatory payroll deduction) an amount equal to the agency fee, to a nonreligious, nonlabor charitable organization exempt from taxation under Section 501(c)(3) of the Internal Revenue Code, as designated by the employee. Board of Education approved examples of such organizations are: United Way, United Negro College Fund, and Brotherhood Crusade.

b. To qualify for the religious exemption, the employee must provide the District, with a copy to UTLA, a written statement of objection, along with verifiable evidence of membership in a religious body as described in a. above.

c. Any employee utilizing this religious exemption status, who requests UTLA to utilize the grievance/arbitration provisions on the employee's behalf, shall be subject to charges by UTLA for the reasonable cost of using such procedures.

4.3 Implementation dates: Any of the above-described payment obligations applicable to employees shall be processed by the District with the payroll immediately following the effective date of the payment requirement, provided that the information is on file with the Payroll Branch by the deadline for filing time reports.

Article IV-A – Dues Deductions

4.5 Indemnity/Hold-Harmless: UTLA agrees to indemnify and hold the District harmless against any and all liabilities, (including reasonable and necessary costs of litigation), arising from any and all claims, demands, suits, or other actions relating to the District's compliance or attempted compliance with either this Article or the requests of UTLA pursuant to this Article, or relating to the conduct of UTLA in administering this Article. UTLA shall have the right to determine and decide all matters relating to settlement and conduct of litigation with respect to this Article. In no case shall District funds be involved in any remedy relating in this Article. Any underpayments to UTLA resulting from the District's failure to make a required deduction shall be remedied by additional deductions from the affected employee(s). Any overpayments to UTLA resulting from excessive deductions shall be remedied either by refund from UTLA to the affected employee(s) or by a credit against future payments by the affected employee(s).

4.6 The District will furnish any information needed by UTLA to fulfill the provisions of this Article.

ARTICLE XXVIII

SAFETY

1.0 General: With faculty participation, each site shall develop (and annually review) its School Emergency Operations Contingency Plan and current Safe School Plan (see Bulletin No. 53, Office of School Operations) for distribution to each employee. These plans are expected to cover contingency plans, including the responsibilities of the various employees, for a wide variety of safety risks, including but not limited to fire, earthquake, flood, civil disturbance, and emergency closings. These plans shall also include procedures for the release of employees from the site. When preparing these plans, each site shall take into consideration health and safety for persons with disabilities. Within the first three months of each school year the plans referenced above shall be reviewed at each site and whatever training is required by the plan shall take place.

1.1 It is the District's commitment to provide safe working conditions for employees within the operational and financial limitation that may exist within the District. The District shall make every reasonable effort to provide school facilities that are clean, safe, and maintained in good repair and to otherwise maintain a safe place of employment. Pursuant to relevant laws, rules and regulations referenced herein, employees shall not be required to work under unsafe or hazardous conditions or perform tasks which endanger their health and safety.

1.2 Each site shall establish a School Safety Planning Committee. The UTLA Chapter Chair/designee may choose to be a member of the committee. With faculty participation, each site's School Safety Planning Committee shall develop (and annually review) a current Safe School Plan (see REF -1242.5, Office of Environmental Health and Safety, 2008-2009 Update of Safe School Plans) for distribution to each employee. These plans are expected to cover contingency plans including the responsibilities of the various employees, for a wide variety of safety risks, including but not limited to fire, earthquake, flood, civil disturbance, and emergency closings. These plans shall also include procedures for the release of employees from the site. When preparing these plans, each site shall take into consideration health and safety for persons with disabilities. Within the first three months of each school year the plans referenced above shall be reviewed at each site and whatever training is required by the plan shall take place.

1.3 When a new school is to be opened the District shall provide the UTLA Area Chair with a copy of the preliminary Safe School Plan following its completion.

1.4 The District shall conform to and comply with all other health, safety, and sanitation requirements imposed by local, state or federal law or regulations adopted pursuant thereto including the California Occupational Safety and Health Act (CAL-OSHA), as amended (California Labor Code Section 6300, et. seq.) regulations relating thereto (California Administrative Code, Title 8,

ARTICLE XXVIII - SAFETY

Sections 330, et. seq.), Chapter 2 of Part 19 of the California Education Code relating to School Safety, Article 3.6 (commencing with Sections 32228, and Article 3.8 (commencing with Section 32239.5). Recitation of these and related laws herein is for reference only and *not* for purposes of incorporation into the Agreement.

1.5 The District shall provide Safe School Plans (Volume I and II) to each school to be made readily available (subject to confidentiality requirements) to all unit members, including but not limited to placement of copies in the school office and faculty lounge and access via the LAUSD website. Other means of distribution or access to the Safe School Plans may be established within the plans.

- a. Volume I of the Safe School Plan addresses Campus Safety and Violence Prevention programs. Volume II addresses Emergency Preparedness.
- b. A "quick reference guide" to Volume II of the Safe School Plan shall be distributed to all unit members at each site as soon as the Plans have been updated for that year. The quick reference guide shall be tailored to that site.

1.6 In addition to the Special Grievance Procedures contained in Section 4.0 of this Article, other avenues of inquiry, complaint and appeal regarding health and safety issues exist in the District. For frame of reference only (and *not* for purposes of incorporation into the Agreement) these are:

- a. Procedures for Reporting School Cleanliness Issues (MEM-2093, 11/7/05)
- b. Williams Complaint Procedures (BUL-2362.6, 11/30/07)
- c. Safe School Plans, Volumes I and II (REF-1242.5, 8/15/08)

1.7. The District shall make available to UTLA and every site, via the LAUSD website, information, rules and templates related to the California Administrative Code, Title 8, Section 3203 requirements regarding an Injury and Illness Prevention Program (lausd-oehs.org).

1.8 The District shall make available to UTLA and every site via the LAUSD website all reports, correction notices deficiency notices, or "self-certified corrections" resulting from an OEHS inspection (lausd-oehs.org).

1.9 The District shall provide reasonable packing and moving assistance to any employee who is required by OEHS to vacate his/her classroom or worksite.

ARTICLE XXVIII - SAFETY

1.10 No employee shall be discriminated or retaliated against as a result of reporting alleged unsafe or hazardous conditions. Allegations of such discrimination/retaliation may be processed according to the policies/procedures referenced in section 1.7 above, or through Article V (Grievance Procedure) and not under Section 4.0 of this Article. Once an employee chooses which process to utilize (policies/procedures or Article V), this shall be his/her exclusive forum.

2.0 Environmental, Health, Safety and Violence Prevention Joint Committee

2.1 A District Environmental, Health, Safety and Violence Joint Committee shall be established with no more than five (5) appointees by each party. A Committee Chair shall be appointed by the Committee. UTLA representatives on the Committee/Task Force will be released pursuant to Article IV, Section 4.0. This committee shall review environmental, health, safety and violence prevention issues that may have an impact on District worksites and employees. Except in situations requiring immediate action for environmental, health, safety, or violence prevention reasons, the District shall, prior to implementation of new or revised policies and rules, discuss them in this Committee.

2.2 It is the intent of the parties that the Committee forward recommendations, if any, to the District and the Union regarding mitigation strategies and courses of action to address issues of concern as determined by the Committee with regard to environmental health, safety and violence prevention. This shall occur within six months of the first meeting of the Committee following contract ratification, or at such other time as determined by the Committee.

3.0 Renovation, Modernization and New Schools

3.1 The District will notify UTLA of community outreach meetings at which potential sites for new schools are to be discussed.

3.2 UTLA may, in its discretion, appoint one or more UTLA employees to act as liaisons to the District regarding the construction of new schools and remodels of or renovations/new additions to existing schools ("school construction").

a. It is the intent of the parties that the individual(s) serving in this capacity will become familiar within areas related to school construction and serve as information conduits between the District and unit members at affected school sites.

b. It is the intent of the parties that such individual(s) will have the opportunity for ongoing consultation with designated District personnel regarding matters related to school construction.

ARTICLE XXVIII - SAFETY

4.0 Special Grievance Procedures: If, after giving notice to the site administration, the employee believes that an unsafe or hazardous condition persists, the employee may file a grievance (see the Step One time limits of Article V). Within two (2) days of receiving the grievance, the site administrator shall meet with the grievant in an attempt to resolve the matter, and by the end of the next day the administrator shall issue a written response to the grievant. If the response does not resolve the matter, the grievant may within three (3) days file a written appeal with the appropriate Local District Superintendent or designee and UTLA Area Chair. Within three (3) days after receipt of the appeal the Local District Superintendent (or designee) shall hold an appeal meeting to discuss the matter and shall announce a decision by the following day. The announcement shall be in person or by telephone, with an immediate confirming letter sent to the employee and representative, if any. Within two days after the administrator's appeal decision is announced, UTLA must, if it wishes to arbitrate the matter, notify the District of its intention. UTLA and the District shall then select an arbitrator and calendar the dispute for expedited arbitration pursuant to Article V, Section 15.0. In view of the District's limited available funds and the need of the District to prioritize maintenance and capital improvement projects, it is agreed that the sole issue for arbitration shall be the determination as to whether an unsafe or hazardous condition exists, or whether an employee(s) has/have been required to perform tasks that endanger his/her/their health and safety. The arbitrator shall be authorized to include a remedy in his/her award if in his/her opinion the unsafe etc. condition can be corrected at a cost not to exceed \$25,000 for each case, controversy or issue. If the arbitrator determines that correction would exceed \$25,000, he/she shall not include any remedy in the award, which shall then be forwarded to the Committee set forth in section 3.0 of this Article. The Committee shall make a joint recommendation for resolution of any unsafe or hazardous condition identified by the arbitrator and make its recommendation to both the Superintendent and the UTLA President within fourteen (14) work days of receipt of the arbitrator's decision.

5.0 Emergency Closure: In the event a school is closed due to an emergency the employees shall, typically, be reassigned on a temporary basis to another location. If a school is evacuated during the school day, employees shall suffer no loss of pay or accumulated leave for that day.

6.0 Employee/District Responsibility: Employees shall immediately notify site administration and site administration shall immediately notify employees of any unsafe or hazardous conditions at the site. Upon notification, the district shall take immediate steps to investigate and correct an unsafe or hazardous condition. In an emergency situation, employees may take reasonable preliminary action to protect students, other employees and themselves.

ARTICLE XVII

HOLIDAYS AND VACATION

1.0 Holidays: The basis of assignment (see Article IX, Section 9) for employees shall determine the holidays for which they receive pay according to the provisions of Sections 2.0 and 3.0. Holidays authorized for each assignment basis are indicated in the following table:

<u>Assignment Basis</u>	<u>Holidays</u>
A, Z	Holidays listed in Board Rule 1101 and any other holidays declared by the Board of Education to apply to these employees.
E, B, C, K, S, T (or equivalent annualized bases)	Holidays listed in Board Rule 1101 and any school holidays or other holidays declared by the Board of Education which come within the assignment period.
M	Holidays in accordance with individual contract.
X	No holiday benefits.

2.0 Holiday Pay - Substitute Employee Reassigned as a Probationary or Permanent Employee: A substitute employee, with substitute status only or on leave from permanent status to a substitute in the related class, who is assigned as a probationary or permanent certificated employee on the same basis immediately following a legal or school holiday shall receive holiday pay at the substitute salary rate, provided the employee served either on the last day of the assignment of a regular employee preceding the holiday or on the first day of the assignment following the holiday and provided the holiday is one of the employee's assigned days.

3.0 Payment for Holidays: An employee shall receive pay in a regular assignment (or in an assignment in lieu of the regular assignment as a temporary adviser, acting employee, or as a substitute in a higher class than that of the regular assignment) for holidays listed in Rule 1101 and for other holidays authorized by the Board of Education which are part of the employee's regularly assigned days, subject to the following conditions and exceptions:

a. If the employee has been in paid status during any portion of the last working day of the assignment preceding the holiday or during any portion of the first working day of the assignment following the holiday, provided that:

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- (1) An employee on a sabbatical leave of absence shall receive the same rate of pay for a holiday occurring during the leave as is received for other working days in such period; and
- (2) An employee on a military leave of absence entitled to compensation under Article XII shall only receive pay for the portion of the holiday period needed to meet the total time for which compensation is required by law;

b. If the first day of the employee's assignment basis is a holiday and the employee has been in paid status during any portion of the next following working day; or

c. If the last day of the employee's assignment basis is a holiday and the employee has been in paid status during any portion of the last working day preceding the holiday.

3.1 As of July 1, 2001: Adult Education employees may combine hours in different classifications in order to qualify for holiday pay as follows: No pay for a holiday period exceeding two (2) days shall be allowed an hourly rate employee assigned for a total of 40 hours or less per pay period in one or more class codes except in the following case: If a winter holiday period exceeds ten days and January 1 falls on Sunday or Monday, such employee, if regularly assigned on Monday, shall receive holiday pay for the number of hours assigned on Monday, January 1 or Monday, January 2.

6.0 Vacation Allowance for A Basis Employees: An employee assigned on an A basis and compensated at a pay period rate shall earn vacation for active service in a regular assignment or in an assignment as a temporary adviser, acting employee or as a substitute assigned on an A basis in the same or another class than that of the regular assignment. Assignment to active service means all of the time for which pay is received, except sabbatical.

6.1 An employee who has served less than 19 years shall earn .06897 hour of vacation for each hour assigned to active service; beginning with the first pay period of the school year after an employee has served 19 school years the employee shall earn .07663 hour of vacation for each hour assigned to active service. An employee who has served sufficient time during a school year to be eligible for step advancement shall be deemed to have served a school year for the purpose of this subsection.

6.2 No employee shall be permitted to accrue vacation in an amount greater than that which the employee earned in the preceding 18 pay periods in which the employee was in paid status (the employee's "vacation cap amount"). Once an employee has accrued vacation in an amount equal to the employee's vacation cap amount, the employee shall cease to accrue vacation

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until the employee used vacation in an amount sufficient to reduce the employee's accumulated vacation balance below the employee's vacation cap amount.

a. Consistent with the 18 pay period vacation cap amount set forth in 6.2, each employee shall by April 30 of each school year provide to the employee's appropriate administrator a written vacation usage schedule for the following school year, and which schedules vacation for the school year in an amount necessary to assure the employee will not exceed the vacation cap amount. The vacation days identified by the employee in the submitted vacation schedule shall be scheduled in a manner consistent with the provisions of 6.3 below.

b. By May 30 of each school year, the appropriate administrator shall provide a written acknowledgment either approving the employee's submitted vacation schedule for the following school year, or disapproving the submitted schedule and providing a basis in writing for that denial. Timely submitted vacation schedules (as well as any subsequent or revised vacation request) shall not be unreasonably denied. Reasonable reasons for denial shall include but not be limited to: (a) scheduling conflicts with a more senior employee's vacation request; (b) scheduling conflicts with periods during the school year that are inappropriate or impractical for scheduling vacation (e.g., the beginning and end of each semester); (c) District emergencies or circumstances beyond the control of the District which require the employee's presence at work. Nothing in 6.2.a or 6.2.(1) shall prevent an employee from making additional/revised vacation requests during the school year. Such requests shall be made to the employee's site administrator as early as possible, and normally not less than 30 days before the requested date.

- (1) An employee that is prevented or prohibited from taking vacation during a period previously scheduled by the employee and approved by the employee's appropriate administrator shall be permitted to exceed the vacation cap amount for the school year in question, and shall be granted a preference the following year in scheduling vacation so as to assure the employee's ability to schedule sufficient vacation to reduce the employee's accumulation below the vacation cap amount. Seniority shall determine the vacation schedule when pending employee requests conflict. However, a senior employee's subsequent request shall not supplant the approved schedule of a less senior employee.
- (2) Any relief from the vacation cap amount as set forth in part 6.2 above must be preapproved in writing by the superintendent or designee.

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- (3) Once an employee's vacation schedule is submitted and approved pursuant to the above, no change can be made by the employee without submission of an alternate vacation schedule for the date(s) in question.

c. The District shall be permitted (but not required) to schedule and require employees to take vacation under the following circumstances:

- (1) During periods within the employee's Assignment Basis when the District is closed, when the employee's work location is closed or when there is a lack of work unless the employee requests and the immediate administrator approves this period of time as unpaid and not a paid vacation. Such requests shall not be unreasonably denied.
- (2) When the employee has accrued vacation in an amount equal to the vacation cap amount:
- (3) When the employee fails to provide an annual vacation schedule per 6.2.a above.

d. Accrual Bank:

- (1) Notwithstanding the foregoing provisions and in order to facilitate a complete transition from an unlimited vacation accrual system to the above-described 18 pay period vacation cap system, the District shall for each employee employed by the District as of the ratification of this agreement and approval by the Board, calculate the employee's total accrued vacation as of June 30, 1994 (the "1994 accrual bank"). The District will then credit each employee with their 1994 accrual bank as vested vacation to be paid out at the time the employee separates from the District, but at the employee's 1994-95 salary rate.
- (2) In order to encourage employees to draw from their 1994 accrual bank (and thereby reduce the District's current unfunded vacation liability), should an employee utilize any vacation from their 1994 accrual bank during the employee's employment with the District, that vacation shall be paid out at the employee's current salary rate at the time the vacation is utilized.

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6.3 Time for Taking Vacation: Vacation may be taken under the following conditions:

a. Vacation shall not be taken before the close of the pay period in which the employee has completed the number of hours corresponding to 130 days of active certificated service in the District;

b. The amount of vacation taken in any pay period shall not be in excess of the vacation credit accumulated by the close of the pay period immediately preceding the pay period in which the vacation occurs;

c. No vacation or part thereof shall be taken at a lesser rate than one hour at a time, regardless of the nature of the assignment, nor shall a part-time assignment be changed for vacation purposes; and

d. Vacations shall be taken at a time which the employee's immediate administrator determines will not disrupt the center or school operations. An employee who has accrued vacation in excess of that which could be earned in 18 pay periods shall be directed by the immediate administrator to commence the use of the excess vacation credit within two pay periods.

e. Vacation may be interrupted or terminated in order to begin illness leave, bereavement leave, jury duty leave or military leave.

6.4 Amount of Vacation - Rate of Allowance - Effect of Change in Status: The amount of vacation actually earned and only that amount shall be available, regardless of changes in status. The rate at which vacation allowances are paid will be the employee's current rate.

6.5 Vacation Payment Upon Termination of Service: Except as set forth in 6.2.d with respect to employees' 1994 accrual bank, on separation from service, the dollar value of the employee's vacation balance shall be paid as a lump-sum at the employee's salary rate at the time of such separation.

6.6 Vacation Upon Change in Basis of Assignment: An employee changed from another basis must take accumulated vacation before completion of the A basis assignment except where it is impossible or impracticable to do so. Any such approved accumulated vacation may be taken while assigned to a position on another basis. A substitute shall be provided for any such employee provided that the services of a substitute are necessary and approval for the substitute is given by the appropriate superintendent.

6.7 Lump-Sum Payment for Accumulated Vacation Upon Change from Vacation-Earning to Non-Vacation Earning Assignment Basis: An employee who ceases to earn vacation because the employee moves from a vacation-earning to a non-vacation-earning Assignment Basis shall be paid the dollar value of any accumulated vacation as a lump-sum payment, provided the

Article XVII – Holidays and Vacation

immediate administrator concerned certifies that it is impracticable for the employee to take such accumulated vacation. If the employee makes no request for lump-sum payment, the payment shall be made at the end of the school year following the school year in which the employee ceased to earn vacation. The lump-sum payment shall be at the salary rate of the employee's last vacation earning assignment.

6.8 Vacation - Substitute Status: Nothing in this Article shall be held to entitle persons with substitute status only to vacation privileges.

ARTICLE IV

UTLA RIGHTS

1.0 Access: Any authorized UTLA representative shall have the right of reasonable access to District facilities, including teacher mailboxes, for the purpose of contacting employees and transacting UTLA matters. Upon arriving at a work site, the representative shall first report to the office of the site administrator and state the intended purpose and length of visit. The representative may contact employees during duty free lunch periods, before and after employees' hours of service or when the employee is not engaged in duties. The representatives shall not interrupt any employee's duties or assignments.

2.0 Bulletin Boards: UTLA shall have the right to post notices UTLA official matters on a bulletin board or a section of a bulletin board established for UTLA's exclusive use at each work site where employees are assigned.

3.0 Distribution of Material: Pursuant to United States Postal laws, the school mail is not available for distribution of UTLA material. Material or literature distributed or posted by UTLA to employees shall be dated and shall not be defamatory, obscene, or violative of law.

4.0 Released Time for Negotiations: Up to seven negotiating team employee representatives designated by UTLA shall be released from duty with no loss of pay or benefits for the purpose of attending negotiation meetings with the District pursuant to Article II, Section 1.0. UTLA and the District may agree that additional employees shall receive such released time.

5.0 Organizational Leave: A maximum of seven elected officers of UTLA shall, upon request of both UTLA and the employee, be placed on leave of absence for a period of one semester or more.

6.0 Released Time at UTLA Expense: UTLA may request the release of designated employees from their regular duties with no loss of pay for the purpose of attending to UTLA matters, with the expense of the substitute or replacement to be borne by UTLA. Such released time shall be limited to 25 days per year for any individual employee. If the site administrator objects to the release of any particular employee based upon instructional needs, the matter shall be referred to the Office of Staff Relations and UTLA for resolution. When staff are assigned in place of teachers absent on UTLA business, UTLA will reimburse the District at the base rate for substitutes (see Article XIX) or at the average teachers' rate for replacement teachers; such time will be taken in increments of not less than one-half day.

7.0 Exclusivity: UTLA and its authorized representatives shall be the exclusive representative of the employees in contract enforcement matters.

Article IV – UTLA Rights

8.0 UTLA Chapter Chairpersons: At each work location to which employees are assigned, UTLA shall have the right to designate, pursuant to its own procedures, one employee to serve as the UTLA Chapter Chair (see also Section 8.3). In year-round schools UTLA may also designate one employee to serve as Chapter Chair during the periods of time when the Chapter Chair is off-track. To facilitate communication, they shall meet together with the site administrator whenever reasonably possible. At the school sites the UTLA Chapter Chair is the exclusive local representative of the faculty in matters relating to enforcement and administration of the Agreement between UTLA and the District. The Chapter Chair shall also be the official on-site representative of UTLA in contract enforcement matters and as such shall have the following rights:

a. Upon request of an employee, have the right to represent the employee in grievance meetings as expressly provided in Article V, Section 2.0, and in meetings relating to discipline as expressly provided in Article X, Section 11.0 e.

b. When an employee reports an injury or assault and files the required written report, the site administrator shall notify the Chapter Chair of the reported injury unless the employee requests that the matter not be so disclosed.

c. Be permitted reasonable use of the school telephone for local calls involving representation matters, so long as such use does not interfere with normal office business at the location;

d. Have the exclusive right to coordinate UTLA meetings, which may be held in school buildings at times before or after the school day or during employees' duty free lunch period, subject to availability of facilities and provided that there is no interference with other scheduled duties or events. Administration shall not schedule required meetings of employees after school on Wednesday in order to avoid conflict with UTLA meetings, except in compelling circumstances or when a majority of the affected employees consent.

e. Have the exclusive right to initial and date any official notices to be posted on the UTLA site bulletin board;

f. Have the right, subject to reasonable advance administrative approval, to make appropriate brief announcements, via the school bulletin and/or public address system, of UTLA-related meetings, special events, in-service/staff development, and the like. Such use of the public address system shall be limited to the time before or after student hours. The above rights do not encompass advocacy material of any nature, or statements covering inappropriate topics (e.g., personnel matters, grievances, collective bargaining, or personalities).

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g. Have the right to inspect non-exempt public records maintained at the work site which relate to administration of this Agreement, and shall have the right to receive, upon request and within a reasonable time not to exceed 5 working days, a copy of up to 50 pages of such documents at no cost each school year. If the documents do not relate to contract administration, the cost of copies shall be borne by the Chapter Chair.

h. Have the right, upon prior request and at reasonable intervals on non-classroom teaching time, to meet with the site administrator to discuss contract enforcement matters, safety matters, or any other matters related to the operation of the school;

i. Have the right to propose agenda items for faculty meetings. The Chapter Chair shall also have the right to make appropriate brief announcements within the first 45 minutes of such meetings or at least 15 minutes prior to the end of the meeting if such meeting is less than an hour in length.

j. While there are not to be any negotiations at the site level (such activity being limited to the designated representatives of the Board of Education and UTLA), when faculty views are sought by the site administrator with respect to subject matters which fall within the scope of negotiations under the Educational Employment Relations Act, the UTLA Chapter Chair is to be treated as the sole representative of the faculty;

k. Prior to finalizing changes in bell schedules, the site administrator shall consult with the Chapter Chair; and

l. Have the rights set forth in Article XXVII - Shared Decision Making and School-Based Management.

8.1 Released Time for Chapter Chairs:

a. Released time from non-instructional duties shall be provided to a Chapter Chair if the following conditions are met: a secret ballot election of the faculty shall be conducted by the principal and a teacher designated by the Chapter Chair, with the issue to be determined being whether a specific released time plan proposed by the Chapter Chair should be approved. The proposed plan is to provide for the Chapter Chair to be released from specified non-instructional duties and for the remainder of the staff to assume those duties. Non-instructional duties as referred to above are those non-classroom duties which are normally shared and distributed among the staff, and for this purpose may also include homeroom teacher duties. In addition, chapter chairpersons at elementary schools shall be released from instructional duties when

**MEMORANDUM OF UNDERSTANDING
LOS ANGELES UNIFIED SCHOOL DISTRICT AND
UNITED TEACHERS LOS ANGELES**

THE LAUSD-UTLA LOCAL SCHOOL STABILIZATION AND EMPOWERMENT INITIATIVE OF 2011

This Memorandum of Understanding (MOU) regarding the design and implementation of the Local School Empowerment Initiative is being entered into by the District and UTLA based on their belief that the teaching professionals and parents at each school are usually in the best position to assess and address many of the varying needs and challenges facing their students. This Initiative is also based on the parties' commitment to continued improvement in student learning, achievement and quality of instruction in all District schools. This Initiative consists of several related elements described below. The Local Initiative School program is first described, in Section I. Significant amendments to the Public School Choice program are then described in Sections II, III, and IV below.

I. Local Initiative Schools

- A. Introduction: The Local Initiative School program makes available an array of subjects for local school empowerment, as it provides for increased decision-making authority and empowerment of the Local School's faculty, Principal and parents to determine various aspects of the school's educational program and policies. The Local Initiative Schools will be granted automatic waivers from central-District controls and from parts of the District-UTLA Agreement as needed to implement various matters that are made subject to local determination, all as described below.
- B. Eligibility for the Local Initiative School Option shall be available, as a matter of local school discretion and decision, to the following categories of District schools, in the following priority opportunity order:
 - 1. All current Public School Choice (PSC) 3.0 Focus schools and all schools who have recently been removed from the PSC 3.0 Focus list – with planning to begin in the 2011-12 school year for implementation at the beginning of the 2012-13 school year;
 - 2. All high schools, middle schools, Span schools and Elementary schools that are ranked in Deciles 1, 2, 3 and 4 on the Base Academic Performance (API) Index – with planning to begin in the 2012-13 school year for implementation at the beginning of the 2013-14 school year;
 - 3. All high schools, middle schools, Span schools and Elementary schools that are ranked in Deciles 5 through 10 on the API Index – with planning to begin in the 2013-14 school year for implementation at the beginning of the 2014-15 school year. However, these schools may accelerate their eligibility for planning and implementation to be that described in paragraph 2 above, in the event that they otherwise qualify (see Section I-E below) and that they also achieve a 70% authorizing faculty vote of approval under Section I-E-8 below.
 - 4. It is understood that the above categories are permissive priorities for initial phase-in, and are not to be regarded in any way as deadlines or waivers of future participation. Therefore, any school in a designated category that does not initiate its Local Initiative School

participation during its first year of eligibility specified above, or is unable to complete its qualification procedures or other related training or planning in time for its first implementation target date specified above, shall remain eligible for participation and/or implementation, into the indefinite future.

5. In future years, the actual schools within the above categories will change from year to year during the term of this Agreement. For each such succeeding year, the eligibility will depend upon the schools selected for PSC and who are ranked by decile for that year.

C. “Local Initiative School” Authority. In terms of student needs and challenges, there are wide variations among District schools and the communities they serve. Such variations are not always best addressed through uniform system-wide rules and directives. The professionals and parents at each school are usually in a better position to assess and address local needs and challenges, even while complying with necessary basic minimum uniform standards. The local initiatives must be developed and based upon the local school’s Instructional Plan in the case of identified Focus, at-risk Watch schools, or new schools (or in the case of other eligible schools, the local school’s Single Plan for Student Achievement), so that the local initiatives are driven solely by the imperative of continued improvement in student achievement and quality of instruction. Accordingly, a Local Initiative School shall have the authority and option to determine local policy with respect to any or all of the matters listed below, without the need for waivers of policy or contract (unless otherwise indicated below) from the District or UTLA:

1. Re-adoption into the Local Initiative School program of any current special conditions/waivers that are already applicable to the school pursuant to SBM, ESBMM, Pilot or other arrangements (see item 14 below for new inclusions of Pilot or ESBMM);
2. School-determined methods to improve pedagogy and student achievement, such as articulation between grade levels and departments, intervention strategies and intervention/special support programs (such as parent contacts, homework clinics, directed focus of services to assist struggling students and after-school reading rooms or math coaching on a rotating basis);
3. Locally determined curriculum (subject to State and District minimum curriculum standards); local instructional standards, objectives, and special emphases (supplementing District standards);
4. Local interim benchmark assessments, tests and pacing plans, aligned with and equivalent to District requirements (e.g., GATE, Algebra Placement), and complying with any State and Federal requirements;
5. Local instructional schedules and strategies, including modified daily instructional days/minutes, the school’s schedule of activities and events, and special schedules such as those designed to accommodate additional prep time for elementary teachers (all of the above being subject to District-mandated annual number of school days and minimum annual minutes of instruction and calendar requirements, and contractual pay in the case of additional required hours of regular daily instruction);

6. School's internal organization plan, such as division into academies, small learning communities, houses etc. within the assigned student population;
 7. Local professional development plans aligned with the School's Instructional Plan/Single Plan for Student Achievement, except as to training relating to legal/compliance mandates;
 8. General fund budget control, pursuant to the District's evolving site-based funding system, which currently provides local discretion but neutralizes the impact of differences such as those among certificated staff salaries, and subject to the other applicable related District requirements such as those governing "guided purchases";
 9. A requirement for "mutual consent" by school and applying employee with respect to the filling of UTLA-represented, site-based openings at the school, meaning no District-mandated priority placements, but school must still comply with return rights or other placement rights to the school that are created by legal mandates or by the District-UTLA Agreement (see also Section I-G below, which gives detail regarding the local selection process);
 10. Local process/methods for determining assignment of teachers to grade levels, departments, subjects and classes, (e.g., looping, team-teaching, ungraded instruction, multi-age classrooms, etc.);
 11. Local process/methods for selecting teachers as grade level or department chairs, coordinators, deans, instructional coaches, etc.;
 12. School's student discipline guidelines and code of student conduct, aligned with the District-wide standards and rules governing student conduct, suspensions, expulsions and transfers;
 13. School's health/safety matters, aligned with District-wide health/safety mandates;
 14. School's adoption of separate waiver plans such as Pilot program (but subject to that program's RFP, Pilot Steering Committee review/approval process, and Pilot voting requirements), or ESBMM Program (but subject to that program's requirements) – in both cases subject to the dispute resolution process in Section V below, regarding denials of program approvals or other disputes; and
 15. Additional waivers: A school, pursuant to the procedures outlined below, may request local authority waivers in addition to those described above; such additional waivers would, however, require separate consideration and approval from both the District and UTLA before becoming effective.
- D. General Provisions Affecting Local Initiative School Authority and Determinations. Local Initiative School determinations and exercises of the authority granted in Section I-C above shall:
1. Be implemented and administered by the school administration along with all matters of District policy;

2. Not be considered matters of contract, precedent or enforcement as between the District and UTLA;
 3. Not be interpreted, applied or enforced in a manner that exceeds the stated parameters of the authorization stated in Section I-C above, or that requires additional financial cost to the District or risk of liability exposure to the District;
 4. Not affect District responsibility and control over capital improvements, maintenance matters, or property use matters;
 5. Not be deemed valid or enforceable to the extent that they are (a) contrary to legal mandates; (b) out of compliance with State or Federal funding sources; (c) out of compliance with Personnel Commission rules or regulations; (d) out of compliance with District policies/rules governing student assignment, transfer, or any other matters not expressly identified as inclusions under the Section I-C above; (e) out of compliance with the District-UTLA Agreement terms governing any matters not expressly identified as inclusions under the above Section I-C; (f) out of compliance with District fiscal oversight, monitoring and reporting requirements; or (g) out of compliance with any other non-UTLA bargaining unit's collective bargaining agreement.
- E. Petitions and Elections to Establish Local Initiative Schools and to Adopt Local Initiatives. In order for a school to implement the Local Initiative School governance model, and also the proposed local initiatives, the following conditions must be satisfied:
1. First, receive training regarding the Local Initiative School model and the individual subjects that are open to Local Initiative School authority as well as under the other available governance options, methods of engaging parents and community in the deliberations, consensus building and decision-making by consensus, the procedural and electoral requirements for adoption of Local Initiative School status, the critical linkage required between the school's Instructional Plan (or Single Plan for Student Achievement, if applicable) and the Local Initiative proposals, and the operations of a school's Selection Team. That training program will be jointly developed by the District and UTLA.
 2. During the time period between November 15 through March 1 of each school year, interested schools will develop their proposals, including their Instructional Plan/Single Plan for Student Achievement, discuss local policy development matters, prepare and discuss proposals and petitions, gather support for petitions (including evidence of parent and community engagement, etc.), and secure the concurrence/consent of the Principal, so that petitions are completed and approved by March 1. The elections will be held between March 1 and April 15, allowing for review and discussion of the proposed plans prior to voting. The above-summarized tasks are described in further detail below.
 3. After appropriate discussion and deliberation, a proposal/petition may be prepared, proposing that the school become a Local Initiative School, and also identifying the matters of Local Initiative authority which are being proposed for the school, together with a brief statement as to how each of such proposals is aligned to, and will advance, the school's plan. This proposal may be initiated by members of the faculty or the Principal, or both.

Broad discussion and consultation is encouraged among the school's stakeholders regarding such proposals.

4. Consideration should be given as to whether to include any existing local school policies that were the product of previous waivers such as under School Based Management, Pilot, or ESBMM. Such previous waivers will not be invalidated by exclusion, nor by a school's declining to approve the school's Local School Initiative petition – but for clarity and ease of reference it may be convenient to include them in the petition, at least by reference.
5. Because the proposal is to be driven by the Instructional Plan/Single Plan for Student Achievement, and is therefore expected to be a coordinated package, the entire proposal will be prepared, petitioned, and (if approved for election) will be voted upon as a single package.
6. Evidence of support of the petition, by the signatures of a majority of the school's UTLA-represented certificated staff (who are assigned full-time to the school), to conduct an election to adopt the Local Initiative proposal, shall be submitted to the Principal.
7. Evidence of parent and community engagement and support (and student engagement/support, in the case of high schools) of the petition shall also be submitted to the Principal.
8. The election is subject to the prior independent written concurrence/consent of the Principal. (If the Principal has issues with the proposal, the Principal and faculty will discuss resolution; if they cannot reach an agreement after persistent efforts, either the chapter chair or the Principal may request the assistance of the Local Options Oversight Committee under Section V-A below).
9. Written notice of the election, including a copy of the proposed plan, shall be sent to the voters at least 10 working days before the vote. At least one faculty meeting shall be convened prior to the day of the voting, to review and discuss the merits of the proposed plan. The voting shall be by secret ballot, supervised jointly by the Principal and the Chapter Chair. Adoption of the Local Initiative School package requires an affirmative vote of 60% of the votes cast. Eligibility is limited to the UTLA-represented certificated staff assigned full-time to the school.

F. Impact of the Election:

1. The election determines whether the school is to become a Local Initiative School, together with the initial subjects of Local Initiative authority for the school as described in the petition.
2. Local Initiative policy adoptions are not to be retroactively applied; they shall be applied only to situations occurring after adoption.
3. Any Local Initiative adoptions shall be retained indefinitely, but at a minimum shall be retained for at least three years, in order to permit adequate time for experience and evaluation. However, such adoptions may, if the faculty and principal jointly find that the

Local Initiative model, or major elements of it, is counter-productive and clearly not performing as expected, they may rescind the model or major elements of it earlier than the three-year presumptive period, as well as after the three-year period (smaller modifications shall be subject to the process governing new Local Initiative proposals in F4 below). In order to rescind or make major modifications within the three-year period, there must be a petition supported by a majority of the eligible faculty (as defined above), written independent concurrence/consent by the Principal, a secret ballot election as described above, and the vote of 67% (rather than the usual 60%) of the votes cast by the eligible voters. Proposed rescissions after the three-year period will be treated the same as other new proposed adoptions.

4. Each school year, additions to an existing Local Initiative Plan are subject to initiation by the School Site Council by the faculty and/or Principal, and if proposed will require faculty petition support, parent/community/student participation, Principal's concurrence/consent, and secret ballot election – all as described above – in order to achieve adoption.
- G. Staff Selection in Local Initiative Schools: If the school's adoption includes the local school's control over the filling of openings (see Section I-C-9 above), there shall be a Personnel Team designated to participate in the selection of full-time certificated staff for the school. It shall consist of:
1. Four teachers (two elected for that purpose, plus the Chapter Chair and the appropriate department of grade level chair for the opening being filled);
 2. The Principal or designated administrator;
 3. A classified employee selected by the school's classified staff;
 4. Two parents selected by the parents on the School Site Council; and
 5. For high schools only, one student (usually the student body president)

Decisions of the Personnel Team, to become final, are subject to the independent concurrence/consent of the Principal. The Personnel Team (but with administration represented by an administrator other than the Principal) shall also participate in the selection of the school's Principal, subject to the independent concurrence/consent of the Superintendent or designee. Principal removals or reassignments remain within the authority of the Superintendent and District.

II. Amendments to the Public School Choice (PSC) Program:

- A. Background: The District currently has in place the Public School Choice program which provides for in-District and non-District entities to make proposals for consideration and selection as operators of the most challenged and struggling District schools, and also of new District schools.
- B. Priority for In-District School PSC School Operations Proposals: For a three-year period covering PSC 3.0 (2011-12), PSC 4.0 (2012-13) and PSC 5.0 (2013-14), the PSC option and roles for non-

District school operation proposals shall be suspended and the PSC program shall be limited to in-District applicants. In-District applicants are defined as any proposed school operators and plans that are reliant upon District employees to staff the particular school's faculty positions. Upon the expiration of that three-year period of suspension of non-District applications, the following limitation shall apply: The District, prior to entertaining PSC applications from non-District school operating plans for any given school, must have previously implemented one of the (in-District) intervention options under No Child Left Behind (NCLB) or its equivalent, as provided in Section III-G below, and determined that the school has not responded to that intervention with substantial progress in student achievement.

- C. Continuing District School Reform Initiatives: The PSC Program and the District's ongoing structural and organizational reform efforts will in all other respects continue, including the ongoing discretionary identification of Focus and at-risk Watch schools, the processing of in-District school operation applications, the requirement for rigorous high-quality local school Instructional Plans, discretionary reviews and monitoring by the Superintendent of school performance under such Instructional Plans, and the continuation of District-determined implementation of school intervention measures pursuant to applicable law and policy including the No Child Left Behind Act (NCLB) and its State counterpart, subject to the limitations of Section III-G below.
- D. Continuing Role for Non-District School Operation Initiatives: Nothing in this MOU shall limit or abrogate the statutory legal rights of Charter Schools and other non-District school operators to initiate their engagement with District schools pursuant to applicable law and policy, independently of District-initiated processes such as PSC.
- E. Special Enforcement Provisions: District compliance with the requirement of Section II-B – to confine PSC and other District-initiated awards of control of schools to the above-described in-District applicants – is regarded as an essential element of this MOU. Alleged violations of Section B shall be subject to expedited arbitration procedures, with a stipulated injunction to be issued in the event of an arbitral finding of District violation. In the event that (1) the arbitrator finds a violation of Section B but declines to issue the stipulated injunction due to external law considerations, or (2) a court sets aside or refuses to enforce a stipulated arbitral injunction due to external law considerations, UTLA shall have the right and option to terminate this MOU, upon 10 working days' written notice to the District to that effect. However, the District may, within that 10-day period, notify UTLA in writing of its irrevocable acceptance of the stipulated injunction in order to avoid the termination of the MOU. Any such termination of the MOU shall be solely prospective in impact, so that it will neither affect any previous PSC-related actions, nor affect the ongoing or future operations of any previously-established Local Initiative Schools.

III. In-District Applications for PSC Program, and Related Package of Supports

- A. Schools Eligible: These provisions are available for qualifying applicant PSC 3.0 Focus Schools, future Focus Schools identified by the District, and also all identified at-risk Watch schools. The District shall, upon request, consult with UTLA with regard to the criteria to be applied and the schools planned to be added to PSC 4.0 and 5.0.

- B. Applications: Any of the eligible schools may apply by transmitting to the District's Office of Intensive Support and Intervention, an Instructional Plan/Single Plan for Student Achievement that has been developed and prepared by a Design Team at the school, consisting of the representatives of grade levels (e.g., K-3, or 4-5) or of some departments, who can demonstrate evidence of parental support, classified employee support, and student support (in the case of high schools only), and who have undertaken the effort necessary to develop and organize a local school instructional plan that is intended by the school to meet the District standard of "high quality." The plan and the application are subject to the independent concurrence/consent of the school Principal.
- C. Waivers and Governance Matters: In-District Applicants' (as defined in Section II-B above) proposals for Focus Schools shall be treated the same as those for new schools (Section IV-D below) in terms of the discretionary approval by the Superintendent as "high quality," selection decision, and the automatic waivers and discretionary waivers in furtherance of their Instructional Plans as described in Section I-C above.

Note: Because these options and opportunities were not known to PSC 3.0 applicant Design Teams prior to the November 18 deadline, additional reasonable time will be granted and specified by the District for the Design Teams to revise and re-submit their Instructional Plans and their PSC 3.0 Focus School applications.

In addition to the Instructional Plan options and related waivers that are available, Focus School applicants have the option to include in their Instructional Plan an alternative governance model such as Local Initiative School, Pilot, or ESBMM. Whether or not such governance model is included in the Instructional Plan or deferred, automatic approvals/waivers (with no numerical "caps") will be deemed granted by the District and UTLA as to such proposals and plans, so long as there has been (or will be) compliance with the requisite process for adoption of such model, including the RFP, Steering Committee review/approval process and voting requirements for Pilots. However, such requisite processes shall not themselves include discretionary approvals by the District or UTLA, as the intention is for such alternate governance plans and related waivers to be granted automatically.

Adoption of a particular alternative governance model shall not itself affect the automatic or discretionary waivers granted under Section I-C above. Focus School applicants who defer selection of an alternative governance model shall operate under Article XXVII and also under their current governance system (such as Pilot or ESBMM) if applicable, and also provide the same training described in Section I-E-1 above, before voting upon a new governance model.

- D. Staff Selection at Focus Schools: All faculty shall sign the school's Commitment to Implement the School Plan (jointly-developed by the District and UTLA). Teachers choosing not to commit, or otherwise not wanting to remain at the Focus School, may seek to transfer pursuant to Article XI of the District-UTLA Agreement, and nothing herein restricts the right of the Principal to initiate transfers pursuant to Article XI, Section 2.0. Design Team members shall be insulated from displacement during the first implementation year.
- E. Characteristics of High Quality will be determined by the Superintendent or designee, but will involve evidence of careful analysis and planning, reasonable identified multi-faceted goals and

criteria for expected progress in student achievement, and milestones and timelines to which the school is committing to meet the goals and/or demonstrate reasonable progress. The Superintendent will advise the schools as to the criteria that will be applied, which are expected to be similar to the criteria used to judge the applicant Instructional Plans under PSC, and will upon request consult with UTLA and/or AALA regarding such criteria. All Instructional Plans submitted by the applicant shall be promptly reviewed by a panel of District, UTLA and AALA instructional experts who will issue recommendations to the Superintendent regarding the Plans.

- F. Instructional Plans that are not approved by the Superintendent will be returned to the plan writers with comments, so that they will have a reasonable opportunity to amend the Plan to address the identified weaknesses. If that amended plan is still not approved as being of high quality, the District, UTLA and AALA may themselves jointly develop the high-quality plan for the school.
- G. Stabilization: Approved Plans will be used by the school, and the District, to guide, measure and monitor the school's progress. So long as schools meet the Instructional Plan's goals, and demonstrate continued reasonable progress toward overall improvement, they will remain subject to all District monitoring and supervision as needed, but will not be placed on the PSC list or otherwise subjected to intervention for a period of three full school years following approval of the Plan. However, should the school persist in underperforming or fail to meet its designated benchmarks, it may be subject to any of the interventions specified under NCLB or its equivalent, with the exception of turning control of the school over to a non-District operator.
- H. Package of Supports for the Above Schools (Within Existing Personnel and Existing Financial Resources):
 - 1. The parties, in collaboration with AALA, will develop collaborative intervention teams, trained by expert personnel from the District, UTLA, AALA and other available resources. Those intervention teams will, under the overall direction of the Local Options Oversight Committee (Section V-A below) will be expected to provide the following kinds of services to schools:
 - a. Collaborative communication and decision-making skills training, including the development of school leadership resources;
 - b. Sharing of best practices that have been successful in high-needs schools;
 - c. Developing school plans that are not merely compliance documents, but rather targeted to ensure that all students are learning at high levels;
 - d. Strategies to improve English Language Learner reclassification rates;
 - e. Focusing local discretionary funds to maximize student performance;
 - f. Data analysis of student work;

- g. Strategies for providing professional development that focuses on instruction and formative assessment, including differentiation of instruction (large group, team teaching, flexible groups, tutors and classroom management); and
 - h. Assist in facilitating collaboration and communication strategies by administrative-teacher teams and possibly by other consultants (e.g., LASDI).
2. **University and Other External Sources of Support:** The parties will collaborate to utilize university and other external sources to provide expertise in the areas of school improvement and improved instruction for high-needs students, including the formation of public-private partnerships.
 3. **Additional classroom supports:** The District shall utilize the pool of displaced teachers to provide additional classroom support such as intervention services, tutoring, CAHSEE support, class coverage support, etc., subject to participation and recommendations from the appropriate intervention team, and not subject to “mutual consent”.
 4. **National Board Certified teachers:** Utilize existing required additional hours of National Board Certified teachers at the site or at a nearby site, to assist with the design and implementation of professional development programs to improve instruction.
 5. **Implement expanded learning time for at-risk students by providing, for example:**
 - a. A before-school component providing breakfast and academic assistance.
 - b. A recess component to teach student leadership, sportsmanship and conflict resolution.
 - c. An after-school component to provide small-group or personal instruction for at-risk students and struggling learners.
 - d. Provide opportunity for middle and high school students to interact with positive role models in a safe environment.
 - I. **Potential Revenue Initiatives:** The parties will work together (subject to legal limitations) toward identifying critically needed financial resources, (e.g. a supplemental taxation measure), to support the improvement of the above-identified schools.

IV. Special Rules Governing PSC In-District Applications for New Schools

- A. **Plan Submissions:** If no proposed Instructional Plan for a new school is deemed “high quality” by the Superintendent, the District, UTLA and AALA will collaborate in the provision of guidance to those proposing the plan. If after remediation, the plan is still not of high quality, the District, UTLA and AALA may themselves jointly develop the high quality plan for that school.
- B. **Selection Procedures for Principals:** As soon as possible after an in-District Applicant’s plan has been approved and selected by the Superintendent as “high quality”, a Personnel Team shall be formed to select the new school’s Principal, and shall be comprised as follows:

1. Four teachers from relieved schools, selected by the Design Team;
2. An administrator from the Design Team or from one of the relieved school's School Site Council (but in neither case to be a candidate for the new school principal position), who will serve as an interim member of the Selection Committee;
3. Two parent representatives whose children are expected to attend the new school, selected by the parents from the relieved schools' School Site Councils;
4. A classified employee from one of the relieved schools, selected by classified employees;
5. For a high school, a student from the Design Team or a relieved school's student body president or student member of a relieved school's School Site Council;
6. A designee of UTLA; and
7. A designee of the Superintendent.

The Personnel Team's recommended selection is subject to the independent concurrence/consent of the Superintendent or designee. The selected new school Principal shall then replace the Personnel Team's interim administrative member for purposes of faculty selections described below.

C. Selection Procedures for New School Faculty:

1. The Principal, in close consultation with the Design Team, shall make a tentative determination as to the anticipated number and type (e.g. by department or by classification) of faculty positions anticipated for the new school based upon the District's enrollment projections and planned master schedule.
2. The designated members of the Design Team shall have preference for assignment to the new school, and in the event of staff reductions occurring within the first year of the new school's operation shall be insulated from such displacements.
3. The above-described Personnel Team shall, with the independent concurrence/consent of the Principal, be permitted to select District transfer applicants to fill a number of the new positions so that the total of such selections, when combined with the number of designated members of the Design Team, will constitute up to 50% of the initial full complement of faculty at the new school. The purpose of this exception to Article XI, Section 16.0 is to assure that the Design Team and Personnel Team can in their discretion recruit a significant number of key faculty whom they believe to be committed adherents to the new school's Instructional Plan and to fill any special skills, experience or emphasis needs that they believe would strengthen the launch of the new school. All such placements will involve completion by the transferring teachers of a written Commitment to the Instructional Plan. The District and UTLA will jointly develop a standard recommended form for such Commitments.

4. All other initial positions at the new school shall be filled under Article XI, Section 16.0 with the following modifications:
 - i. There will be Design Team presentations at the relieved schools regarding the features and details of the approved Instructional Plan, before voluntary transfer requests are to be submitted by staff at relieved schools;
 - ii. Assignment of staff shall be a collaborative process (through a District/UTLA joint committee composed of a Design Team designee, the new principal, a UTLA designee and a District representative), to assist in the transfer process, taking into account credentials, experience and instructional program/student needs; and
 - iii. All such placements are subject to agreement by the transferring teachers with the school's agreement relating to Commitment to the Instructional Plan.
 5. Subsequent Openings: Once the full initial complement of faculty has been selected as provided above, subsequent openings at the new school will be filled by eligible applicants through the Personnel Team process, including the independent role of the Principal in such decisions, or in compliance with the eventual governance plan adopted by the school to the extent that such governance plan specifies different staff selection matters.
- D. Implementation of New School Instructional Plan, Related Waivers: The Design Team's approved Instructional Plan shall be fully implemented with the opening of the new school, with automatic waivers hereby granted by the District and UTLA with respect to any aspects of the approved Instructional Plan that involve local policies falling within the scope of the Local Initiative School Option (see Section I-C above), provided, that Items #10 and #11 on the Section I-C list shall not be subject to such automatic waiver and must instead be subsumed within Item #15 for this purpose. This does not itself, however, make the new school a Local Initiative School for governance purposes (see below). In addition to such automatic waivers, the District and UTLA will, as part of the PSC plan approval process, also consider and determine approval/non-approval of any other waivers needed for the Instructional Plan but not covered by the specific Local Initiative subject matters.
- Note: Because these options, opportunities and limitations were not known to Design Teams prior to their November 18, 2011 application deadline, additional time will be granted and specified by the District (but not earlier than January 15, 2012) for Design Teams to revise and re-submit their Instructional Plans and their PSC 3.0 new school applications.
- E. Governance Matters: The new school's decision as to which alternative governance model to adopt (such as Local Initiative, Pilot, ESBMM, or Traditional if no alternative option is selected), shall be deferred until Spring of the new school's first year of operation, in order to provide time for the full complement of faculty to be assembled, become familiar with the school, and be provided training and deliberation time regarding that decision. The District and UTLA shall jointly develop such training program. In the interim, the new school shall operate under Article XXVII for school governance purposes. Automatic approvals/waivers, with no numerical "caps," will be granted by the District and UTLA as to the new school's eventual selection of governance model and related provisions, so long as there has been compliance with the requisite process for adoption of such model, (including, e.g. for Pilots, the RFP, Pilot Steering Committee

review/approval process and Pilot voting approval requirements). Adoption of any particular governance model shall not itself affect the automatic or discretionary waivers to be granted under paragraph C above.

- F. End of First Year Staffing: New school teachers who wish to opt out at the end of the first year may apply for transfer pursuant to Article XI of the District-UTLA Agreement, and nothing herein restricts the right of the principal to initiate transfers pursuant to Article XI, Section 2.0.

V. General Provisions Covering All Local Governance Models (Local Initiative Schools, Pilot Schools, ESBMM, SBM)

A. Dispute Resolution Procedures:

1. The District, UTLA and AALA shall each appoint two members of a six-member Local Options Oversight Committee, chosen based on their broad experience with the District's academic programs, with school operations, with the operations/functions of the various local reform options in the context of the Federal and State versions of applicable educational reform statutes, with the applicable labor Agreements, and with sound principles of dispute resolution, consensus-building, cooperative labor relations, and mediation. These committee members are to serve at the pleasure of their appointing entity. Compensation will be shared equally by appointing entities.
2. This Committee is to work together toward successful implementation of these reform initiatives and plans. They may organize their various efforts as they deem appropriate, in terms of whether they will for particular issues function as a full committee or delegate tasks to sub-groups such as a pair of members or an individual member. Whenever possible, they shall ground their mediatory efforts upon the applicable School Instructional Plan/Single Plan for School Improvement as a primary reference. They are a mediatory body rather than a decision-making body, though they also retain the ability to make confidential recommendations to disputants, to District management and to their appointing entities, and also may contract with a respected neutral to make recommendations. Their services and actions shall serve as the final step of any disputes arising under the provisions of this document (except as expressly provided herein). Their primary roles will be:
 - a. To observe the operations of these local reform plans, and to work with outside groups for evaluation of the plans, and to advise their appointing entities as to recommended improvements;
 - b. To supervise and participate in the development of training programs related to the design, adoption, implementation and operation of the various local reform plans; and
 - c. To assist schools in resolving issues, conflicts, and disputes relating to the design, adoption, implementation and operation of the plans.

VI. Conforming Provisions

The parties agree to that the follow PSC-related matters shall be implemented:

1. Withdraw/Dismiss With Prejudice:

- a. UTLA Grievance filed 12/21/09 – Public School Choice;
- b. UTLA Grievance filed 08/16/10 – Public School Choice;
- c. Henry Clay Middle School, PERB Case No. LA-CE-5571-E;
- d. UTLA v. LAUSD, PERB Case No. LA-CE-5572-E; and
- e. [UTLA v. LAUSD (Jordan, Clay), PERB Case No. LA-CE-5546-E].

2. All PSC-related Board Policies and Resolutions shall be deemed conformed to this MOU, including but not limited to the May 10, 2011 and August 30, 2011 resolutions.

VII. Duration

This MOU shall become effective upon final adoption by the Board of Education, and shall remain in effect through June 30, 2015. Negotiations for a successor MOU covering these subject matters may commence upon request of either party at any time after January 1, 2015.

Dated: November __, 2011

This tentative agreement is subject to ratification by UTLA membership, and final adoption by the Board of Education.

Los Angeles Unified School District

United Teachers Los Angeles

Dr. John Bowes
Dr. John Deasy
Richard Fisher
Rob Samples
Dr. Tom Stekol

Warren Fletcher
Betty Forrester
Sharon Harrison
Joel Jordan
Jesus Quinonez
Juan Ramirez
Gregg Solkovits

By: (b)(6)

John E. Deasy, Ph. D., Superintendent

Warren Fletcher, President

Adopted and approved by the Board of Education on December __, 2011.

By: _____
Monica Garcia, Board President

PART 6: LIST OF OTHER ATTACHMENTS

Part A: Project Narrative Attachments

1. Project narrative references list
2. Teaching and Learning Framework
3. School Leadership Framework
4. Project Management Staffing Chart
5. Project Management Evaluation Plan
6. Project Management Implementation Timeline

Part B: Application Reference Chart

Part C: High-need Documentation

Part D: Letters and Evidence of Commitment and Support

Letters

1. Associated Administrators of Los Angeles
2. LAUSD Superintendent Dr. John Deasy
3. LAUSD Board of Education President Monica Garcia
4. Los Angeles Mayor Antonio Villaraigosa
5. California Assemblymember Steven Bradford
6. California Assemblymember Isadore Hall, III
7. California Assemblymember Bonnie Lowenthal
8. California State Senator Kevin de Leon
9. California State Senator Fran Pavley
10. California State Senator Roderick Wright
11. Congressmember Karen Bass
12. Congressmember Howard Berman
13. Congressmember Laura Richardson
14. Congressmember Lucille Roybal-Allard
15. Congressmember Linda Sanchez
16. California State University-Northridge Eisner College of Education
17. Loyola Marymount University School of Education
18. University of Southern California Rossier School of Education
19. USC Professor of Education & Public Policy, Dr. Katharine Strunk
20. Alliance for a Better Community
21. California Office to Reform Education
22. The College Summit
23. Communities for Teaching Excellence
24. Educators for Excellence
25. Families In Schools
26. Future Is Now Schools
27. Green Dot Public Schools

28. Los Angeles Chamber of Commerce and UNITE-LA
29. Los Angeles Education Research Institute
30. Los Angeles Gay/Lesbian Center
31. Partnership for Los Angeles Schools
32. Teach Plus-Los Angeles
33. The United Way of Greater Los Angeles
34. Youth Policy Institute

Evidence of Educator Support and Input

1. Educators for Excellence report
2. Our Schools Our Voice report
3. Teach Plus-Los Angeles memos
4. LAUSD Initial Implementation Phase feedback reports
5. LAUSD Teaching and Learning Framework feedback report

Part E: Indirect Cost Rate Agreement

Part F: Individual Resumes for Project Director and Key Personnel

1. Dr. Drew Furedi
2. Dr. Donna Muncey
3. Justo Avila
4. Noah Bookman
5. Sarah Figueroa
6. Brian Lucas
7. Jan Peaks
8. Gina Smith-DeVile

Part G: Program Materials and LEA Commitment

1. Teacher Growth and Development Cycle overview
2. Learning Management System overview
3. Multiple measures overview
4. Observation certification rubric
5. Teacher observation and self-assessment protocols
6. Academic Growth over Time model development presentation
7. Academic Growth over Time Technical Report 2011-12
8. LAUSD Board of Education resolution to create the Teacher Effectiveness Task Force
9. LAUSD Board of Education principles in support of a Multiple Measure Evaluation System
10. Teacher Effectiveness Task Force recommendations report
11. Teacher Effectiveness Task Force Technical Advisory Group members
12. LAUSD Performance Meter
13. UTLA-ratified Los Angeles Pilot Schools MOU
14. UTLA-ratified Local School Stabilization and Empowerment Initiative of 2011 agreement

Budget Narrative File(s)

*** Mandatory Budget Narrative Filename:**

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

1. TIF Grant Funds Budget Narrative

Under this Teacher Incentive Fund (TIF) grant proposal, LAUSD requests \$51,269,955 from the U.S. Department of Education for a five-year grant to: 1) support the continued development and implementation of an LEA-wide human capital management system with a multiple measure educator evaluation system at its core and 2) to target and focus this work in schools with the greatest need and evidence of the potential for growth by implementing a PBCS that rewards effective educators with access to differentiated career pathway options and/or financial incentives for remaining in or transferring to a high-need school. The total project, as described in the project narrative will cost \$72,047,250. The remaining costs will be funded with non-TIF federal, state and private sources (see 2. Non-Federal and Non-TIF Federal Program Funds Budget Narrative).

A. TIF FEDERAL REQUEST						
ED 524 Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
	(a)	(b)	(c)	(d)	(e)	(f)
1. Personnel	\$4,609,608	\$4,000,556	\$7,794,778	\$8,454,523	\$7,892,531	\$32,751,996
2. Fringe Benefits	\$933,283	\$826,246	\$1,611,909	\$1,646,912	\$1,708,897	\$6,727,248
3. Travel	\$6,247	\$6,247	\$6,247	\$6,247	\$6,247	\$31,235
4. Equipment	\$32,700	\$47,500	\$0	\$0	\$0	\$80,200
5. Supplies	\$0	\$0	\$0	\$0	\$0	\$0
6. Contractual	\$3,503,225	\$2,168,563	\$1,661,875	\$1,319,688	\$1,277,500	\$9,930,850
7. Construction	\$0	\$0	\$0	\$0	\$0	\$0
8. Other	\$101,200	\$45,100	\$45,100	\$45,100	\$45,100	\$281,600
9. Total Direct Costs (lines 1-8)	\$9,186,263	\$7,094,212	\$11,119,908	\$11,472,470	\$10,930,275	\$49,803,128
10. Indirect Costs*	\$270,030	\$207,878	\$328,037	\$338,438	\$322,443	\$1,466,826
11. Training Stipends	\$0	\$0	\$0	\$0	\$0	\$0
12. Total Costs (lines 9-11)	\$9,456,293	\$7,302,090	\$11,447,946	\$11,810,908	\$11,252,718	\$51,269,955

TOTAL PROJECT COST SUMMARY						
ED 524 Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
	(a)	(b)	(c)	(d)	(e)	(f)
1. Personnel	(b)(4)					
2. Fringe Benefits						
3. Travel	\$6,247	\$6,247	\$6,247	\$6,247	\$6,247	\$31,235
4. Equipment	\$32,700	\$47,500	\$0	\$0	\$0	\$80,200
5. Supplies	\$0	\$0	\$0	\$0	\$0	\$0
6. Contractual	\$5,051,190	\$3,036,303	\$2,465,415	\$2,198,228	\$2,131,040	\$14,882,175
7. Construction	\$0	\$0	\$0	\$0	\$0	\$0
8. Other	\$101,200	\$45,100	\$45,100	\$45,100	\$45,100	\$281,600
9. Total Direct Costs (lines 1-8)	\$13,500,532	\$10,752,694	\$15,089,798	\$15,886,845	\$15,350,556	\$70,580,424
10. Indirect Costs*	\$270,030	\$207,878	\$328,037	\$338,438	\$322,443	\$1,466,826
11. Training Stipends	\$0	\$0	\$0	\$0	\$0	\$0
12. Total Costs (lines 9-11)	(b)(4)					

TIF Budget-Year 1

Personnel:	% FTE	Base Salary	Total
CENTRAL STAFF: The following includes both existing personnel for whom a portion of their salaries will be paid through TIF along with personnel who will be hired as employees of the project.			
<i>Drew Furedi, Executive Director, Talent Management Division</i> Dr. Furedi oversees the Talent Management Division, including the work of the Educator Growth and Development Cycle. Dr. Furedi will serve as the Project Director with responsibility for the successful implementation of the projects proposed in the TIF application. TIF funds will be used to cover (b)(4) % of Dr. Furedi's time.	(b)(4)		
<i>Project Manager</i> The Project Manager will be a new hire to oversee the day-to-day management of the TIF project, including the further development of the multiple measures, overall effectiveness approach, and building of LAUSD's PBCS. The Project Manager will work under the supervision of the Executive Director of Talent Management.	1.00	\$ 18,502	\$ 18,502
<i>Teacher Ambassador</i> 2 Teacher Ambassadors will join the central staff to support the successful implementation of TIF-funded systems, with a focus on coordinating educator input and feedback. These positions will end after Year 3, when the first year of the PBCS has launched. Responsibilities will be subsumed by an existing Program and Policy Development Coordinator position that is funded by matching funds, and Teacher Ambassadors will rotate back into classroom teaching positions or other pathways.	2.00	\$ 86,753	\$ 173,506
<i>Principal Ambassador</i> 1 Principal Ambassador will join the central staff to support the successful implementation of TIF-funded systems, with a focus on coordinating educator input and feedback. This position will end after Year 3, when the first year of the PBCS has launched. Responsibilities will be subsumed by an existing Program and Policy Development Coordinator position that is funded by matching funds and the Principal Ambassador will rotate back into school site leadership positions or other pathways.	1.00	\$ 96,799	\$ 96,799

<p><i>Learning Management System Coordinator</i></p> <p>This position will oversee the development of the professional development system, coordinate educator input, coordinate content development across the district (including the work of the Master Teacher EGDC Instructional Specialists), and develop and monitor a quality control mechanism to ensure the effectiveness of district-offered professional development. These responsibilities will be subsumed by existing Talent Management personnel starting in Year 3.</p>	1.00	\$ 96,799	\$ 96,799
<p><i>EGDC Technology Specialist</i></p> <p>This position will support the development of a technology platform that will house and track all professional development options and coordinate the development and use of the evaluation platform. This position will be funded with matching funds starting in Year 4 of the grant.</p>	1.00	\$ 86,753	\$ 86,753
<p><i>Senior Office Technician</i></p> <p>This position will specifically support the implementation of the evaluation system, including the administrative needs of the Teaching and Learning Observers. This position will be funded by matching funds starting in Year 3 of the grant.</p>	1.00	\$ 30,618	\$ 30,618
<p><i>Career Ladder Coordinator</i></p> <p>This position will coordinate the development and implementation of the PBCS competitive application process and the recruitment and retention incentives to support high-needs schools. This position will also coordinate further alignments between existing educator career ladder opportunities with educator effectiveness selection criteria and instructional support needs of the district.</p>	1.00	\$ 86,753	\$ 86,753
<p><i>Program and Policy Development Specialist, Outreach</i></p> <p>This position will focus on communication and educator feedback to increase buy-in and support the implementation of this work. This position will also coordinate collaboration with Institutions of Higher Education and organizations around teacher preparation pathways, and build external partnerships and community support for the work. The PPDS of Outreach will report to Sarah Figueroa, Program and Policy Development Advisor of Communications. Responsibilities of this position will be subsumed by an existing Talent Management PPDS starting Year 3.</p>	1.00	\$ 72,168	\$ 72,168

<p><i>Human Capital Analytics Manager</i></p> <p>The HCA Manager will begin the work of: 1) Data acquisition and repository development, 2) developing the processes for data maintenance and refresh and 3) data analytics reporting. This position will supervise the Data Analysts (beginning in Year 2) and Programmer (in Year 1). This Human Capital Analytics Team will be part of the Talent Management Division as a special project of the cross-divisional Human Capital Steering Committee.</p>	1.00	\$ 71,577	\$ 71,577
<p><i>Programmer</i> This hire will have computer programming, design, development, and statistical expertise to support the creation of a Data Warehouse in Year 1 only.</p>	1.00	\$ 87,335	\$ 87,335
<p><i>Program and Policy Development Specialist, Development of Other Student Growth Measures</i></p> <p>This position will be hired to project manage the development and implementation work of the student growth measures for uncovered subjects, and to coordinate educator working groups that will advise the work. The PPDS will report to both the Project Manager and Noah Bookman. Beginning in Year 3, the responsibilities for this position will be subsumed by an existing Talent Management PPDS.</p>	1.00	\$ 72,168	\$ 72,168
<p>LOCAL EDUCATION SERVICE CENTERS: The following includes both existing personnel salaries for those who will be paid through TIF along with personnel who will be hired as employees of the project.</p>			
<p><i>Teaching and Learning Coordinator</i></p> <p>This position will support the development and implementation of this project in the high-need schools in the Intensive Support and Innovation Center (ISIC). Duties include: support and train observers and teachers, communicate with schools, support IDs and district staff on evaluation and the Framework, conduct school reviews, participate in systems development and align the EGDC with the roll out of the Common Core State Standards and the specific circumstances of teachers of special education students and English Language Learners. Beginning in Year 4, 2 of these positions will be paid for with in-kind funding. TIF funds will support the 4 T&L Coordinators supporting the ISIC.</p>	4.00	\$ 93,411	\$ 373,644
Personnel: Central Staff/LESC Subtotal			\$1,402,308

Personnel:	# Participants	Rate	Total
EGDC TRAINING: The following includes costs to train participants in the Educator Growth and Development Cycle. A majority of the EGDC Training costs are start-up costs as we are training all site administrators in the new evaluation system in the summer before the 12-13 school year. We plan to draw down funds to pay for these line items after we are awarded the grant and the initial budget period has begun.			
<i>Stipend for Summer Specialist Trainers</i> We will have 4 specialists support the summer training of the teachers volunteering to participate in the new evaluation system in the 12-13 school year. Rate is \$8,400 (Average \$60/hour for 28 hours/week for 5 weeks)	4	\$8,400	\$33,600
<i>Stipend for Teachers attending EGDC training</i> This is to pay for the training that will occur during the summer and through the beginning of the school year to prepare volunteer teachers for their involvement in the new evaluation system in the 12-13 school year. Trainings that occur during the beginning of the school year will be held on weekends and after school hours. Rate is \$360 (Average \$30/hour for 12 hours)	1000	\$360	\$360,000
<i>Stipend for teacher follow-up EGDC raining</i> This is to pay for volunteer teachers to attend 2 follow-up trainings to occur during the school year. These trainings will be held on weekends and after school hours. Rate is \$450/substitute (Average \$225/day for 2 days)	1000	\$450	\$450,000
<i>Participation Stipends for teacher participants</i> This is to pay for the participation stipends for teachers who will participate in the new evaluation system in the 12-13 school year. Rate is \$1,250 (Average \$25/hour for 50 hours of volunteer work)	1000	\$1,250	\$1,250,000
<i>Stipends for Observer Training for Teaching & Learning Observers</i> This is to pay for training that newly hired Teaching & Learning Observers will need to attend in order to become certified observers for the 13-14 school year. Rate is \$2,760 (Average \$60/hour for 46 hours)	20	\$2,760	\$55,200
<i>PAR Support Provider training</i> This is to pay for existing Peer Assistance and Review consulting teachers to be trained and equipped to be observers of teaching practice as defined by the T&L Framework. Rate is \$1,150 (Average \$25/hour for 46 hours)	40	\$1,150	\$46,000

<i>Stipends for Observer Training for Site Administrators</i> This is to pay for administrators who attend the summer training during their off-weeks. Rate is \$2,250 (Average \$75/hour for 30 hours)	450	\$2,250	\$1,012,500
Personnel: EGDC Training Subtotal			(b)(4)
Personnel Subtotal			

Fringe: The following are the corresponding fringe benefit costs associated with the above positions.	Salary Cost	Fringe Rate	Fringe
(b)(4)			
CENTRAL STAFF: In addition to the stated fringe rates, we have included \$(b)(4) to cover medical benefits for each FTE.			
<i>Drew Furedi, Executive Director</i>	(b)(6)		
<i>Project Manager</i>	\$ 118,502	25.15%	\$44,629
<i>Teacher Ambassador</i>	\$ 173,506	13.57%	\$53,202
<i>Principal Ambassador</i>	\$ 96,799	13.57%	\$27,965
<i>Learning Management System Coordinator</i>	\$ 96,799	13.57%	\$27,965
<i>EGDC Technology Specialist</i>	\$ 86,753	25.15%	\$36,644
<i>Senior Office Technician</i>	\$ 30,618	25.65%	\$22,680
<i>Career Ladder Coordinator</i>	\$ 86,753	13.57%	\$26,601
<i>Program and Policy Development Specialist, Outreach</i>	\$ 72,168	25.15%	\$32,976
<i>Human Capital Analytics Manager</i>	\$ 71,577	25.15%	\$32,828
<i>Programmer</i>	\$ 87,335	25.15%	\$36,791
<i>Program and Policy Development Specialist, Performance Management</i>	\$ 72,168	25.15%	\$32,976
LOCAL EDUCATION SERVICE CENTERS: In addition to the fringe rates, we have included \$(b)(4) to cover medical benefits for each FTE.			
<i>Teaching and Learning Coordinators</i>	\$ 373,644	13.57%	\$110,019

EGDC TRAINING:			
<i>Stipend for Summer Specialist Trainers</i>	\$ 33,600	13.57%	\$4,561
<i>Stipend for Teachers attending EGDC training</i>	\$ 360,000	13.57%	\$48,863
<i>Stipend for teacher follow-up EGDC raining</i>	\$ 450,000	13.57%	\$61,079
<i>Participation Stipends for teacher volunteers</i>	\$ 1,250,000	13.57%	\$169,663
<i>Stipends for Observer Training for Teaching & Learning Observers</i>	\$ 55,200	13.57%	\$7,492
<i>PAR Support Provider training</i>	\$ 46,000	13.57%	\$6,244
<i>Stipends for Observer Training for Site Administrators</i>	\$ 1,012,500	13.57%	\$137,427
Fringe: Subtotal			(b)(4)

Travel: Travel expenses include \$500 for airfare, \$165 (\$150 plus 10% tax) per night for lodging, \$40 per day for ground transportation and \$49 per day for meals and incidentals. All Federal/GSA guidelines on travel expense will be complied with.	\$ per Trip	# of Participants	Total
<i>TIF Grantee Meeting</i> Per the requirements of the TIF grant, we have budgeted for an annual 1.5 day meeting. Per person costs include: 3 nights lodging (\$495), 4 days of per diem (\$196), airfare (\$500) and ground transportation (\$160).	\$ 1,351	3	\$ 4,053
<i>TIF Topical Meeting</i> Per the requirements of the TIF grant, we have budgeted for an annual 1.5 day meeting for 2 people to attend. Per person costs include: 2 nights lodging (\$330), 3 days of per diem (\$147), airfare (\$500) and ground transportation (\$120).	\$ 1,097	2	\$ 2,194
Subtotal			\$ 6,247

Equipment: Consistent with the LAUSD's guidelines, non-capital equipment is defined as items that cost \$499-\$24,999 per unit.			
Item	Unit Cost	Quantity	Total
<i>Laptop Computers</i> Computers for 12 new Central staff	\$ 1,400	12	\$ 16,800

Tablet Computers Portable tablet computers to capture evidence during classroom observations for full-time observers of teacher practice.	\$ 500	12	\$ 6,000
Projectors LCD computer projectors for teacher and observer trainings, including 2 for each of the 5 Education Service Centers and 1 central.	\$ 900	11	\$ 9,900
Subtotal			\$ 32,700

Contractual: In accordance with 34 CFR Parts 74.40-74.48 and Part 80.36, all contractual materials and services will be procured in an effective manner and in compliance with the provisions of applicable Federal statutes and executive orders.	Cost per Unit	Units	Total
Human Resources Data Warehouse			
Building the HR Data Warehouse includes work to acquire and house all the various pieces of HR data that are currently housed in various locations into one warehouse (\$274,000), develop a protocol for maintaining and refreshing the data (\$210,000) and to develop the analytics and reporting processes (\$250,000).			\$ 734,000
Online Evaluation Platform Development			
We will work with a vendor to continue to develop an online platform through which administrators and teachers will record their activity in the Education Growth and Development Cycle. Costs for Year 1 will cover work to develop new functionality and to configure existing functionality to meet the needs of LAUSD.			\$ 202,000
Online Evaluation Platform User Fees			
We estimate that the annual per user licensing fee for each of our educators to use the online platform will cost \$8. With 27,000 teachers, approximately 2,500 total administrators and 500 additional staff (e.g., central staff), we have allocated TIF funds to cover the fees for 30,000 users.	\$8	30,000	\$240,000
Online Learning Management System			
We estimate that the initial development and configuration costs for creating a LAUSD-specific online Learning Management System will cost \$82,500.			\$82,500
Video Resources for Professional Development			

While LAUSD works to build our own catalogue of videos of classroom practice of LAUSD teachers for professional development purposes, we want to be able to immediately offer this resource to our educators. Therefore, we plan to purchase access to existing video resources that are aligned to Teaching and Learning Frameworks that are similar to LAUSD's. The user fees are estimated at \$1,500 per school site. We will offer this resource to the 243 high-need schools we have identified to be eligible to participate in our PBCS.	\$1,500	243	\$364,500
<i>Observer Training and Support</i>			
We plan to work with experts in the field to develop and implement a LAUSD observer certification process as well as train and certify all of our school-site administrators in observation during the 12-13 SY. We also plan to use the 12-13 SY to train our own staff of observer trainers and build capacity within the district. Internal capacity for observer calibration will increase and new observer training will be limited to new peer observers and administrators, allowing us to decrease this contractual cost over time. We have thus allocated \$1,360,450 for this purpose. This cost is estimated using a per diem rate of \$2,275 for 598 days of work for experts to train and consult LAUSD. TIF funds will pay for half of this service.	\$ 2,275	299	\$680,225
<i>Development of School Leader Growth and Development Cycle</i>			
We propose to work with experts in the field of school leadership development and evaluation to further develop various effectiveness measures and design and implement a calibration process for school leader review. We have budgeted for this work to cost \$500,000 in Year 1.			\$500,000
<i>Stakeholder Feedback Survey Development/Implementation</i>			
In order to measure stakeholder feedback, LAUSD will conduct several surveys to measure the impacts of practice and satisfaction of various stakeholders (i.e., students, parents, staff) with teachers and school leaders. TIF funds will support the delivery and implementation of the surveys. In the first year, all of these surveys will be administered by paper.			\$450,000
<i>Videography</i>			
As mentioned above, we plan to build a video catalog to support professional development for our educators. We will engage with experts to help record, edit, and upload videos of classroom practice onto our Learning Management System. We have budgeted \$100,000 for this work.			\$100,000

We will contract with a high quality evaluator identified and contracted through a local procurement process to assess progress toward the goals and objectives set forth in this proposal (Section E). We have budgeted \$150,000 for the development, baseline data collection, analysis, and annual reporting of findings.			\$150,000
Subtotal Contractual			\$ 3,503,225

Other:	Cost per Unit	Units (see attached)	Total
<i>Printing</i>			
Printing: Printing costs cover the reproduction of binders and other hard copy materials to be used for training purposes	25.50	2,400	\$ 61,200
<i>End of year convocation</i>			
End of year convocation: This annual, end-of-year meeting is to gather up to 300 participants to share in their experience and make recommendations moving forward. Estimated costs include facilities rental and food.	20,000	1	\$ 20,000
<i>Smaller convening meetings</i>			
Smaller convening meetings: We will hold 2 convening meetings for up to 100 participants each. These meetings will be focused on specific topics for which we want to gather additional feedback on. Estimated costs include facilities rental and food.	10,000	2	\$ 20,000
Subtotal Other			\$ 101,200

TOTAL DIRECT COSTS	\$ 9,186,263
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Indirect Costs:	Indirect Rate	
As per the negotiated indirect cost rate agreement for the 12-13 SY, the LAUSD will charge 2.95% on all direct costs, minus equipment.	2.95%	\$270,030
Subtotal Indirect		\$270,030

TOTAL TIF REQUEST PROJECT COSTS Year 1	\$9,456,293
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TIF Budget- Year 2

Personnel:	% FTE	Base Salary	Total
CENTRAL STAFF: The following includes both existing personnel for whom a portion of their salaries will be paid through TIF along with personnel who will be hired as employees of the project. These salaries reflect a 1% cost of living adjustment from the previous year.			
<i>Drew Furedi, Executive Director, Talent Management Division</i> Dr. Furedi oversees the Talent Management Division, including the work of the Educator Growth and Development Cycle. Dr. Furedi will serve as the Project Director with responsibility for the successful implementation of the projects proposed in the TIF application. TIF funds will be used to cover (b)(4) % of Dr. Furedi's time.	(b)(4)		
<i>Project Manager</i> The Project Manager will be a new hire to oversee the day-to-day management of the TIF project, including the further development of the multiple measures, overall effectiveness approach, and building of LAUSD's PBCS. The Project Manager will work under the supervision of the Executive Director of Talent Management.	1.00	\$ 119,687	\$ 119,687
<i>Teacher Ambassador</i> 2 Teacher Ambassadors will join the central staff to support the successful implementation of TIF-funded systems, with a focus on coordinating educator input and feedback. These positions will end after Year 3, when the first year of the PBCS has launched. Responsibilities will be subsumed by an existing Program and Policy Development Coordinator position that is funded by matching funds, and Teacher Ambassadors will rotate back into classroom teaching positions or other pathways.	2.00	\$ 87,621	\$ 175,241
<i>Principal Ambassador</i> 1 Principal Ambassador will join the central staff to support the successful implementation of TIF-funded systems, with a focus on coordinating educator input and feedback. This position will end after Year 3, when the first year of the PBCS has launched. Responsibilities will be subsumed by an existing Program and Policy Development Coordinator position that is funded by matching funds and the Principal Ambassador will rotate back into school site leadership positions or other pathways.	1.00	\$ 97,767	\$ 97,767

<p><i>Learning Management System Coordinator</i></p> <p>This position will oversee the development of the professional development system, coordinate educator input, coordinate content development across the district (including the work of the Master Teacher EGDC Instructional Specialists), and develop and monitor a quality control mechanism to ensure the effectiveness of district-offered professional development. These responsibilities will be subsumed by existing Talent Management personnel starting in Year 3.</p>	1.00	\$ 97,767	\$ 97,767
<p><i>EGDC Technology Specialist</i></p> <p>This position will support the development of a technology platform that will house and track all professional development options and coordinate the development and use of the evaluation platform. This position will be funded with matching funds starting in Year 4 of the grant.</p>	1.00	\$ 87,621	\$ 87,621
<p><i>Senior Office Technician</i></p> <p>This position will specifically support the implementation of the evaluation system, including the administrative needs of the Teaching and Learning Observers. This position will be funded by matching funds starting in Year 3 of the grant.</p>	1.00	\$ 30,924	\$ 30,924
<p><i>Career Ladder Coordinator</i></p> <p>This position will coordinate the development and implementation of the PBCS competitive application process and the recruitment and retention incentives to support high-needs schools. This position will also coordinate further alignments between existing educator career ladder opportunities with educator effectiveness selection criteria and instructional support needs of the district.</p>	1.00	\$ 87,621	\$ 87,621
<p><i>Program and Policy Development Specialist, Outreach</i></p> <p>This position will focus on communication and educator feedback to increase buy-in and support the implementation of this work. This position will also coordinate collaboration with Institutions of Higher Education and organizations around teacher preparation pathways, and build external partnerships and community support for the work. The PPDS of Outreach will report to Sarah Figueroa, Program and Policy Development Advisor of Communications. This will be the last year for this position.</p>	1.00	\$ 72,890	\$ 72,890

<p><i>Human Capital Analytics Manager</i></p> <p>The HCA Manager will continue the work of managing: 1) Data acquisition and repository development, 2) developing the processes for data maintenance and refresh and 3) data analytics reporting. This position will supervise the 2 Data Analysts. This Human Capital Analytics Team will be part of the Talent Management Division as a special project of the cross-divisional Human Capital Steering Committee. This will be the last year this position is funded by TIF. Starting in Year 3, the HCA Manager will be funded with matching funds.</p>	1.00	\$ 72,293	\$ 72,293
<p><i>Data Analyst</i></p> <p>Beginning in Year 2, we will hire 2 Data Analysts with TIF funding to support the creation of the Data Warehouse and serve as the district's human capital data analytical function moving forward. They will have advanced skills in statistical methods. Beginning in Year 3, these positions will be funded with matching funds.</p>	2.00	\$ 63,959	\$ 127,919
<p><i>Program and Policy Development Specialist, Development of Other Student Growth Measures</i></p> <p>This position will be hired to project manage the development and implementation work of the student growth measures for uncovered subjects, and to coordinate educator working groups that will advise the work. The PPDS will report to both the Project Manager and Noah Bookman.</p>	1.00	\$ 72,890	\$ 72,890
<p>LOCAL EDUCATION SERVICE CENTERS: The following includes both existing personnel salaries for those who will be paid through TIF along with personnel who will be hired as employees of the project. These salaries reflect a 1% cost of living adjustment from the previous year.</p>			
<p><i>Teaching and Learning Coordinator</i></p> <p>This position will support the development and implementation of this project in the high-need schools in the Intensive Support and Innovation Center (ISIC). Duties include: support and train observers and teachers, communicate with schools, support IDs and district staff on evaluation and the Framework, conduct school reviews, participate in systems development and align the EGDC with the roll out of the Common Core State Standards and the specific circumstances of teachers of special education students and English Language Learners. Beginning in Year 4, 2 of these positions will be paid for with in-kind funding. TIF funds will support the 4 T&L Coordinators supporting the ISIC.</p>	4.00	\$ 94,345	\$ 377,380

Teaching and Learning Observer (Administrator) Based on LAUSD's implementation plan of the evaluation system and on the estimate that a full EGDC cycle, including evidence collection, tagging, and scoring using the Teaching and Learning Framework, as well as teacher conferencing requires 18.5 hours per teacher, 15 Teaching and Learning Observers will be hired in Year 2 of the grant to add district-wide capacity to ready our administrators for this more robust evaluation process. They will be trained and certified observers of teacher practice possessing administrative credentials will support the implementation annual multiple measure evaluations, including multiple classroom observations.	15.00	\$ 96,799	\$ 1,451,985
Teaching and Learning Observer (Teacher Leader) In addition to the administrator-level Teaching and Learning Observers, 10 teacher leader level observers will possess subject content expertise and conduct the EGDC as peer observers. They will provide evidence and observation scoring to the supervising administrator, in order to implement annual evaluations. Starting in Year 3, these responsibilities will be fulfilled by Master Teachers as proposed in the performance-based compensation system.	10.00	\$ 86,753	\$ 867,530
Personnel: Central Staff/LESC Subtotal			(b)(4)

Personnel:	Rate	# Participants	Total
EGDC TRAINING: The following includes costs for training new observers in the EGDC process.			
Stipends for Observer Training for Site Administrators This is to pay for new observers (including newly hired administrators and other teacher support personnel) who attend the summer training during their off-weeks. Rate is \$2,250 (Average \$75/hour for 30 hours)	100	\$2,250	\$225,000
Personnel: EGDC Training Subtotal			\$225,000

Subtotal Personnel	\$ (b)(4)
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Fringe: The following are the corresponding fringe benefit costs associated with the above positions.			
(b)(4)			
CENTRAL STAFF: In addition to the stated fringe rates, we have included \$(b)(4) to cover medical benefits for each FTE.			
(b)(4)			
<i>Drew Furedi, Executive Director</i>			
<i>Project Manager</i>	\$ 119,687	25.15%	\$44,931
<i>Teacher Ambassador</i>	\$ 175,241	13.57%	\$38,611
<i>Principal Ambassador</i>	\$ 97,767	13.57%	\$28,096
<i>Learning Management System Coordinator</i>	\$ 97,767	13.57%	\$28,096
<i>EGDC Technology Specialist</i>	\$ 87,621	25.15%	\$36,865
<i>Senior Office Technician</i>	\$ 30,924	25.65%	\$22,758
<i>Career Ladder Coordinator</i>	\$ 87,621	13.57%	\$26,719
<i>Program and Policy Development Specialist, Outreach</i>	\$ 72,890	25.15%	\$33,160
<i>Human Capital Analytics Manager</i>	\$ 72,293	25.15%	\$33,010
<i>Data Analyst</i>	\$ 127,919	25.15%	\$47,001
<i>Program and Policy Development Specialist, Performance Management</i>	\$ 72,890	25.15%	\$33,160
LOCAL EDUCATION SERVICE CENTERS: In addition to the fringe rates, we have included \$(b)(4) to cover medical benefits for each FTE.			
<i>Teaching and Learning Coordinators</i>	\$ 377,380	13.57%	\$66,048
<i>Teaching and Learning Observer (Administrator)</i>	\$ 1,451,985	13.57%	\$211,904
<i>Teaching and Learning Observer (Teacher Leader)</i>	\$ 867,530	13.57%	\$132,576
EGDC TRAINING:			
<i>Stipends for Observer Training for Site Administrators</i>	\$ 225,000	13.57%	\$ 30,539
Fringe: Subtotal			(b)(4)

Travel: Travel expenses include \$500 for airfare, \$165 (\$150 plus 10% tax) per night for lodging, \$40 per day for ground transportation and \$49 per day for meals and incidentals. All Federal/GSA guidelines on travel expense will be complied with.	\$ per Trip	# of Participants	Total
<i>TIF Grantee Meeting</i> Per the requirements of the TIF grant, we have budgeted for an annual 1.5 day meeting. Per person costs include: 3 nights lodging (\$495), 4 days of per diem (\$196), airfare (\$500) and ground transportation (\$160).	\$ 1,351	3	\$ 4,053
<i>TIF Topical Meeting</i> Per the requirements of the TIF grant, we have budgeted for an annual 1.5 day meeting for 2 people to attend. Per person costs include: 2 nights lodging (\$330), 3 days of per diem (\$147), airfare (\$500) and ground transportation (\$120).	\$ 1,097	2	\$ 2,194
Subtotal			\$ 6,247

Equipment: Consistent with the LAUSD's guidelines, non-capital equipment is defined as items that cost \$499-\$24,999 per unit.			
Item	Unit Cost	Quantity	Total
<i>Laptop Computers</i> Laptop computers for 25 newly hired Teaching and Learning Observers (Administrators and Teacher Leaders)	\$ 1,400	25	\$ 35,000
<i>Tablet Computers</i> Portable tablet computers for 25 newly hired Teaching and Learning Observers	\$ 500	25	\$ 12,500
Subtotal			\$ 47,500

Contractual: In accordance with 34 CFR Parts 74.40-74.48 and Part 80.36, all contractual materials and services will be procured in an effective manner and in compliance with the provisions of applicable Federal statutes and executive orders.	Cost per Unit	Units	Total
<i>Human Resources Data Warehouse</i>			
Maintenance costs to host the data and further refinements in reporting mechanisms.			\$ 100,000
<i>Online Evaluation Platform Development</i>			

Ongoing costs will cover minimal, ongoing configuration work, including time for a project manager and business analyst dedicated to our project.	\$ 32,000	1	\$ 32,000
<i>Online Evaluation Platform User Fees</i>			
Based on an annual per user fee of \$8 for 30,000 users.	\$8	30,000	\$240,000
<i>Online Learning Management System</i>			
Ongoing maintenance and minimal configuration work.			\$10,000
<i>Video Resources for Professional Development</i>			
While LAUSD works to build our own catalogue of videos of classroom practice of LAUSD teachers for professional development purposes, we want to be able to immediately offer this resource to our educators. Therefore, we plan to purchase access to existing video resources that are aligned to Teaching and Learning Frameworks that are similar to LAUSD's. The user fees are estimated at \$1,500 per school site. We will offer this resource to the 243 high-need schools we have identified to be eligible to participate in our PBCS.	\$1,500	243	\$364,500
<i>Observer Training and Support</i>			
LAUSD will need ongoing support to ensure fidelity to the model as well as services to assist in reading evidence during annual observer calibration events. Training and support will include observer certification training for new administrators, and ongoing technical assistance for instructional directors and their work with principals. These costs are estimated at a per diem rate of \$2,275 for a total of 20 days of training per year for a total of \$45,500. Costs also include rates for evidence reading during annual observation calibration events. With an estimated 2,000 observers participating in these events, and a minimum of 2 reads per observer's evidence, we estimate it will take 250 days to complete these reads, for a total cost of \$568,750. LAUSD's Teaching & Learning Coordinators will assume 25% of these reads, and the contractor will assume the rest.	\$2,275	75% of 250 days plus additional 20 days of ID training	\$472,063
<i>Development of School Leader Growth and Development Cycle</i>			
We will work with experts in the field of school leadership development to train and support instructional directors on school leader review and the collection of evidence on school leadership practice. We have estimated this work to cost \$250,000 in Year 2.			\$250,000

<i>Stakeholder Feedback Survey Development/Implementation</i>			
Starting in Year 2, the student and staff surveys will be conducted online. We propose \$400,000 for the development and implementation of the remaining paper surveys.			\$400,000
<i>Videography</i>			
As mentioned above, we plan to build a video catalog to support professional development for our educators. We will engage with experts to help record, edit, and upload videos of classroom practice onto our Learning Management System. We have budgeted \$100,000 for this work.			\$100,000
<i>Local Evaluation</i>			
We have budgeted \$200,000 for ongoing data collection, analysis, and annual reporting of findings.			\$200,000

Subtotal Contractual	\$ 2,168,563
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<i>Other:</i>	Cost per Unit	Units (see attached)	Total
<i>Printing</i>			
Printing: Printing costs cover the reproduction of binders and other hard copy materials to be used for training purposes	25.50	200	\$ 5,100
<i>End of year convocation</i>			
End of year convocation: This annual, end-of-year meeting is to gather up to 300 participants to share in their experience and make recommendations moving forward. Estimated costs include facilities rental and food.	20,000	1	\$ 20,000
<i>Smaller convening meetings</i>			

Smaller convening meetings: We will hold 2 convening meetings for up to 100 participants each. These meetings will be focused on specific topics for which we want to gather additional feedback on. Estimated costs include facilities rental and food.	10,000	2	\$ 20,000
Subtotal Other			\$ 45,100

<u>TOTAL DIRECT COSTS</u>	\$ 7,094,212
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<i>Indirect Costs:</i>	Indirect Rate	
As per the negotiated indirect cost rate agreement for the 12-13 SY, the LAUSD will charge 2.95% on all direct costs, minus equipment.	2.95%	\$207,878
Subtotal Indirect		\$207,878

<u>TOTAL TIF REQUEST PROJECT COSTS Year 2</u>	\$7,302,090
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TIF Budget-Year 3

Personnel:	% FTE	Base Salary	Total
CENTRAL STAFF: The following includes both existing personnel for whom a portion of their salaries will be paid through TIF along with personnel who will be hired as employees of the project. These salaries reflect a 1% cost of living adjustment from the previous year.			
<i>Drew Furedi, Executive Director, Talent Management Division</i> Dr. Furedi oversees the Talent Management Division, including the work of the Educator Growth and Development Cycle. Dr. Furedi will serve as the Project Director with responsibility for the successful implementation of the projects proposed in the TIF application. TIF funds will be used to cover (b)(4)% of Dr. Furedi's time.	(b)(4)		
<i>Project Manager</i> The Project Manager will be a new hire to oversee the day-to-day management of the TIF project, including the further development of the multiple measures, overall effectiveness approach, and building of LAUSD's PBCS. The Project Manager will work under the supervision of the Executive Director of Talent Management.	1.00	\$ 120,884	\$ 120,884
<i>Teacher Ambassador</i> 2 Teacher Ambassadors will join the central staff to support the successful implementation of TIF-funded systems, with a focus on coordinating educator input and feedback. This is the last year this position is funded through TIF. Responsibilities will be subsumed by an existing Program and Policy Development Coordinator position that is funded by matching funds, and Teacher Ambassadors will rotate back into classroom teaching positions or other pathways.	2.00	\$ 88,497	\$ 176,993
<i>Principal Ambassador</i> 1 Principal Ambassador will join the central staff to support the successful implementation of TIF-funded systems, with a focus on coordinating educator input and feedback. This is the last year this position is funded through TIF. Responsibilities will be subsumed by an existing Program and Policy Development Coordinator position that is funded by matching funds and the Principal Ambassador will rotate back into school site leadership positions or other pathways.	1.00	\$ 98,745	\$ 98,745

<i>EGDC Technology Specialist</i> This position will support the development of a technology platform that will house and track all professional development options and coordinate the development and use of the evaluation platform. This will be the last year that this position will be funded by TIF.	1.00	\$ 88,497	\$ 88,497
<i>Career Ladder Coordinator</i> This position will coordinate the development and implementation of the PBCS competitive application process and the recruitment and retention incentives to support high-needs schools. This position will also coordinate further alignments between existing educator career ladder opportunities with educator effectiveness selection criteria and instructional support needs of the district.	1.00	\$ 88,497	\$ 88,497
LOCAL EDUCATION SERVICE CENTERS: The following includes both existing personnel salaries for those who will be paid through TIF along with personnel who will be hired as employees of the project. These salaries reflect a 1% cost of living adjustment from the previous year.			
<i>Teaching and Learning Coordinator</i> This position will support the development and implementation of this project in the high-need schools in the Intensive Support and Innovation Center. Duties include: Observer and teacher training and support, communication with schools, support Instructional Directors and district staff on evaluation and the Frameworks, conduct school reviews, participate in systems development, and EGDC alignment with the roll out of the Common Core State Standards and the specific circumstances of teachers of special education students and English Language Learners.	4.00	\$ 95,289	\$ 381,154
<i>Teaching and Learning Observer (Administrator)</i> Based on LAUSD's implementation plan of the evaluation system and on the estimate that a full EGDC cycle, including evidence collection, tagging, and scoring using the Teaching and Learning Framework, as well as teacher conferencing requires 18.5 hours per teacher, 15 Teaching and Learning Observers will be hired in Year 2 of the grant to add district-wide capacity to ready our administrators for this more robust evaluation process. They will be trained and certified observers of teacher practice possessing administrative credentials will support the implementation annual multiple measure evaluations, including multiple classroom observations.	15.00	\$ 97,767	\$ 1,466,505
Personnel: Central Staff/LESC Subtotal			\$ (b)(4)

Personnel:	Rate	# Participants	Total
EGDC TRAINING: The following includes costs for training new observers in the EGDC process.			
<i>Stipends for Observer Training for Administrators</i> This is to pay for new observers (including newly hired site administrators and other teacher support personnel) who attend the summer training during their off-weeks. Rate is \$2,250 (Average \$75/hour for 30 hours)	100	\$2,250	\$225,000
<i>Stipends for Observer Training for Master Teachers</i> This is to pay for training that newly hired Master Teachers will need to attend in order to become certified observers. Rate is \$2,760 (Average \$60/hour for 46 hours)	20	\$2,760	\$55,200
Personnel: EGDC Training Subtotal			\$280,200

Personnel: Among the 243 high-need schools eligible to participate in the PBCS, the average # of teachers at a school site are 27 (elementary), 57 (middle school), and 67 (high school). Per Requirement 6, we can budget for up to 2.25 FTE career ladder positions at the elementary level, 4.75 FTE career ladder positions at the middle school level, and 5.58 FTE at the high school level in order to adhere to the 1:12 ratio of career ladder positions to teachers who are not in a career ladder position. When we allocate the Expert and Master Teacher positions to the 40 schools participating in the PBCS, we will ensure that the combination of Expert and/or Master Teachers at each school adheres to the 1:12 ratio.	Rate	# Participants	Total
PERFORMANCE-BASED COMPENSATION: SALARY DIFFERENTIALS We have categorized the PBCS differentials and incentives as personnel costs because it is LAUSD policy to pay related fringe costs for these types of payments.			

<p><i>Expert Teacher Differential</i></p> <p>Salary differentials for Expert Teacher career ladder opportunities offered at high-need schools to improve instruction. Expert Teachers are expected to serve approximately 90 hours per school year in this role, which is equivalent to work for approximately 0.1 FTE. On average, if these 180 positions are equally allocated to each of the 40 participating schools, each school will receive the equivalent of 0.45 Expert Teacher FTE which is well below the maximum FTE allowed according to the 1:12 maximum ratio requirement. Matching fund resources supporting existing career differentials will be re-aligned with these opportunities by the end of the grant period.</p>	\$ 5,000	180	\$900,000
<p><i>Expert Teacher Release Time</i></p> <p>An average 48 hours (8 6-hour days) per Expert Teacher in substitute teacher costs to cover release time for in-school peer support and instructional improvement activities. Rate is based on a daily rate for substitute teachers of \$225/6-hour work day.</p>	\$ 225	1,440	\$324,000
<p><i>Master Teacher Differential</i></p> <p>Master Teachers will serve in out-of-classroom roles at high-needs schools to deliver concentrated, individualized peer support to new teachers, struggling teachers, and school sites that need assistance adapting their approach to instructional improvement and professional development to the Teaching and Learning Framework. Master Teachers will be trained and certified EGDC peer observers who will receive a salary differential for this career ladder position. We will begin by offering 30 positions in Year 3 and build up to a total of 40 in Year 5 of the grant. In Year 3, 30 positions for 40 schools results in an average of 0.75 Master Teacher FTE per school, which is well below the maximum FTE allowed according to the 1:12 maximum ratio requirement. Note: Total of \$20,000 will be paid for with matching state funds. Please see Portion for Master Teacher Differential for BTSA Providers in the Non-Federal and Non-TIF Program Funds Budget Narrative.</p>	\$ 7,500	30	\$205,000
<p><i>Expert Principal Differential</i></p> <p>This role will compensate school leaders for serving as Mentor Principals at high-need schools to strengthen teacher leadership and increase capacity of the school site instructional team. The opportunity aligns with LAUSD's aspiring principal pipeline programs.</p>	\$ 10,000	20	\$200,000

<i>Teacher Recruitment Incentive</i> Recruitment incentives of \$20,000 to attract effective educators in STEM and Special Education to serve at high-need schools for a minimum of 2 years. \$10,000 will be paid out after each year of completed service. At the end of Year 3, 40 incentives will be paid out.	\$ 10,000	40	\$400,000
<i>Teacher Retention Incentive</i> Retention incentives of \$10,000 to keep effective educators in STEM and Special Education at high-need schools for a minimum of 2 years. \$5,000 will be paid out each year of completed service. At the end of Year 3, 120 incentives will be paid out.	\$ 5,000	120	\$600,000
<i>Principal Recruitment Incentive</i> Recruitment incentives of \$30,000 to attract effective principals to serve at high-need schools for a minimum of 2 years. \$15,000 will be paid out after each year of completed service. At the end of Year 3, 10 incentives will be paid out.	\$ 15,000	10	\$150,000
<i>Principal Retention Incentive</i> Retention incentives of \$15,000 to keep effective principals at high-need schools for a minimum of 2 years. \$7,500 will be paid out after each year of completed service. At the end of Year 3, 30 incentives will be paid out.	\$ 7,500	30	\$225,000
Personnel: PBCS Salary Differentials Subtotal			\$3,004,000

<i>Personnel:</i>	% FTE	Base Salary	Total
PERFORMANCE-BASED COMPENSATION: SALARIES			
<i>Replacement Teacher</i> The replacement teacher will fill the position that is vacated when a teacher takes a Master Teacher role because the Master Teacher position is out of the classroom. This amount is based on the LAUSD average teacher salary.	30.00	\$ 68,430	\$2,052,900
Personnel: PBCS Salaries Subtotal			\$2,052,900

Subtotal Personnel	\$ (b)(4)
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Fringe: The following are the corresponding fringe benefit costs associated with the above positions. <div style="border: 1px solid black; height: 150px; width: 100%; margin-top: 5px;">(b)(4)</div>		Salary Cost	Fringe Rate	Fringe
CENTRAL STAFF: In addition to the stated fringe rates, we have included \$ (b)(4) to cover medical benefits for each FTE.				
<i>Drew Furedi, Executive Director</i>		(b)(4)		
<i>Project Manager</i>		\$ 120,884	25.15%	\$45,232
<i>Teacher Ambassador</i>		\$ 176,993	13.57%	\$38,849
<i>Principal Ambassador</i>		\$ 98,745	13.57%	\$28,229
<i>EGDC Technology Specialist</i>		\$ 88,497	25.15%	\$37,086
<i>Career Ladder Coordinator</i>		\$ 88,497	13.57%	\$26,838
LOCAL EDUCATION SERVICE CENTERS: In addition to the fringe rates, we have included \$ (b)(4) to cover medical benefits for each FTE.				
<i>Teaching and Learning Coordinators</i>		\$ 381,154	13.57%	\$66,560
<i>Teaching and Learning Observer (Administrator)</i>		\$ 1,466,505	13.57%	\$213,875
EGDC TRAINING:				
<i>Stipends for Observer Training for Site Administrators</i>		\$ 225,000	13.57%	\$ 30,539
<i>Stipends for Observer Training for Master Teachers</i>		\$ 55,200	13.57%	\$ 7,492
PERFORMANCE-BASED COMPENSATION: SALARY DIFFERENTIALS				
<i>Expert Teacher Differential</i>		\$ 900,000	13.57%	\$122,157
<i>Expert Teacher Release Time</i>		\$ 324,000	13.57%	\$43,977
<i>Master Teacher Differential</i>		\$ 7,500	13.57%	\$1,018
<i>Expert Principal Differential</i>		\$ 200,000	13.57%	\$27,146
<i>Teacher Recruitment Incentive</i>		\$ 400,000	13.57%	\$54,292
<i>Master Teacher Differential</i>		\$ 600,000	13.57%	\$81,438
<i>Principal Recruitment Incentive</i>		\$ 150,000	13.57%	\$20,360
<i>Principal Retention Incentive</i>		\$ 225,000	13.57%	\$30,539
PERFORMANCE-BASED COMPENSATION: SALARIES: In addition to the fringe rates, we have included \$ (b)(4) to cover medical benefits for each FTE.				

<i>Replacement Teacher</i>	\$ 2,052,900	13.57%	\$723,420
Fringe: Subtotal			(b)(4)

Travel: Travel expenses include \$500 for airfare, \$165 (\$150 plus 10% tax) per night for lodging, \$40 per day for ground transportation and \$49 per day for meals and incidentals. All Federal/GSA guidelines on travel expense will be complied with.	\$ per Trip	# of Participants	Total
<i>TIF Grantee Meeting</i> Per the requirements of the TIF grant, we have budgeted for an annual 1.5 day meeting. Per person costs include: 3 nights lodging (\$495), 4 days of per diem (\$196), airfare (\$500) and ground transportation (\$160).	\$ 1,351	3	\$ 4,053
<i>TIF Topical Meeting</i> Per the requirements of the TIF grant, we have budgeted for an annual 1.5 day meeting for 2 people to attend. Per person costs include: 2 nights lodging (\$330), 3 days of per diem (\$147), airfare (\$500) and ground transportation (\$120).	\$ 1,097	2	\$ 2,194
Subtotal			\$ 6,247

Contractual: In accordance with 34 CFR Parts 74.40-74.48 and Part 80.36, all contractual materials and services will be procured in an effective manner and in compliance with the provisions of applicable Federal statutes and executive orders.	Cost per Unit	Units	Total
<i>Human Resources Data Warehouse</i>			
Maintenance costs to host the data and further refinements in reporting mechanisms.			\$ 100,000
<i>Online Evaluation Platform Development</i>			
Ongoing costs will cover minimal, ongoing configuration work, including time for a project manager and business analyst dedicated to our project.	\$ 32,000	1	\$ 32,000

<i>Online Evaluation Platform User Fees</i>			
Based on an annual per user fee of \$8 for 30,000 users.	\$8	30,000	\$240,000
<i>Online Learning Management System</i>			
Ongoing maintenance and minimal configuration work.			\$10,000
<i>Observer Training and Support</i>			
LAUSD will need ongoing support to ensure fidelity to the model as well as services to assist in reading evidence during annual observer calibration events. Training and support will include observer certification training for new administrators, and ongoing technical assistance for instructional directors and their work with principals. These costs are estimated at a per diem rate of \$2,275 for a total of 20 days of training per year for a total of \$45,500. Costs also include rates for evidence reading during annual observation calibration events. With an estimated 2,000 observers participating in these events, and a minimum of 2 reads per observer's evidence, we estimate it will take 250 days to complete these reads, for a total cost of \$568,750. LAUSD's Teaching & Learning Coordinators will assume 50% of these reads, and the contractor will assume the rest.	\$2,275	50% of 250 days plus 20 additional days for ID training	\$329,875
<i>Development of School Leader Growth and Development Cycle</i>			
We will work with experts in the field of school leadership development to train and support instructional directors on school leader review and the collection of evidence on school leadership practice. We have estimated this work to cost \$250,000 in Year 3.			\$250,000
<i>Stakeholder Feedback Survey Development/Implementation</i>			
Starting in Year 2, the student and staff surveys will be conducted online. We propose \$400,000 for the development and implementation of the remaining paper surveys.			\$400,000

<i>Videography</i>			
As mentioned above, we plan to build a video catalog to support professional development for our educators. We will engage with experts to help record, edit, and upload videos of classroom practice onto our Learning Management System. We have budgeted \$100,000 for this work.			\$100,000
<i>Local Evaluation</i>			
We have budgeted \$200,000 for ongoing data collection, analysis, and annual reporting of findings.			\$200,000
Subtotal Contractual			\$ 1,661,875

<i>Other:</i>	Cost per Unit	Units (see attached)	Total
<i>Printing</i>			
Printing: Printing costs cover the reproduction of binders and other hard copy materials to be used for training purposes	25.50	200	\$ 5,100
<i>End of year convocation</i>			
End of year convocation: This annual, end-of-year meeting is to gather up to 300 participants to share in their experience and make recommendations moving forward. Estimated costs include facilities rental and food.	20,000	1	\$ 20,000
<i>Smaller convening meetings</i>			
Smaller convening meetings: We will hold 2 convening meetings for up to 100 participants each. These meetings will be focused on specific topics for which we want to gather additional feedback on. Estimated costs include facilities rental and food.	10,000	2	\$ 20,000
Subtotal Other			\$ 45,100

<u>TOTAL DIRECT COSTS</u>	\$ 11,119,908
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<i>Indirect Costs:</i>	Indirect Rate	
As per the negotiated indirect cost rate agreement for the 12-13 SY, the LAUSD will charge 2.95% on all direct costs, minus equipment.	2.95%	\$328,037
Subtotal Indirect		\$328,037
<u>TOTAL TIF REQUEST PROJECT COSTS Year 3</u>		\$11,447,946

TIF Budget- Year 4

Personnel:	% FTE	Base Salary	Total
CENTRAL STAFF: The following includes both existing personnel for whom a portion of their salaries will be paid through TIF along with personnel who will be hired as employees of the project. These salaries reflect a 1% cost of living adjustment from the previous year.			
<i>Drew Furedi, Executive Director, Talent Management Division</i> Dr. Furedi oversees the Talent Management Division, including the work of the Educator Growth and Development Cycle. Dr. Furedi will serve as the Project Director with responsibility for the successful implementation of the projects proposed in the TIF application. TIF funds will be used to cover (b)(4)% of Dr. Furedi's time.	(b)(4)		
<i>Project Manager</i> The Project Manager will be a new hire to oversee the day-to-day management of the TIF project, including the further development of the multiple measures, overall effectiveness approach, and building of LAUSD's PBCS. The Project Manager will work under the supervision of the Executive Director of Talent Management.	1.00	\$ 122,093	\$ 122,093
<i>Career Ladder Coordinator</i> This position will coordinate the development and implementation of the PBCS competitive application process and the recruitment and retention incentives to support high-needs schools. This position will also coordinate further alignments between existing educator career ladder opportunities with educator effectiveness selection criteria and instructional support needs of the district.	1.00	\$ 89,382	\$ 89,382
LOCAL EDUCATION SERVICE CENTERS: The following includes both existing personnel salaries for those who will be paid through TIF along with personnel who will be hired as employees of the project. These salaries reflect a 1% cost of living adjustment from the previous year.			

Teaching and Learning Coordinator This position will support the development and implementation of this project in the high-need schools in the Intensive Support and Innovation Center. Duties include: Observer and teacher training and support, communication with schools, support Instructional Directors and district staff on evaluation and the Frameworks, conduct school reviews, participate in systems development, and EGDC alignment with the roll out of the Common Core State Standards and the specific circumstances of teachers of special education students and English Language Learners. Only 2 of these positions will be funded through TIF.	2.00	\$ 96,241	\$ 192,483
Teaching and Learning Observer (Administrator) Based on LAUSD's implementation plan of the evaluation system and on the estimate that a full EGDC cycle, including evidence collection, tagging, and scoring using the Teaching and Learning Framework, as well as teacher conferencing requires 18.5 hours per teacher, 15 Teaching and Learning Observers will be hired in Year 2 of the grant to add district-wide capacity to ready our administrators for this more robust evaluation process. They will be trained and certified observers of teacher practice possessing administrative credentials will support the implementation annual multiple measure evaluations, including multiple classroom observations.	15.00	\$ 98,745	\$ 1,481,170
Personnel: Central Staff/LESC Subtotal			(b)(4)

Personnel:	Rate	# Participants	Total
EGDC TRAINING: The following includes costs for training new observers in the EGDC process.			
Stipends for Observer Training for Administrators This is to pay for new observers (including newly hired site administrators and other teacher support personnel) who attend the summer training during their off-weeks. Rate is \$2,250 (Average \$75/hour for 30 hours)	100	\$2,250	\$225,000

Stipends for Observer Training for Master Teachers This is to pay for summer training that newly hired Master Teachers will need to attend in order to become certified observers. Rate is \$2,760 (Average \$60/hour for 46 hours)	20	\$2,760	\$55,200
Personnel: EGDC Training Subtotal			\$280,200

Personnel: Among the 243 high-need schools eligible to participate in the PBCS, the average # of teachers at a school site are 27 (elementary), 57 (middle school), and 67 (high school). Per Requirement 6, we can budget for up to 2.25 FTE career ladder positions at the elementary level, 4.75 FTE career ladder positions at the middle school level, and 5.58 FTE at the high school level in order to adhere to the 1:12 ratio of career ladder positions to teachers who are not in a career ladder position. When we allocate the Expert and Master Teacher positions to the 40 schools participating in the PBCS, we will ensure that the combination of Expert and/or Master Teachers at each school adheres to the 1:12 ratio.	Rate	# Participants	Total
PERFORMANCE-BASED COMPENSATION: SALARY DIFFERENTIALS We have categorized the PBCS differentials and incentives as personnel costs because it is LAUSD policy to pay related fringe costs for these types of payments.			
Expert Teacher Differential Salary differentials for Expert Teacher career ladder opportunities offered at high-need schools to improve instruction. Expert Teachers are expected to serve approximately 90 hours per school year in this role, which is equivalent to work for approximately 0.1 FTE. On average, if these 180 positions are equally allocated to each of the 40 participating schools, each school will receive the equivalent of 0.45 FTE of a career ladder position, which is well below the maximum FTE allowed according to the 1:12 ratio requirement. Matching fund resources supporting existing career differentials will be re-aligned with these opportunities by the end of the grant period.	\$ 5,000	180	\$900,000
Expert Teacher Release Time An average 48 hours (8 6-hour days) per Expert Teacher in substitute teacher costs to cover release time for in-school peer support and instructional improvement activities. Rate is based on a daily rate for substitute teachers of \$225/6-hour work day.	\$ 225	1,440	\$324,000

<p><i>Master Teacher Differential</i></p> <p>Master Teachers will serve in out-of-classroom roles at high-needs schools to deliver concentrated, individualized peer support to new teachers, struggling teachers, and school sites that need assistance adapting their approach to instructional improvement and professional development to the Teaching and Learning Framework. Master Teachers will be trained and certified EGDC peer observers who will receive a salary differential for this career ladder position. We will begin by offering 30 positions in Year 3 and build up to a total of 40 in Year 5 of the grant.</p> <p>In Year 4, 30 positions for 40 schools results in an average of 0.75 Master Teacher FTE per school, which is well below the maximum FTE allowed according to the 1:12 maximum ratio requirement.</p> <p>Note: Total of \$20,000 will be paid for with matching state funds. Please see Portion for Master Teacher Differential for BTSA Providers in the Non-Federal and Non-TIF Program Funds Budget Narrative.</p>	\$ 7,500	30	\$205,000
<p><i>Expert Principal Differential</i></p> <p>This role will compensate school leaders for serving as Mentor Principals at high-need schools to strengthen teacher leadership and increase capacity of the school site instructional team. The opportunity aligns with LAUSD's aspiring principal pipeline programs.</p>	\$ 10,000	20	\$200,000
<p><i>Teacher Recruitment Incentive</i></p> <p>We have budgeted to pay the 2nd installment of the 40 recruitment incentives committed in the 14-15 SY and the 1st installment of another set of 40 recruitment incentives.</p>	\$ 10,000	80	\$800,000
<p><i>Teacher Retention Incentive</i></p> <p>We have budgeted to pay the 2nd installment of the 120 retention incentives committed in the 14-15 SY and the 1st installment of another set of 80 incentives.</p>	\$ 5,000	200	\$1,000,000
<p><i>Principal Recruitment Incentive</i></p> <p>We have budgeted to pay the 2nd installment of the 10 recruitment incentives committed in the 14-15 SY and the 1st installment of another set of 10 incentives.</p>	\$ 15,000	20	\$300,000

<i>Principal Retention Incentive</i> We have budgeted to pay the 2nd installment of the 30 retention incentives committed in the 14-15 SY and the 1st installment of another set of 30 incentives.	\$ 7,500	60	\$450,000
Personnel: PBCS Salary Differentials Subtotal			\$4,179,000

Personnel:	% FTE	Base Salary	Total
PERFORMANCE-BASED COMPENSATION: SALARIES These salaries reflect a 1% cost of living adjustment from the previous year.			
<i>Replacement Teacher</i> The replacement teacher will fill the position that is vacated when a teacher takes a Master Teacher role because the Master Teacher position is out of the classroom. This amount is based on the LAUSD average teacher salary.	30.00	\$ 69,114	\$2,073,429
Personnel: PBCS Salaries Subtotal			\$2,073,429

Subtotal Personnel	\$ (b)(4)
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Fringe: The following are the corresponding fringe benefit costs associated with the above positions.	Salary Cost	Fringe Rate	Fringe
(b)(4)			
CENTRAL STAFF: In addition to the stated fringe rates, we have included \$ (b)(4) to cover medical benefits for each FTE.			
<i>Drew Furedi, Executive Director</i>	(b)(4)		
<i>Project Manager</i>	\$ 122,093	25.15%	\$45,536
<i>Career Ladder Coordinator</i>	\$ 89,382	13.57%	\$26,958

LOCAL EDUCATION SERVICE CENTERS: In addition to the fringe rates, we have included \$(b)(4) to cover medical benefits for each FTE.			
<i>Teaching and Learning Coordinators</i>	\$ 192,483	13.57%	\$40,952
<i>Teaching and Learning Observer (Administrator)</i>	\$ 481,170	13.57%	\$215,865
EGDC TRAINING:			
<i>Stipends for Observer Training for Site Administrators</i>	\$ 225,000	13.57%	\$ 30,539
<i>Stipends for Observer Training for Master Teachers</i>	\$ 55,200	13.57%	\$ 7,492
PERFORMANCE-BASED COMPENSATION: SALARY DIFFERENTIALS			
<i>Expert Teacher Differential</i>	\$ 900,000	13.57%	\$122,157
<i>Expert Teacher Release Time</i>	\$ 324,000	13.57%	\$43,977
<i>Master Teacher Differential</i>	\$ 7,500	13.57%	\$1,018
<i>Expert Principal Differential</i>	\$ 200,000	13.57%	\$27,146
<i>Teacher Recruitment Incentive</i>	\$ 800,000	13.57%	\$108,584
<i>Teacher Retention Incentive</i>	\$ 1,000,000	13.57%	\$135,730
<i>Principal Recruitment Incentive</i>	\$ 300,000	13.57%	\$40,719
<i>Principal Retention Incentive</i>	\$ 450,000	13.57%	\$61,079
PERFORMANCE-BASED COMPENSATION: SALARIES: In addition to the fringe rates, we have included \$(b)(4) to cover medical benefits for each FTE.			
<i>Replacement Teacher</i>	\$ 2,073,429	13.57%	\$726,207
Fringe: Subtotal			(b)(4)

Travel: Travel expenses include \$500 for airfare, \$165 (\$150 plus 10% tax) per night for lodging, \$40 per day for ground transportation and \$49 per day for meals and incidentals. All Federal/GSA guidelines on travel expense will be complied with.	\$ per Trip	# of Participants	Total
<i>TIF Grantee Meeting</i> Per the requirements of the TIF grant, we have budgeted for an annual 1.5 day meeting. Per person costs include: 3 nights lodging (\$495), 4 days of per diem (\$196), airfare (\$500) and ground transportation (\$160).	\$ 1,351	3	\$ 4,053
<i>TIF Topical Meeting</i> Per the requirements of the TIF grant, we have budgeted for an annual 1.5 day meeting for 2 people to attend. Per person costs include: 2 nights lodging (\$330), 3 days of per diem (\$147), airfare (\$500) and ground transportation (\$120).	\$ 1,097	2	\$ 2,194
Subtotal			\$ 6,247

Contractual: In accordance with 34 CFR Parts 74.40-74.48 and Part 80.36, all contractual materials and services will be procured in an effective manner and in compliance with the provisions of applicable Federal statutes and executive orders.	Cost per Unit	Units	Total
<i>Human Resources Data Warehouse</i>			
Maintenance costs to host the data and further refinements in reporting mechanisms.			\$ 100,000
<i>Online Evaluation Platform Development</i>			
Ongoing costs will cover minimal, ongoing configuration work, including time for a project manager and business analyst dedicated to our project.	\$ 32,000	1	\$ 32,000
<i>Online Evaluation Platform User Fees</i>			
Based on an annual per user fee of \$8 for 30,000 users.	\$8	30,000	\$240,000
<i>Online Learning Management System</i>			
Ongoing maintenance and minimal configuration work.			\$10,000
<i>Observer Training and Support</i>			
LAUSD will need ongoing support to ensure fidelity to the model as well as services to assist in reading evidence during annual observer calibration events. Training and support will include observer certification training for new administrators, and ongoing technical assistance for instructional directors and their work with principals. These costs are estimated at a per diem rate of \$2,275 for a total of 20 days of training per year for a total of \$45,500. Costs also include rates for evidence reading during annual observation calibration events. With an estimated 2,000 observers participating in these events, and a minimum of 2 reads per observer's evidence, we estimate 250 days to complete these reads, for a total cost of \$568,750. LAUSD's Teaching & Learning Coordinators will assume 25% of these reads, and the contractor will assume the rest.	\$2,275	25% of 250 days plus additional 20 days for ID training	\$187,688

<i>Development of School Leader Growth and Development Cycle</i>			
Experts will provide ongoing training and support to our instructional leaders as well as technical assistance in ensuring inter-rater reliability of observation of school leader practice. We anticipate less training and support will be needed and have thus budgeted accordingly, with an estimated cost of \$200,000 in Year 4.			\$200,000
<i>Stakeholder Feedback Survey Development/Implementation</i>			
Starting in Year 2, the student and staff surveys will be conducted online. We propose \$400,000 for the development and implementation of the remaining paper surveys.			\$400,000
<i>Videography</i>			
We anticipate less need for the development of videos after a focused effort during the first 3 years of the grant. Therefore, we have budgeted \$50,000 for the development of additional videos to supplement the existing library.			\$50,000
<i>Local Evaluation</i>			
We have budgeted \$200,000 for ongoing data collection, analysis, and annual reporting of findings. \$100,000 of this total amount will be paid with matching funds.			\$100,000
Subtotal Contractual			\$ 1,319,688

Other:	Cost per Unit	Units (see attached)	Total
<i>Printing</i>			
Printing: Printing costs cover the reproduction of binders and other hard copy materials to be used for training purposes	25.50	200	\$ 5,100
<i>End of year convocation</i>			
End of year convocation: This annual, end-of-year meeting is to gather up to 300 participants to share in their experience and make recommendations moving forward. Estimated costs include facilities rental and food.	20,000	1	\$ 20,000
<i>Smaller convening meetings</i>			
Smaller convening meetings: We will hold 2 convening meetings for up to 100 participants each. These meetings will be focused on specific topics for which we want to gather additional feedback on. Estimated costs include facilities rental and food.	10,000	2	\$ 20,000
Subtotal Other			\$ 45,100

<u>TOTAL DIRECT COSTS</u>	\$ 11,472,470
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Indirect Costs:	Indirect Rate	
As per the negotiated indirect cost rate agreement for the 12-13 SY, the LAUSD will charge 2.95% on all direct costs, minus equipment.	2.95%	\$338,438
Subtotal Indirect		\$338,438

<u>TOTAL TIF REQUEST PROJECT COSTS Year 4</u>	\$11,810,908
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TIF Budget –Year 5

Personnel:	% FTE	Base Salary	Total
CENTRAL STAFF: The following includes both existing personnel for whom a portion of their salaries will be paid through TIF along with personnel who will be hired as employees of the project. These salaries reflect a 1% cost of living adjustment from the previous year.			
<i>Drew Furedi, Executive Director, Talent Management Division</i> Dr. Furedi oversees the Talent Management Division, including the work of the Educator Growth and Development Cycle. Dr. Furedi will serve as the Project Director with responsibility for the successful implementation of the projects proposed in the TIF application. TIF funds will be used to cover (b)(4) % of Dr. Furedi's time.	(b)(4)		
<i>Project Manager</i> The Project Manager will be a new hire to oversee the day-to-day management of the TIF project, including the further development of the multiple measures, overall effectiveness approach, and building of LAUSD's PBCS. The Project Manager will work under the supervision of the Executive Director of Talent Management.	1.00	\$ 123,314	\$ 123,314
<i>Career Ladder Coordinator</i> This position will coordinate the development and implementation of the PBCS competitive application process and the recruitment and retention incentives to support high-needs schools. This position will also coordinate further alignments between existing educator career ladder opportunities with educator effectiveness selection criteria and instructional support needs of the district.	1.00	\$ 90,276	\$ 90,276
LOCAL EDUCATION SERVICE CENTERS: The following includes both existing personnel salaries for those who will be paid through TIF along with personnel who will be hired as employees of the project. These salaries reflect a 1% cost of living adjustment from the previous year.			
<i>Teaching and Learning Coordinator</i> This position will support the development and implementation of this project in high-need schools in the Intensive Support and Innovation Center. Duties include: Observer and teacher training/support, communication with schools, support Instructional Directors and staff on evaluation and Frameworks, conduct school reviews, EGDC alignment with the roll out of the Common Core State Standards and the specific circumstances of teachers of special education students and English Language Learners. Only 2 of these positions will be funded through TIF.	2.00	\$ 97,204	\$ 194,408

Teaching and Learning Observer (Administrator) Based on LAUSD's implementation plan of the evaluation system and on the estimate that a full EGDC cycle, including evidence collection, tagging, and scoring using the Teaching and Learning Framework, as well as teacher conferencing requires 18.5 hours per teacher, 15 Teaching and Learning Observers will be hired in Year 2 of the grant to add district-wide capacity to ready our administrators for this more robust evaluation process. They will be trained and certified observers of teacher practice possessing administrative credentials will support the implementation annual multiple measure evaluations, including multiple classroom observations.	15.00	\$ 99,732	\$ 1,495,982
Personnel: Central Staff/LESC Subtotal			(b)(4)

Personnel:	Rate	# Participants	Total
EGDC TRAINING: The following includes costs for training new observers in the EGDC process.			
Stipends for Observer Training for Administrators This is to pay for new observers (including newly hired site administrators and other teacher support personnel) who attend the summer training during their off-weeks. Rate is \$2,250 (Average \$75/hour for 30 hours)	100	\$2,250	\$225,000
Stipends for Observer Training for Master Teachers This is to pay for summer training that newly hired Master Teachers will need to attend in order to become certified observers. Rate is \$2,760 (Average \$60/hour for 46 hours)	20	\$2,760	\$55,200
Personnel: EGDC Training Subtotal			\$280,200

<p>Personnel: Among the 243 high-need schools eligible to participate in the PBCS, the average # of teachers at a school site are 27 (elementary), 57 (middle school), and 67 (high school). Per Requirement 6, we can budget for up to 2.25 FTE career ladder positions at the elementary level, 4.75 FTE career ladder positions at the middle school level, and 5.58 FTE at the high school level in order to adhere to the 1:12 ratio of career ladder positions to teachers who are not in a career ladder position. When we allocate the Expert and Master Teacher positions to the 40 schools participating in the PBCS, we will ensure that the combination of Expert and/or Master Teachers at each school adheres to the 1:12 ratio.</p>	Rate	# Participants	Total
<p>PERFORMANCE-BASED COMPENSATION: SALARY DIFFERENTIALS We have categorized the PBCS differentials and incentives as personnel costs because it is LAUSD policy to pay related fringe costs for these types of payments.</p>			
<p><i>Expert Teacher Differential</i> Salary differentials for Expert Teacher career ladder opportunities offered at high-need schools to improve instruction. Expert Teachers are expected to serve approximately 90 hours per school year in this role, which is equivalent to work for approximately 0.1 FTE. On average, if these 180 positions are equally allocated to each of the 40 participating schools, each school will receive the equivalent of 0.45 FTE of a career ladder position, which is well below the maximum FTE allowed according to the 1:12 ratio requirement. Matching fund resources supporting existing career differentials will be re-aligned with these opportunities by the end of the grant period.</p>	\$ 5,000	180	\$900,000
<p><i>Expert Teacher Release Time</i> An average 48 hours (8 6-hour days) per Expert Teacher in substitute teacher costs to cover release time for in-school peer support and instructional improvement activities. Rate is based on a daily rate for substitute teachers of \$225/6-hour work day.</p>	\$ 225	1,440	\$324,000

<p><i>Master Teacher Differential</i></p> <p>Master Teachers will serve in out-of-classroom roles at high-needs schools to deliver concentrated, individualized peer support to new teachers, struggling teachers, and school sites that need assistance adapting their approach to instructional improvement and professional development to the Teaching and Learning Framework. Master Teachers will be trained and certified EGDC peer observers who will receive a salary differential for this career ladder position.</p> <p>In Year 5 of the grant period, we will offer 40 positions, which results in an average of 1.0 Master Teacher FTE for each participating school, which is well below the maximum FTE allowed according to the 1:12 maximum ratio requirement.</p> <p>Note: Total of \$20,000 will be paid for with matching funds. Please see Portion for Master Teacher Differential for BTSA Providers in the Non-Federal and Non-TIF Program Funds Budget Narrative.</p>	\$ 7,500	40	\$280,000
<p><i>Expert Principal Differential</i></p> <p>This role will compensate school leaders for serving as Mentor Principals at high-need schools to strengthen teacher leadership and increase capacity of the school site instructional team. The opportunity aligns with LAUSD's aspiring principal pipeline programs.</p>	\$ 10,000	20	\$200,000
<p><i>Teacher Recruitment Incentive</i></p> <p>We have budgeted to pay the 2nd installment of the 40 recruitment incentives committed in the 15-16 SY.</p>	\$ 10,000	40	\$400,000
<p><i>Teacher Retention Incentive</i></p> <p>We have budgeted to pay the 2nd installment of the 80 retention incentives committed in the 15-16 SY.</p>	\$ 5,000	80	\$400,000
<p><i>Principal Recruitment Incentive</i></p> <p>We have budgeted to pay the 2nd installment of the 10 recruitment incentives committed in the 15-16 SY.</p>	\$ 15,000	10	\$150,000

<i>Principal Retention Incentive</i> We have budgeted to pay the 2nd installment of the 30 retention incentives committed in the 15-16 SY.	\$ 7,500	30	\$225,000
Personnel: PBCS Salary Differentials Subtotal			\$2,879,000

<i>Personnel:</i>	% FTE	Base Salary	Total
PERFORMANCE-BASED COMPENSATION: SALARIES These salaries reflect a 1% cost of living adjustment from the previous year.			
<i>Replacement Teacher</i> The replacement teacher will fill the position that is vacated when a teacher takes a Master Teacher role because the Master Teacher position is out of the classroom. This amount is based on the LAUSD average teacher salary.	40.00	\$ 69,805	\$2,792,218
Personnel: PBCS Salaries Subtotal			\$2,792,218

Subtotal Personnel	\$ (b)(4)
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<i>Fringe:</i> The following are the corresponding fringe benefit costs associated with the above positions.	Salary Cost	Fringe Rate	Fringe
(b)(4)			
CENTRAL STAFF: In addition to the stated fringe rates, we have included \$ (b)(4) to cover medical benefits for each FTE.			
<i>Drew Furedi, Executive Director</i>	(b)(4)		
<i>Project Manager</i>	\$ 123,314	25.15%	\$45,843
<i>Career Ladder Coordinator</i>	\$ 90,276	13.57%	\$27,079

LOCAL EDUCATION SERVICE CENTERS: In addition to the fringe rates, we have included \$(b)(4) to cover medical benefits for each FTE.			
<i>Teaching and Learning Coordinators</i>	\$ 194,408	13.57%	\$41,213
<i>Teaching and Learning Observer (Administrator)</i>	\$ 1,495,982	13.57%	\$217,876
EGDC TRAINING:			
<i>Stipends for Observer Training for Site Administrators</i>	\$ 225,000	13.57%	\$30,539
<i>Stipends for Observer Training for Master Teachers</i>	\$ 55,200	13.57%	\$ 7,492
PERFORMANCE-BASED COMPENSATION: SALARY DIFFERENTIALS			
<i>Expert Teacher Differential</i>	\$ 900,000	13.57%	\$122,157
<i>Expert Teacher Release Time</i>	\$ 324,000	13.57%	\$43,977
<i>Master Teacher Differential</i>	\$ 7,500	13.57%	\$1,018
<i>Expert Principal Differential</i>	\$ 200,000	13.57%	\$27,146
<i>Teacher Recruitment Incentive</i>	\$ 400,000	13.57%	\$54,292
<i>Teacher Retention Incentive</i>	\$ 400,000	13.57%	\$54,292
<i>Principal Recruitment Incentive</i>	\$ 150,000	13.57%	\$20,360
<i>Principal Retention Incentive</i>	\$ 225,000	13.57%	\$30,539
PERFORMANCE-BASED COMPENSATION: SALARIES: In addition to the fringe rates, we have included \$(b)(4) to cover medical benefits for each FTE.			
<i>Replacement Teacher</i>	\$ 2,792,218	13.57%	\$972,028
Fringe: Subtotal			(b)(4)

Travel: Travel expenses include \$500 for airfare, \$165 (\$150 plus 10% tax) per night for lodging, \$40 per day for ground transportation and \$49 per day for meals and incidentals. All Federal/GSA guidelines on travel expense will be complied with.	\$ per Trip	# of Participants	Total
<i>TIF Grantee Meeting</i> Per the requirements of the TIF grant, we have budgeted for an annual 1.5 day meeting. Per person costs include: 3 nights lodging (\$495), 4 days of per diem (\$196), airfare (\$500) and ground transportation (\$160).	\$ 1,351	3	\$ 4,053
<i>TIF Topical Meeting</i> Per the requirements of the TIF grant, we have budgeted for an annual 1.5 day meeting for 2 people to attend. Per person costs include: 2 nights lodging (\$330), 3 days of per diem (\$147), airfare (\$500) and ground transportation (\$120).	\$ 1,097	2	\$ 2,194
Subtotal			\$ 6,247

<i>Contractual:</i> In accordance with 34 CFR Parts 74.40-74.48 and Part 80.36, all contractual materials and services will be procured in an effective manner and in compliance with the provisions of applicable Federal statutes and executive orders.	Cost per Unit	Units	Total
<i>Human Resources Data Warehouse</i>			
Maintenance costs to host the data and further refinements in reporting mechanisms.			\$ 100,000
<i>Online Evaluation Platform Development</i>			
Ongoing costs will cover minimal, ongoing configuration work, including time for a project manager and business analyst dedicated to our project.	\$ 32,000	1	\$ 32,000
<i>Online Evaluation Platform User Fees</i>			
Based on an annual per user fee of \$8 for 30,000 users.	\$8	30,000	\$240,000
<i>Online Learning Management System</i>			
Ongoing maintenance and minimal configuration work.			\$10,000
<i>Observer Training and Support</i>			
LAUSD will need ongoing training and support will include observer certification training for new administrators, and ongoing technical assistance for instructional directors and their work with principals. These costs are estimated at a per diem rate of \$2,275 for a total of 20 days of training per year for a total of \$45,500. In the last year, LAUSD will assume all responsibility of completing evidence reads for the annual observation calibration events.	\$2,275	20 days of ID training	\$45,500
<i>Development of School Leader Growth and Development Cycle</i>			

Experts will provide ongoing training and support to our instructional leaders as well as technical assistance in ensuring inter-rater reliability of observation of school leader practice. We anticipate less training and support will be needed and have thus budgeted accordingly, with an estimated cost of \$200,000 in Year 5.			\$200,000
<i>Stakeholder Feedback Survey Development/Implementation</i>			
Starting in Year 2, the student and staff surveys will be conducted online. We propose \$400,000 for the development and implementation of the remaining paper surveys.			\$400,000
<i>Videography</i>			
We anticipate less need for the development of videos after a focused effort during the first 3 years of the grant. Therefore, we have budgeted \$50,000 for the development of additional videos to supplement the existing library.			\$50,000
<i>Local Evaluation</i>			
We have budgeted \$300,000 (\$200,000 of which will be paid with TIF funding) for the final data collection, analysis, and final reporting of findings.			\$200,000
Subtotal Contractual			\$ 1,277,500

<i>Other:</i>	Cost per Unit	Units (see attached)	Total
<i>Printing</i>			
Printing: Printing costs cover the reproduction of binders and other hard copy materials to be used for training purposes	25.50	200	\$ 5,100
<i>End of year convocation</i>			
End of year convocation: This annual, end-of-year meeting is to gather up to 300 participants to share in their experience and make recommendations moving forward. Estimated costs include facilities rental and food.	20,000	1	\$ 20,000

<i>Smaller convening meetings</i>			
Smaller convening meetings: We will hold 2 convening meetings for up to 100 participants each. These meetings will be focused on specific topics for which we want to gather additional feedback on. Estimated costs include facilities rental and food.	10,000	2	\$ 20,000
Subtotal Other			\$ 45,100

<u>TOTAL DIRECT COSTS</u>	\$ 10,930,275
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<i>Indirect Costs:</i>	Indirect Rate	
As per the negotiated indirect cost rate agreement for the 12-13 SY, the LAUSD will charge 2.95% on all direct costs, minus equipment.	2.95%	\$322,443
Subtotal Indirect		\$322,443

<u>TOTAL TIF REQUEST PROJECT COSTS Year 5</u>	\$11,252,718
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<u>GRAND TOTAL TIF PROJECT COSTS</u>	\$51,269,955
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2. Non-Federal and Non-TIF Federal Program Funds Budget Narrative

LAUSD is fully committed to providing all of the resources necessary for the successful implementation of the TIF project, and is in fact leveraging significant non-TIF resources to support the PBCS and educator evaluation system during and after the grant period beyond. The total amount of matching contributions over the 5-year grant period is \$(b)(4) and includes a combination of federal and non-federal sources. (b)(4) percent of this amount (b)(4) will come from non-federal sources including state and philanthropic funds. In addition, LAUSD has reallocated \$12,330,913 of federal Title II part A monies towards this work and will continue to do so moving forward.

A. Non-Federal Funds						
ED 524 Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
	(a)	(b)	(c)	(d)	(e)	(f)
1. Personnel	(b)(4)					
2. Fringe Benefits						
3. Travel						\$0
4. Equipment						\$0
5. Supplies						\$0
6. Contractual	\$250,000	\$867,740	\$803,540	\$878,540	\$853,540	\$3,653,360
7. Construction						\$0
8. Other						\$0
9. Total Direct Costs (lines 1-8)	\$1,034,186	\$1,659,064	\$1,898,925	\$1,934,991	\$1,919,217	\$8,446,383
10. Indirect Costs*	\$0	\$0	\$0	\$0	\$0	\$0
11. Training Stipends						\$0
12. Total Costs (lines 9-11)	(b)(4)					

Non-TIF Federal Funds						
ED 524 Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
	(a)	(b)	(c)	(d)	(e)	(f)
1. Personnel	(b)(4)					
2. Fringe Benefits						
3. Travel	\$0	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$0	\$0	\$0	\$0	\$0	\$0
6. Contractual	\$1,297,965	\$0	\$0	\$0	\$0	\$1,297,965
7. Construction	\$0	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$3,280,083	\$1,999,418	\$2,070,964	\$2,479,384	\$2,501,064	\$12,330,913
10. Indirect Costs*	\$0	\$0	\$0	\$0	\$0	\$0
11. Training Stipends						\$0
12. Total Costs (lines 9-11)	(b)(4)					

TOTAL MATCHING FUNDS SUMMARY						
ED 524 Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
	(a)	(b)	(c)	(d)	(e)	(f)
1. Personnel	(b)(4)					
2. Fringe Benefits						
3. Travel	\$0	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$0	\$0	\$0	\$0	\$0	\$0
6. Contractual	\$1,547,965	\$867,740	\$803,540	\$878,540	\$853,540	\$4,951,325
7. Construction	\$0	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$4,314,269	\$3,658,482	\$3,969,889	\$4,414,375	\$4,420,280	\$20,777,295
10. Indirect Costs*	\$0	\$0	\$0	\$0	\$0	\$0
11. Training Stipends	\$0	\$0	\$0	\$0	\$0	\$0
12. Total Costs (lines 9-11)	(b)(4)					

TIF Matching Funds- Year 1

Personnel:	% FTE	Base Salary	Total
CENTRAL STAFF: The following includes existing personnel for whom all or a portion of their work is dedicated toward TIF activities.			
<p><i>Drew Furedi, Executive Director</i></p> <p>Dr. Furedi oversees the Talent Management Division, including the work of the Educator Growth and Development Cycle. Dr. Furedi will serve as the Project Director with responsibility for the successful implementation of the projects proposed in the TIF application. Dr. Furedi will report to Dr. Muncey. The Wasserman Foundation has committed to fund (b)(4) % of Dr. Furedi's time.</p>	(b)(4)		
<p><i>Sarah Figueroa, Program and Policy Development Advisor (Communications)</i></p> <p>Ms. Figueroa will oversee internal communication for successful implementation of the project and external outreach and partnerships to build community support. She will also lead Talent Management's legislative and collective bargaining agenda to build greater flexibility around LAUSD human capital decisions. Ms. Figueroa will report to Dr. Furedi. The Wasserman Foundation has committed to fund this position in Years (b)(4) of the grant period.</p>			
<p><i>Brian Lucas, Program and Policy Development Advisor (EGDC)</i></p> <p>Mr. Lucas is responsible for the successful development and implementation of the Teacher and School Leader Growth and Development Cycles and the Learning Management System that links individualized professional development to educator effectiveness data. Key objectives during the grant period include training all educators for participation in the EGDC, certifying and calibrating school administrators as observers and managing additional observers, and developing the Learning Management System. Mr. Lucas reports to Dr. Furedi. The Wasserman Foundation has committed to fund this position in Years (b)(4) of the grant period.</p>			
<p><i>Program and Policy Development Coordinator</i></p> <p>These positions will work under the supervision of the Project Manager to support the development of the Learning Management System, Performance-Based Compensation System and Multiple Measure Evaluation System, and the implementation of these systems in the school sites. These positions are funded through federal Title II part A.</p>			

<p><i>Senior Office Technician</i> This position provides administrative support to the Talent Management team. The Senior Office Technician reports to the Principal Clerk. This position is funded through federal Title II part A.</p>	(b)(4)
<p><i>Program and Policy Development Specialist</i> These positions will work under the supervision of the Project Manager or Mr. Lucas with specific project management responsibilities for the development of the Learning Management System, Performance-Based Compensation System and Multiple Measure Evaluation System. These positions are funded through federal Title II part A.</p>	
<p><i>Principal Clerk</i> This role will support the management of the project and will be supervised by Dr. Furedi. This position will be funded through federal Title II part A.</p>	
<p><i>Noah Bookman, Director of Performance Management</i> Mr. Bookman will direct the ongoing generation of AGT results and oversee the identification and acquisition of new assessments for uncovered subjects, and the development of growth models for those subjects. (b)(4) % of his time will be allocated to these TIF related activities in Year (b)(4), and will decrease thereafter per the timeline of this work. Private foundation money (Michael and Susan Dell Foundation) will fund this position.</p>	
<p><i>Gina Smith-Deville, Administrator, Teacher and Administrator Development Branch</i> Ms. Smith-Deville oversees the district's principal pipeline support and training programs. She will manage the Expert Principal career ladder position and support the alignment of existing administrator support and development programs to the School Leadership Framework and other district instructional initiatives. Ms. Smith-Deville reports to Dr. Furedi. (b)(4) % of her time will be devoted to TIF related work. This position is funded with state general education funds.</p>	
<p><i>Jan Peaks, Coordinator, Teacher Training Academy</i> Ms. Peaks will train and manage the career ladder position of Master Teacher BTSA Support Providers. Ms. Peaks will also support the alignment of existing teacher support and development programs to the Teaching & Learning Framework and other district instructional initiatives. Ms. Peaks reports to Dr. Furedi. (b)(4) % of her time will be devoted to TIF related work. This position is funded with state BTSA funding.</p>	

<p><i>Justo Avila, Deputy Chief Human Resources Officer</i></p> <p>Mr. Avila will oversee the incorporation of MMES data into district human capital decisions around recruitment, selection, tenure, and dismissal, with a focus on serving high-needs schools, and serve as a rotating chair of the district's Human Capital Steering Committee. Mr. Avila will also direct the implementation of the TIF-supported PBCS recruitment and retention incentives for educators at high-need schools. Mr. Avila reports to Vivian Ekchian, the Chief Human Resources Officer. (b) % of his time will be devoted to TIF related work. This position is funded with state general education funds.</p>	(b)(4)
<p>LOCAL EDUCATION SERVICE CENTER STAFF</p>	
<p><i>Teaching and Learning Coordinators</i></p> <p>This position will support the LEA-wide development and implementation of this project. Duties include: train and support observers and teachers, communicate with schools, support IDs and district staff on evaluation and the Frameworks, conduct school reviews, participate in systems development and align EGDC with the roll out of the Common Core State Standards and the specific circumstances of teachers of special education students and English Language Learners. (b) of these positions will be funded through federal Title II part A.</p>	
<p>Subtotal: Personnel</p>	
	(b)(4)
<p>Fringe: The following are the corresponding fringe benefit costs associated with the above positions. Funding sources for fringe benefits come from the same sources stated in the Personnel section.</p>	
(b)(4)	
<p>CENTRAL STAFF: In addition to the stated fringe rates, we have included \$ (b)(4) to cover medical benefits for each FTE.</p>	
<p><i>Drew Furedi, Executive Director</i></p>	(b)(4)
<p><i>Sarah Figueroa, Program and Policy Development Advisor (Communications)</i></p>	

Brian Lucas, Program and Policy Development Advisor (EGDC)	(b)(4)
Program and Policy Development Coordinator	
Senior Office Technician	
Program and Policy Development Specialist	
Principal Clerk	
Noah Bookman, Director of Performance Management	
Gina Smith-Deville, Administrator, Teacher and Administrator Development Branch	
Jan Peaks, Coordinator, Teacher Training Academy	
Justo Avila, Deputy Chief Human Resources Officer	
LOCAL EDUCATION SERVICE CENTERS: In addition to the fringe rates, we have included \$(b)(4) to cover medical benefits for each FTE.	
Teaching and Learning Coordinators	(b)(4)
Subtotal: Fringe	

Contractual: In accordance with 34 CFR Parts 74.40-74.48 and Part 80.36, all contractual materials and services will be procured in an effective manner and in compliance with the provisions of applicable Federal statutes and executive orders.	Cost per Unit	# Units	Total
Observer Training and Support We plan to work with experts in the field to develop and implement a LAUSD observer certification process as well as train and certify all of our school-site administrators in observation during the 12-13 SY. We also plan to use the 12-13 SY to train up our own staff of observer trainers and build capacity within the district. Internal capacity for observer calibration will increase and new observer training will be limited to new peer observers and administrators, allowing us to decrease this contractual cost over time. We have thus allocated \$1,360,450 for this purpose. This cost is estimated using a per diem rate of \$2,275 for 598 days of work for experts to train and consult LAUSD. Federal Title II part A funds will support this work.	\$ 2,275	299	\$680,225
Student Growth Calculations. We will contract with statistical experts to generate classroom and school-level results for our value-added model student growth measure, Academic Growth over Time. The estimated per school cost for these calculations is \$600. With 736 schools, the total annual costs come to \$457,800. In the first year of the grant, we will use federal Title II part A funds to support this work.	\$600	763	\$457,800

<p><i>Student Growth Calculations Reporting</i></p> <p>We will work with a vendor to build classroom and school-level AGT reports that will be accessible to educators via a web portal that also includes resources to understand and analyze student growth results. Estimates costs include work for: 1) training and user support (\$92,400), 2) online platform access and reporting (\$53,000) and 3) project management (10% of subtotal, \$14,540). In the first year of the grant, we will use federal Title II part A funds to support this work.</p>			\$159,940
<p><i>Development of Other Assessments</i></p> <p>We plan to identify a reputable vendor who can provide psychometric services as LAUSD works to develop assessments in grade levels and subject areas that are currently not assessed. We have budgeted \$250,000 to support the work of developing and supporting the piloting of these assessments in the first 2 years. We will seek private foundation funding to support this work.</p>			\$250,000
Subtotal: Contractual			\$ 1,547,965

<u>TOTAL DIRECT COSTS- Year 1</u>	\$4,314,269
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<u>TOTAL MATCHING FUND COSTS- Year 1</u>	(b)(4)
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TIF Matching Funds- Year 2

Personnel:	% FTE	Base Salary	Total
CENTRAL STAFF: The following includes existing personnel for whom all or a portion of their work is dedicated toward TIF activities. These salaries reflect a 1% cost of living adjustment from the previous year.			
<p><i>Drew Furedi, Executive Director</i></p> <p>Dr. Furedi oversees the Talent Management Division, including the work of the Educator Growth and Development Cycle. Dr. Furedi will serve as the Project Director with responsibility for the successful implementation of the projects proposed in the TIF application. Dr. Furedi will report to Dr. Muncey. The Wasserman Foundation has committed to fund (b)(4)% of Dr. Furedi's time.</p>	(b)(4)		
<p><i>Sarah Figueroa, Program and Policy Development Advisor (Communications)</i></p> <p>Ms. Figueroa will oversee internal communication for successful implementation of the project and external outreach and partnerships to build community support. She will also lead Talent Management's legislative and collective bargaining agenda to build greater flexibility around LAUSD human capital decisions. Ms. Figueroa will report to Dr. Furedi. The Wasserman Foundation has committed to fund this position in Years (b)(4) of the grant period.</p>			
<p><i>Brian Lucas, Program and Policy Development Advisor (EGDC)</i></p> <p>Mr. Lucas is responsible for the successful development and implementation of the Teacher and School Leader Growth and Development Cycles and the Learning Management System that links individualized professional development to educator effectiveness data. Key objectives during the grant period include training all educators for participation in the EGDC, certifying and calibrating school administrators as observers and managing additional observers, and developing the Learning Management System. Mr. Lucas reports to Dr. Furedi. The Wasserman Foundation has committed to fund this position in Years (b)(4) of the grant period.</p>			

<p><i>Program and Policy Development Coordinator</i></p> <p>These positions will work under the supervision of the Project Manager to support the development of the Learning Management System, Performance-Based Compensation System and Multiple Measure Evaluation System, and the implementation of these systems in the school sites. These positions are funded through federal Title II part A.</p>	(b)(4)
<p><i>Senior Office Technician</i></p> <p>This position provides administrative support to the Talent Management team. The Senior Office Technician reports to the Principal Clerk. This position is funded through federal Title II part A.</p>	
<p><i>Program and Policy Development Specialist</i></p> <p>These positions will work under the supervision of the Project Manager or Mr. Lucas with specific project management responsibilities for the development of the Learning Management System, Performance-Based Compensation System and Multiple Measure Evaluation System. These positions are funded through federal Title II part A.</p>	
<p><i>Principal Clerk</i></p> <p>This role will support the management of the project and will be supervised by Dr. Furedi. This position will be funded through federal Title II part A.</p>	
<p><i>Noah Bookman, Director of Performance Management</i></p> <p>Mr. Bookman will direct the ongoing generation of AGT results and oversee the identification and acquisition of new assessments for uncovered subjects, and the development of growth models for those subjects. (b)(4)% of his time will be allocated to these TIF related activities in Year (b)(4), and will decrease thereafter per the timeline of this work. We will seek private foundation money to fund this position.</p>	
<p><i>Gina Smith-Deville, Administrator, Teacher and Administrator Development Branch</i></p> <p>Ms. Smith-Deville oversees the district's principal pipeline support and training programs. She will manage the Expert Principal career ladder position and support the alignment of existing administrator support and development programs to the School Leadership Framework and other district instructional initiatives. Ms. Smith-Deville reports to Dr. Furedi. (b)(4)% of her time will be devoted to TIF related work. This position is funded with state general education funds.</p>	

<p><i>Jan Peaks, Coordinator, Teacher Training Academy</i> Ms. Peaks will train and manage the career ladder position of Master Teacher BTSA Support Providers. Ms. Peaks will also support the alignment of existing teacher support and development programs to the Teaching & Learning Framework and other district instructional initiatives. Ms. Peaks reports to Dr. Furedi. (b)(4)% of her time will be devoted to TIF related work. This position is funded with state BTSA funding.</p>	(b)(4)
<p><i>Justo Avila, Deputy Chief Human Resources Officer</i> Mr. Avila will oversee the incorporation of MMES data into district human capital decisions around recruitment, selection, tenure, and dismissal, with a focus on serving high-needs schools, and serve as a rotating chair of the district's Human Capital Steering Committee. Mr. Avila will also direct the implementation of the TIF-supported PBCS recruitment and retention incentives for educators at high-need schools. Mr. Avila reports to Vivian Ekchian, the Chief Human Resources Officer. (b)(4)% of his time will be devoted to TIF related work. This position is funded with state general education funds.</p>	
<p>LOCAL EDUCATION SERVICE CENTER STAFF</p>	
<p><i>Teaching and Learning Coordinators</i> This position will support the LEA-wide development and implementation of this project. Duties include: train and support observers and teachers, communicate with schools, support IDs and district staff on evaluation and the Frameworks, conduct school reviews, participate in systems development and align EGDC with the roll out of the Common Core State Standards and the specific circumstances of teachers of special education students and English Language Learners. (b)(4) of these positions will be funded through federal Title II part A.</p>	
<p>Subtotal: Personnel</p>	

<i>Fringe:</i> The following are the corresponding fringe benefit costs associated with the above positions. Funding sources for fringe benefits come from the same sources stated in the Personnel section.	Salary Cost	Fringe Rate	Fringe
(b)(4)			
CENTRAL STAFF: In addition to the stated fringe rates, we have included \$ (b)(4) to cover medical benefits for each FTE.			
<i>Drew Furedi, Executive Director</i>	(b)(4)		
<i>Sarah Figueroa, Program and Policy Development Advisor (Communications)</i>			
<i>Brian Lucas, Program and Policy Development Advisor (EGDC)</i>			
<i>Program and Policy Development Coordinator</i>			
<i>Senior Office Technician</i>			
<i>Program and Policy Development Specialist</i>			
<i>Principal Clerk</i>			
<i>Noah Bookman, Director of Performance Management</i>			
<i>Gina Smith-Deville, Administrator, Teacher and Administrator Development Branch</i>			
<i>Jan Peaks, Coordinator, Teacher Training Academy</i>			
<i>Justo Avila, Deputy Chief Human Resources Officer</i>			
LOCAL EDUCATION SERVICE CENTERS: In addition to the fringe rates, we have included \$ (b)(4) to cover medical benefits for each FTE.			
<i>Teaching and Learning Coordinators</i>	(b)(4)		
Subtotal: Fringe			

Contractual: In accordance with 34 CFR Parts 74.40-74.48 and Part 80.36, all contractual materials and services will be procured in an effective manner and in compliance with the provisions of applicable Federal statutes and executive orders.	Cost per Unit	# Units	Total
<i>Student Growth Calculations.</i> We will contract with statistical experts to generate classroom and school-level results for our value-added model student growth measure, Academic Growth over Time. The estimated per school cost for these calculations is \$600. With 736 schools, the total annual costs come to \$457,800. Beginning in Year 2, we will seek private foundation money to support this work.	\$600	763	\$457,800
<i>Student Growth Calculations Reporting</i> We will work with a vendor to build classroom and school-level AGT reports that will be accessible to educators via a web portal that also includes resources to understand and analyze student growth results. Estimates costs include work for: 1) training and user support (\$92,400), 2) online platform access and reporting (\$53,000) and 3) project management (10% of subtotal, \$14,540). Beginning in Year 2, we will seek private foundation money to support this work.			\$159,940
<i>Development of Other Assessments</i> We have budgeted \$250,000 to support the further refinement and piloting of these assessments district-wide in Year 2. We will seek private foundation funding to support this work.			\$250,000
Subtotal: Contractual			\$ 867,740

<u>TOTAL DIRECT COSTS- Year 2</u>	\$3,658,482
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<u>TOTAL MATCHING FUND COSTS- Year 2</u>	(b)(4)
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TIF Matching Funds- Year 3

Personnel:	% FTE	Base Salary	Total
CENTRAL STAFF: The following includes both existing personnel for whom a portion of their work is dedicated toward TIF activities along with personnel who will be hired as employees of the project and will begin covering their salaries with in-kind funding. These salaries reflect a 1% cost of living adjustment from the previous year.			
<i>Drew Furedi, Executive Director</i> Dr. Furedi oversees the Talent Management Division, including the work of the Educator Growth and Development Cycle. Dr. Furedi will serve as the Project Director with responsibility for the successful implementation of the projects proposed in the TIF application. Dr. Furedi will report to Dr. Muncey. We will seek private foundation money to fund (b)(4) % of Dr. Furedi's time.	(b)(4)		
<i>Sarah Figueroa, Program and Policy Development Advisor (Communications)</i> Ms. Figueroa will oversee internal communication for successful implementation of the project and external outreach and partnerships to build community support. She will also lead Talent Management's legislative and collective bargaining agenda to build greater flexibility around LAUSD human capital decisions. Ms. Figueroa will report to Dr. Furedi. We will seek private foundation money to fund this position.			
<i>Brian Lucas, Program and Policy Development Advisor (EGDC)</i> Mr. Lucas is responsible for the successful development and implementation of the Teacher and School Leader Growth and Development Cycles and the Learning Management System that links individualized professional development to educator effectiveness data. Key objectives during the grant period include training all educators for participation in the EGDC, certifying and calibrating school administrators as observers and managing additional observers, and developing the Learning Management System. Mr. Lucas reports to Dr. Furedi. We will seek private foundation money to fund this position.			

<p><i>Program and Policy Development Coordinator</i> These positions will work under the supervision of the Project Manager to support the development of the Learning Management System, Performance-Based Compensation System and Multiple Measure Evaluation System, and the implementation of these systems in the school sites. These positions are funded through federal Title II part A.</p>	(b)(4)
<p><i>Senior Office Technician</i> Beginning in Year 3, in addition to the position that supports the Talent Management Team, the Senior Office Technician who supports the Teaching and Learning Observers will also be funded through federal Title II Part A.</p>	
<p><i>Program and Policy Development Specialist</i> These positions will work under the supervision of the Project Manager or Mr. Lucas with specific project management responsibilities for the development of the Learning Management System, Performance-Based Compensation System and Multiple Measure Evaluation System. Beginning in Year 3, these positions will also take on the responsibilities that were undertaken by the PPDS's of Outreach and Development of Other Student Growth Measures. These positions are funded through federal Title II part A.</p>	
<p><i>Principal Clerk</i> This role will support the management of the project and will be supervised by Dr. Furedi. This position will be funded through federal Title II part A.</p>	
<p><i>Human Capital Analytics Manager</i> Beginning in Year 3, the HCA Manager will continue the work of managing: 1) Data acquisition, 2) data maintenance and refresh and 3) data analytics reporting. This position will supervise the Data Analysts. This Human Capital Analytics Team will be part of the Talent Management Division as a special project of the cross-divisional Human Capital Steering Committee. We will work to reallocate state general funds to support this position.</p>	
<p><i>Data Analyst</i>Beginning in Year 3, we will work to reallocate state general education funds to support these positions. Analysts will support data reporting and analytics of human capital data. Data Analysts will report to the HCA Manager.</p>	

<p><i>Noah Bookman, Director of Performance Management</i> Mr. Bookman will direct the ongoing generation of AGT results and oversee the identification and acquisition of new assessments for uncovered subjects, and the development of growth models for those subjects. (b)(4)% of his time will be allocated to these TIF related activities in Year (b)(4), and will decrease thereafter per the timeline of this work. We will seek private foundation money to fund this position.</p>	(b)(4)
<p><i>Gina Smith-Deville, Administrator, Teacher and Administrator Development Branch</i> Ms. Smith-Deville oversees the district's principal pipeline support and training programs. She will manage the Expert Principal career ladder position and support the alignment of existing administrator support and development programs to the School Leadership Framework and other district instructional initiatives. Ms. Smith-Deville reports to Dr. Furedi. (b)(4)% of her time will be devoted to TIF related work. This position is funded with state general education funds.</p>	
<p><i>Jan Peaks, Coordinator, Teacher Training Academy</i> Ms. Peaks will train and manage the career ladder position of Master Teacher BTSA Support Providers. Ms. Peaks will also support the alignment of existing teacher support and development programs to the Teaching & Learning Framework and other district instructional initiatives. Ms. Peaks reports to Dr. Furedi. (b)(4)% of her time will be devoted to TIF related work. This position is funded with state BTSA funding.</p>	
<p><i>Justo Avila, Deputy Chief Human Resources Officer</i> Mr. Avila will oversee the incorporation of MMES data into district human capital decisions around recruitment, selection, tenure, and dismissal, with a focus on serving high-needs schools, and serve as a rotating chair of the district's Human Capital Steering Committee. Mr. Avila will also direct the implementation of the TIF-supported PBCS recruitment and retention incentives for educators at high-need schools. Mr. Avila reports to Vivian Ekchian, the Chief Human Resources Officer. (b)(4)% of his time will be devoted to TIF related work. This position is funded with state general education funds.</p>	

LOCAL EDUCATION SERVICE CENTER STAFF	
<p><i>Teaching and Learning Coordinators</i></p> <p>This position will support the LEA-wide development and implementation of this project. Duties include: train and support observers and teachers, communicate with schools, support IDs and district staff on evaluation and the Frameworks, conduct school reviews, participate in systems development and align EGDC with the roll out of the Common Core State Standards and the specific circumstances of teachers of special education students and English Language Learners. [] of these positions will be funded through federal Title II part A.</p>	(b)(4)
PERFORMANCE-BASED COMPENSATION	
Expert Teacher Differential	
<p><i>Portion of Master Teacher Differential for BTSA Support Providers</i></p> <p>LAUSD pays BTSA support providers up to \$2,000 a year for mentoring 2 new teachers (\$500 per teacher per semester). As part of the PBCS, we will continue to use these state allocated BTSA funds to support the PBCS for up to 10 BTSA support providers as defined in this project. We have categorized this differential as part of personnel costs because of related fringe costs.</p>	
Subtotal: Personnel	

Fringe: The following are the corresponding fringe benefit costs associated with the above positions. Funding sources for fringe benefits come from the same sources stated in the Personnel section.	Salary Cost	Fringe Rate	Fringe
(b)(4)			
CENTRAL STAFF: In addition to the stated fringe rates, we have included \$ (b)(4) to cover medical benefits for each FTE.			
<i>Drew Furedi, Executive Director</i>	(b)(4)		
<i>Sarah Figueroa, Program and Policy Development Advisor (Communications)</i>			

Brian Lucas, Program and Policy Development Advisor (EGDC)	(b)(4)
Program and Policy Development Coordinator	
Senior Office Technician	
Program and Policy Development Specialist	
Principal Clerk	
Human Capital Analytics Manager	
Data Analyst	
Noah Bookman, Director of Performance Management	
Gina Smith-Deville, Administrator, Teacher and Administrator Development Branch	
Jan Peaks, Coordinator, Teacher Training Academy	
Justo Avila, Deputy Chief Human Resources Officer	
LOCAL EDUCATION SERVICE CENTERS: In addition to the fringe rates, we have included \$ (b)(4) to cover medical benefits for each FTE.	
Teaching and Learning Coordinators	(b)(4)
PERFORMANCE-BASED COMPENSATION	
Portion of Master Teacher Differential for BTSA Support Providers	
Subtotal: Fringe	

Contractual: In accordance with 34 CFR Parts 74.40-74.48 and Part 80.36, all contractual materials and services will be procured in an effective manner and in compliance with the provisions of applicable Federal statutes and executive orders.	Cost per Unit	# Units	Total
<i>Student Growth Calculations.</i> We will contract with statistical experts to generate classroom and school-level results for our value-added model student growth measure, Academic Growth over Time. The estimated per school cost for these calculations is \$600. With 736 schools, the total annual costs come to \$457,800. We will seek private foundation funding to support this work.	\$600	763	\$457,800

<p><i>Student Growth Calculations Reporting</i></p> <p>Beginning in Year 3, we will continue the existing work, but will also work to develop the reports and related training materials for teachers for whom we will begin piloting the new assessments. This work includes: 1) strategic consulting and implementation design (\$28,000), 2) online platform access and reporting (\$73,000), 3) communications, training and user support (\$122,400) and 4) project management (10% of subtotal--\$22,340). Beginning in Year 2, we will seek private foundation money to support this work.</p>			\$245,740
<p><i>Development of Other Assessments</i></p> <p>Beginning in Year 3, psychometric experts will provide ongoing consultation support to further refine our assessments. This ongoing support will be at a diminished rate for the following 3 years. We estimate that this work will cost \$100,000, and we will seek private foundation funding to support this work.</p>			\$100,000
Subtotal: Contractual			\$ 803,540

<u>TOTAL DIRECT COSTS- Year 3</u>	\$3,969,889
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TOTAL MATCHING FUND COSTS- Year 3

(b)(4)

TIF Matching Funds- Year 4

Personnel:	% FTE	Base Salary	Total
CENTRAL STAFF: The following includes both existing personnel for whom a portion of their work is dedicated toward TIF activities along with personnel who will be hired as employees of the project and will begin covering their salaries with in-kind funding. These salaries reflect a 1% cost of living adjustment from the previous year.			
<i>Drew Furedi, Executive Director</i> Dr. Furedi oversees the Talent Management Division, including the work of the Educator Growth and Development Cycle. Dr. Furedi will serve as the Project Director with responsibility for the successful implementation of the projects proposed in the TIF application. Dr. Furedi will report to Dr. Muncey. We will seek private foundation money to fund (b)(4) % of Dr. Furedi's time.	(b)(4)		
<i>Sarah Figueroa, Program and Policy Development Advisor (Communications)</i> Ms. Figueroa will oversee internal communication for successful implementation of the project and external outreach and partnerships to build community support. She will also lead Talent Management's legislative and collective bargaining agenda to build greater flexibility around LAUSD human capital decisions. Ms. Figueroa will report to Dr. Furedi. We will seek private foundation money to fund this position.			
<i>Brian Lucas, Program and Policy Development Advisor (EGDC)</i> Mr. Lucas is responsible for the successful development and implementation of the Teacher and School Leader Growth and Development Cycles and the Learning Management System that links individualized professional development to educator effectiveness data. Key objectives during the grant period include training all educators for participation in the EGDC, certifying and calibrating school administrators as observers and managing additional observers, and developing the Learning Management System. Mr. Lucas reports to Dr. Furedi. We will seek private foundation money to fund this position.			

<p><i>Program and Policy Development Coordinator</i></p> <p>These positions will work under the supervision of the Project Manager to support the development of the Learning Management System, Performance-Based Compensation System and Multiple Measure Evaluation System, and the implementation of these systems in the school sites. Beginning in Year 4, these positions will also take on the responsibilities the Teacher and Principal Ambassadors undertook during the first 3 years of the grant period. These positions are funded through federal Title II part A.</p>	(b)(4)
<p><i>Senior Office Technician</i></p> <p>Two positions to provide administrative support to the central Talent Management team as well as the Teaching and Learning Observers. They will be funded through federal Title II part A.</p>	
<p><i>Program and Policy Development Specialist</i></p> <p>These positions will work under the supervision of the Project Manager or Mr. Lucas with specific project management responsibilities for the development of the Learning Management System, Performance-Based Compensation System and Multiple Measure Evaluation System. Beginning in Year 3, these positions will also take on the responsibilities that were undertaken by the PPDS's of Outreach and Development of Other Student Growth Measures. These positions are funded through federal Title II part A.</p>	
<p><i>Principal Clerk</i></p> <p>This role will support the management of the project and will be supervised by Dr. Furedi. This position will be funded through federal Title II part A.</p>	
<p><i>EGDC Technology Specialist</i></p> <p>Beginning in Year 4, this position will be funded through Title II part A. The EGDC Technology Specialist will support the development of a technology platform that will house and track all professional development options and coordinate the development and use of the evaluation platform.</p>	
<p><i>Human Capital Analytics Manager</i></p> <p>Beginning in Year 3, the HCA Manager will continue the work of managing: 1) Data acquisition, 2) data maintenance and refresh and 3) data analytics reporting. This position will supervise the Data Analysts. This Human Capital Analytics Team will be part of the Talent Management Division as a special project of the cross-divisional Human Capital Steering Committee. We will work to reallocate state general funds to support this position.</p>	

<p><i>Data Analyst</i>Beginning in Year 3, we will work to reallocate state general education funds to support these positions. Analysts will support data reporting and analytics of human capital data. Data Analysts will report to the HCA Manager.</p>	(b)(4)
<p><i>Noah Bookman, Director of Performance Management</i> (b) % of Mr. Bookman's time will be directed towards the ongoing generation of AGT results based on both existing and newly implemented assessments. We will seek private foundation money to fund this position.</p>	
<p><i>Gina Smith-Deville, Administrator, Teacher and Administrator Development Branch</i> Ms. Smith-Deville oversees the district's principal pipeline support and training programs. She will manage the Expert Principal career ladder position and support the alignment of existing administrator support and development programs to the School Leadership Framework and other district instructional initiatives. Ms. Smith-Deville reports to Dr. Furedi. (b) % of her time will be devoted to TIF related work. This position is funded with state general education funds.</p>	
<p><i>Jan Peaks, Coordinator, Teacher Training Academy</i> Ms. Peaks will train and manage the career ladder position of Master Teacher BTSA Support Providers. Ms. Peaks will also support the alignment of existing teacher support and development programs to the Teaching & Learning Framework and other district instructional initiatives. Ms. Peaks reports to Dr. Furedi. (b) % of her time will be devoted to TIF related work. This position is funded with state BTSA funding.</p>	
<p><i>Justo Avila, Deputy Chief Human Resources Officer</i> Mr. Avila will oversee the incorporation of MMES data into district human capital decisions around recruitment, selection, tenure, and dismissal, with a focus on serving high-needs schools, and serve as a rotating chair of the district's Human Capital Steering Committee. Mr. Avila will also direct the implementation of the TIF-supported PBCS recruitment and retention incentives for educators at high-need schools. Mr. Avila reports to Vivian Ekchian, the Chief Human Resources Officer. (b) % of his time will be devoted to TIF related work. This position is funded with state general education funds.</p>	

LOCAL EDUCATION SERVICE CENTER STAFF			
<p><i>Teaching and Learning Coordinators</i></p> <p>This position will support the LEA-wide development and implementation of this project. Duties include: train and support observers and teachers, communicate with schools, support IDs and district staff on evaluation and the Frameworks, conduct school reviews, participate in systems development and align EGDC with the roll out of the Common Core State Standards and the specific circumstances of teachers of special education students and English Language Learners. Beginning in Year 4, federal Title II part A funds will be used to support [redacted] additional T&L Coordinators who support project implementation in the Intensive Support and Intervention Center.</p>	(b)(4)		
PERFORMANCE-BASED COMPENSATION			
Expert Teacher Differential			
<p><i>Portion of Master Teacher Differential for BTSA Support Providers</i></p> <p>LAUSD pays BTSA support providers up to \$2,000 a year for mentoring 2 new teachers (\$500 per teacher per semester). As part of the PBCS, we will continue to use these state allocated BTSA funds to support the PBCS for up to 10 BTSA support providers as defined in this project. We have categorized this differential as part of personnel costs because of related fringe costs.</p>			
Subtotal: Personnel			
<p>Fringe: The following are the corresponding fringe benefit costs associated with the above positions. Funding sources for fringe benefits come from the same sources stated in the Personnel section.</p> <p>(b)(4)</p>	Salary Cost	Fringe Rate	Fringe
<p>CENTRAL STAFF: In addition to the stated fringe rates, we have included \$ (b)(4) to cover medical benefits for each FTE.</p>			
<p><i>Drew Furedi, Executive Director</i></p>			
(b)(4)			

<i>Sarah Figueroa, Program and Policy Development Advisor (Communications)</i>	(b)(4)
<i>Brian Lucas, Program and Policy Development Advisor (EGDC)</i>	
<i>Program and Policy Development Coordinator</i>	
<i>Senior Office Technician</i>	
<i>Program and Policy Development Specialist</i>	
<i>Principal Clerk</i>	
<i>EGDC Technology Specialist</i>	
<i>Human Capital Analytics Manager</i>	
<i>Data Analyst</i>	
<i>Noah Bookman, Director of Performance Management</i>	
<i>Gina Smith-Deville, Administrator, Teacher and Administrator Development Branch</i>	
<i>Jan Peaks, Coordinator, Teacher Training Academy</i>	
<i>Justo Avila, Deputy Chief Human Resources Officer</i>	
LOCAL EDUCATION SERVICE CENTERS: In addition to the fringe rates, we have included \$ (b)(4) to cover medical benefits for each FTE.	
<i>Teaching and Learning Coordinators</i>	(b)(4)
PERFORMANCE-BASED COMPENSATION	
<i>Portion of Master Teacher Differential for BTSA Support Providers</i>	
Subtotal: Fringe	

Contractual: In accordance with 34 CFR Parts 74.40-74.48 and Part 80.36, all contractual materials and services will be procured in an effective manner and in compliance with the provisions of applicable Federal statutes and executive orders.	Cost per Unit	# Units	Total
<i>Student Growth Calculations.</i> We will contract with statistical experts to generate classroom and school-level results for our value-added model student growth measure, Academic Growth over Time. The estimated per school cost for these calculations is \$600. With 736 schools, the total annual costs come to \$457,800. We will seek private foundation funding to support this work.	\$600	763	\$457,800

<p><i>Student Growth Calculations Reporting</i></p> <p>Beginning in Year 3, we will continue the existing work, but will also work to develop the reports and related training materials for teachers for whom we will begin piloting the new assessments. This work includes: 1) strategic consulting and implementation design (\$28,000), 2) online platform access and reporting (\$73,000), 3) communications, training and user support (\$122,400) and 4) project management (10% of subtotal--\$22,340). Beginning in Year 2, we will seek private foundation money to support this work.</p>			\$245,740
<p><i>Development of Other Assessments</i></p> <p>Beginning in Year 3, psychometric experts will provide ongoing consultation support to further refine our assessments. This ongoing support will be at a diminished rate and have estimated that this work will cost \$75,000 in Year 4. We will seek private foundation funding to support this work.</p>			\$75,000
<p><i>Local Evaluation</i></p> <p>\$100,000 of matching funds will go towards the ongoing data collection, analysis, and annual reporting of findings. We will seek to secure private foundation funding to support this work.</p>			\$100,000
Subtotal: Contractual			\$ 878,540

TOTAL DIRECT COSTS- Year 4	\$4,414,375
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TOTAL MATCHING FUND COSTS- Year 4	(b)(4)
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TIF Matching Funds-Year 5

Personnel:	% FTE	Base Salary	Total
CENTRAL STAFF: The following includes both existing personnel for whom a portion of their work is dedicated toward TIF activities along with personnel who will be hired as employees of the project and will begin covering their salaries with in-kind funding. These salaries reflect a 1% cost of living adjustment from the previous year.			
<i>Drew Furedi, Executive Director</i> Dr. Furedi oversees the Talent Management Division, including the work of the Educator Growth and Development Cycle. Dr. Furedi will serve as the Project Director with responsibility for the successful implementation of the projects proposed in the TIF application. Dr. Furedi will report to Dr. Muncey. We will seek private foundation money to fund (b) % of Dr. Furedi's time.	(b)(4)		
<i>Sarah Figueroa, Program and Policy Development Advisor (Communications)</i> Ms. Figueroa will oversee internal communication for successful implementation of the project and external outreach and partnerships to build community support. She will also lead Talent Management's legislative and collective bargaining agenda to build greater flexibility around LAUSD human capital decisions. Ms. Figueroa will report to Dr. Furedi. We will seek private foundation money to fund this position.			
<i>Brian Lucas, Program and Policy Development Advisor (EGDC)</i> Mr. Lucas is responsible for the successful development and implementation of the Teacher and School Leader Growth and Development Cycles and the Learning Management System that links individualized professional development to educator effectiveness data. Key objectives during the grant period include training all educators for participation in the EGDC, certifying and calibrating school administrators as observers and managing additional observers, and developing the Learning Management System. Mr. Lucas reports to Dr. Furedi. We will seek private foundation money to fund this position.			

<p><i>Program and Policy Development Coordinator</i></p> <p>These positions will work under the supervision of the Project Manager to support the development of the Learning Management System, Performance-Based Compensation System and Multiple Measure Evaluation System, and the implementation of these systems in the school sites. Beginning in Year 4, these positions will also take on the responsibilities the Teacher and Principal Ambassadors undertook during the first 3 years of the grant period. These positions are funded through federal Title II part A.</p>	(b)(4)
<p><i>Senior Office Technician</i></p> <p>Two positions to provide administrative support to the central Talent Management team as well as the Teaching and Learning Observers. They will be funded through federal Title II part A.</p>	
<p><i>Program and Policy Development Specialist</i></p> <p>These positions will work under the supervision of the Project Manager or Mr. Lucas with specific project management responsibilities for the development of the Learning Management System, Performance-Based Compensation System and Multiple Measure Evaluation System. Beginning in Year 3, these positions will also take on the responsibilities that were undertaken by the PPDS's of Outreach and Development of Other Student Growth Measures. These positions are funded through federal Title II part A.</p>	
<p><i>Principal Clerk</i></p> <p>This role will support the management of the project and will be supervised by Dr. Furedi. This position will be funded through federal Title II part A.</p>	
<p><i>EGDC Technology Specialist</i></p> <p>Beginning in Year 4, this position will be funded through Title II part A. The EGDC TEchnology Specialist will support the development of a technology platform that will house and track all professional development options and coordinate the development and use of the evaluation platform.</p>	
<p><i>Human Capital Analytics Manager</i></p> <p>Beginning in Year 3, the HCA Manager will continue the work of managing: 1) Data acquisition, 2) data maintenance and refresh and 3) data analytics reporting. This position will supervise the Data Analysts. This Human Capital Analytics Team will be part of the Talent Management Division as a special project of the cross-divisional Human Capital Steering Committee. We will work to reallocate state general funds to support this</p>	

position.			
<p><i>Data Analyst</i></p> <p>Beginning in Year 3, we will work to reallocate state general education funds to support these positions. Analysts will support data reporting and analytics of human capital data. Data Analysts will report to the HCA Manager.</p>	(b)(4)		
<p><i>Noah Bookman, Director of Performance Management</i></p> <p>(b)(4) % of Mr. Bookman's time will be directed towards the ongoing generation of AGT results based on both existing and newly implemented assessments. We will seek private foundation money to fund this position.</p>			
<p><i>Gina Smith-Deville, Administrator, Teacher and Administrator Development Branch</i></p> <p>Ms. Smith-Deville oversees the district's principal pipeline support and training programs. She will manage the Expert Principal career ladder position and support the alignment of existing administrator support and development programs to the School Leadership Framework and other district instructional initiatives. Ms. Smith-Deville reports to Dr. Furedi. (b)(4) % of her time will be devoted to TIF related work. This position is funded with state general education funds.</p>			
<p><i>Jan Peaks, Coordinator, Teacher Training Academy</i></p> <p>Ms. Peaks will train and manage the career ladder position of Master Teacher BTSA Support Providers. Ms. Peaks will also support the alignment of existing teacher support and development programs to the Teaching & Learning Framework and other district instructional initiatives. Ms. Peaks reports to Dr. Furedi. (b)(4) % of her time will be devoted to TIF related work. This position is funded with state BTSA funding.</p>			
<p><i>Justo Avila, Deputy Chief Human Resources Officer</i></p> <p>Mr. Avila will oversee the incorporation of MMES data into district human capital decisions around recruitment, selection, tenure, and dismissal, with a focus on serving high-needs schools, and serve as a rotating chair of the district's Human Capital Steering Committee. Mr. Avila will also direct the implementation of the TIF-supported PBCS recruitment and retention incentives for educators at high-need schools. Mr. Avila reports to Vivian Ekchian, the Chief Human Resources Officer. (b)(4) % of his time will be devoted to TIF related work. This position is funded with state general education funds.</p>			

LOCAL EDUCATION SERVICE CENTER STAFF	
<p><i>Teaching and Learning Coordinators</i></p> <p>This position will support the LEA-wide development and implementation of this project. Duties include: train and support observers and teachers, communicate with schools, support IDs and district staff on evaluation and the Frameworks, conduct school reviews, participate in systems development and align EGDC with the roll out of the Common Core State Standards and the specific circumstances of teachers of special education students and English Language Learners. Beginning in Year 4, federal Title II part A funds will be used to support [redacted] additional T&L Coordinators who support project implementation in the Intensive Support and Intervention Center.</p>	(b)(4)
PERFORMANCE-BASED COMPENSATION	
Expert Teacher Differential	
<p><i>Portion of Master Teacher Differential for BTSA Support Providers</i></p> <p>LAUSD pays BTSA support providers up to \$2,000 a year for mentoring 2 new teachers (\$500 per teacher per semester). As part of the PBCS, we will continue to use these state allocated BTSA funds to support the PBCS for up to 10 BTSA support providers as defined in this project. We have categorized this differential as part of personnel costs because of related fringe costs.</p>	
Subtotal: Personnel	

Fringe: The following are the corresponding fringe benefit costs associated with the above positions. Funding sources for fringe benefits come from the same sources stated in the Personnel section.	Salary Cost	Fringe Rate	Fringe
(b)(4)			
<p>CENTRAL STAFF: In addition to the stated fringe rates, we have included \$ (b)(4) to cover medical benefits for each FTE.</p>			
<i>Drew Furedi, Executive Director</i>	(b)(4)		

<i>Sarah Figueroa, Program and Policy Development Advisor (Communications)</i>	(b)(4)
<i>Brian Lucas, Program and Policy Development Advisor (EGDC)</i>	
<i>Program and Policy Development Coordinator</i>	
<i>Senior Office Technician</i>	
<i>Program and Policy Development Specialist</i>	
<i>Principal Clerk</i>	
<i>EGDC Technology Specialist</i>	
<i>Human Capital Analytics Manager</i>	
<i>Data Analyst</i>	
<i>Noah Bookman, Director of Performance Management</i>	
<i>Gina Smith-Deville, Administrator, Teacher and Administrator Development Branch</i>	
<i>Jan Peaks, Coordinator, Teacher Training Academy</i>	
<i>Justo Avila, Deputy Chief Human Resources Officer</i>	
LOCAL EDUCATION SERVICE CENTERS: In addition to the fringe rates, we have included \$ (b)(4) to cover medical benefits for each FTE.	
<i>Teaching and Learning Coordinators</i>	(b)(4)
PERFORMANCE-BASED COMPENSATION	
<i>Portion of Master Teacher Differential for BTSA Support Providers</i>	
Subtotal: Fringe	

Contractual: In accordance with 34 CFR Parts 74.40-74.48 and Part 80.36, all contractual materials and services will be procured in an effective manner and in compliance with the provisions of applicable Federal statutes and executive orders.	Cost per Unit	# Units	Total
Student Growth Calculations. We will contract with statistical experts to generate classroom and school-level results for our value-added model student growth measure, Academic Growth over Time. The estimated per school cost for these calculations is \$600. With 736 schools, the total annual costs come to \$457,800. We will seek private foundation funding to support this work.	\$600	763	\$457,800

<i>Student Growth Calculations Reporting</i> Beginning in Year 3, we will continue the existing work, but will also work to develop the reports and related training materials for teachers for whom we will begin piloting the new assessments. This work includes: 1) strategic consulting and implementation design (\$28,000), 2) online platform access and reporting (\$73,000), 3) communications, training and user support (\$122,400) and 4) project management (10% of subtotal--\$22,340). Beginning in Year 2, we will seek private foundation money to support this work.			\$245,740
<i>Development of Other Assessments</i> Beginning in Year 3, psychometric experts will provide ongoing consultation support to further refine our assessments. This ongoing support will be at a diminished rate and have estimated that this work will cost \$50,000 in Year 5. We will seek private foundation funding to support this work.			\$50,000
<i>Local Evaluation</i> \$100,000 of matching funds will go towards the final data collection, analysis, and final reporting of findings. We will seek to secure private foundation funding to support this work.			\$100,000
Subtotal: Contractual			\$ 853,540

TOTAL DIRECT COSTS- Year 5	\$4,420,280
TOTAL MATCHING FUND COSTS- Year 5	(b)(4)
MATCHING FUND -GRAND TOTAL COSTS	

Survey on Ensuring Equal Opportunity For Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Purpose:

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

Instructions for Submitting the Survey

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

Applicant's (Organization) Name:	Los Angeles Unified School District
Applicant's DUNS Name:	0752849010000
Federal Program:	Office of Elementary and Secondary Education (OESE): Teacher Incentive Fund (TIF):
CFDA Number:	84.374

1. Has the applicant ever received a grant or contract from the Federal government?

☒ Yes ☐ No

2. Is the applicant a faith-based organization?

☐ Yes ☒ No

3. Is the applicant a secular organization?

☒ Yes ☐ No

4. Does the applicant have 501(c)(3) status?

☐ Yes ☒ No

5. Is the applicant a local affiliate of a national organization?

☐ Yes ☒ No

6. How many full-time equivalent employees does the applicant have? (Check only one box).

☐ 3 or Fewer ☐ 15-50
☐ 4-5 ☐ 51-100
☐ 6-14 ☒ over 100

7. What is the size of the applicant's annual budget? (Check only one box.)

☐ Less Than \$150,000
☐ \$150,000 - \$299,999
☐ \$300,000 - \$499,999
☐ \$500,000 - \$999,999
☐ \$1,000,000 - \$4,999,999
☒ \$5,000,000 or more

Survey Instructions on Ensuring Equal Opportunity for Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.

1. Self-explanatory.
2. Self-identify.
3. Self-identify.
4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.
5. Self-explanatory.
6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.
7. Annual budget means the amount of money your organization spends each year on all of its activities.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this

information collection is **1890-0014**. The time required

to complete this information collection is estimated to average five (5) minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: The Agency Contact listed in this grant application package.

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

OMB Number: 1894-0008
Expiration Date: 02/28/2011

Name of Institution/Organization

Los Angeles Unified School District

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	4,609,608.00	4,000,556.00	7,794,778.00	8,454,523.00	7,892,531.00	32,751,996.00
2. Fringe Benefits	933,283.00	826,246.00	1,611,909.00	1,646,912.00	1,708,897.00	6,727,247.00
3. Travel	6,247.00	6,247.00	6,247.00	6,247.00	6,247.00	31,235.00
4. Equipment	32,700.00	47,500.00	0.00	0.00	0.00	80,200.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	3,503,225.00	2,168,563.00	1,661,875.00	1,319,688.00	1,277,500.00	9,930,851.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	101,200.00	45,100.00	45,100.00	45,100.00	45,100.00	281,600.00
9. Total Direct Costs (lines 1-8)	9,186,263.00	7,094,212.00	11,119,909.00	11,472,470.00	10,930,275.00	49,803,129.00
10. Indirect Costs*	270,030.00	207,878.00	328,037.00	338,438.00	322,443.00	1,466,826.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	9,456,293.00	7,302,090.00	11,447,946.00	11,810,908.00	11,252,718.00	51,269,955.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2012 To: 06/30/2013 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify):

The Indirect Cost Rate is 2.95 %.

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

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

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
Los Angeles Unified School District	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

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

SECTION C - BUDGET NARRATIVE (see instructions)