I. Program Vision, Mission, Goals and Objectives

Overview:
EastSide Charter School has developed a unique teacher development/mentoring program, known as the Teaching Excellence Framework (TEF). The two main components of the TEF are (1) weekly professional development seminars, (2) an improved teacher observation and evaluation system that focuses on coaching and training, and, (3) one-on-one instructional support.

Component One of the TEF provides teachers with a direct learning experience that has a tangible impact on teaching methods. Due to longer school days, students are dismissed early every Friday, allowing the staff up to 3 hours of professional development time each week. During this time, teachers are either working as a whole, or separated by grade level or subject/specialty while working with the instructional leadership team to deepen their understanding of innovative and research-based instructional best practices. These professional development sessions focus on topics including but not limited to student-centered instruction, data analysis, lesson design, instructional rigor, and Common Core implementation strategies.

Component Two of the TEF involves an enhanced teacher observation/evaluation system. EastSide submitted an application that was approved by the Delaware Department of Education to implement the highly rigorous TEF, in place of DPAS II. Ongoing implementation of the TEF has allowed EastSide to take a deeper and more intimate look at teacher performance, providing for a much more rigorous, highly accountable, and supportive approach to teacher evaluation, instructional coaching, and teacher development.

All new educators hired by EastSide are inducted into the TEF during a summer orientation/training that spans 13 days. During this training, teachers receive the hands-on appreciation for teacher development and expectations at EastSide. Throughout the school year, special attention is paid towards new teachers in ensuring they reach professional development growth targets.

Vision:
The vision of the TEF for new teachers is to account for the most important variable in the classroom in evaluating and improving the quality of teaching that students receive. In a study of the impact of teacher effectiveness on student achievement, Dr. Bill Sanders from The University of Tennessee found that:

…the most important factor affecting student learning is the teacher. In addition, the results show wide variation in effectiveness among teachers. The immediate and clear implication of this finding is that seemingly more can be done to improve education by improving the effectiveness of teachers than by any other single factor. Effective teachers appear to be effective with students of all achievement levels, regardless of the level of heterogeneity in their classrooms (Sanders, W. L., & Rivers, J. C. (1996). Cumulative and residual effects of teachers on future student academic achievement (Research Progress Report). Knoxville, TN: University of Tennessee).

Mission:
The vision of the mentoring component of the TEF is to provide extensive support to all new teachers in order to enhance their pedagogical effectiveness, confidence, and overall skillset with the urgency and wherewithal to make an immediate positive impact on the academic growth of our students, thus eliminating the achievement gap.

Goals:
The TEF has five goals/objectives that include:
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1. Dramatically Improve Student Performance - Put student learning front and center and utilize their performance as the primary benchmark of our teachers’ development and success.
2. Develop and Retain Effective Teachers – Engage teachers in a culture of feedback and learning that promotes effective practice, enables leadership roles, and rewards those achieving at high levels.
3. Cultivate Standards for New Educators – Utilize a probationary phase for all new educators to help them understand the expectations of effective teaching.
4. Develop a Network of Like-Minded Colleagues - Create space for educators both within and between schools to provide feedback and engage in development opportunities.
5. Inform Policy and Practice - Share lessons learned to policymakers and practitioners in order to drive change at scale to the benefit of every student throughout Delaware.

The amalgamation of these goals and our relentless focus on meeting them is centered around one overarching premise: The critical need to substantially reduce and eventually eliminate the urban achievement gap.

Objectives:
Three key ideas undergird this theory of action of what it takes to dramatically shift instructional practice and, ultimately, reach lofty student expectation goals. These include:

1. Define Effectiveness – The revised evaluation rubric is informed by best practices nationally and builds upon multiple pedagogical practices currently utilized in some of our nation’s highest performing charter schools. Through clear, concise and consistent expectations, every teacher develops a common understanding of what great teaching looks and sounds like.
2. Develop Educators – Through an enhanced instructional observation and feedback process, teachers reflect on their practice, identify areas for potential growth, and strategize on critical next steps. This process mirrors the six steps to effective feedback outlined in Paul Bambrick-Santoyo’s Leverage Leadership: A Practical Guide to Building Exceptional Schools.
3. Differentiate support – Through continuous feedback and support, teachers are provided actionable practices they can utilize the next day in order to continually improve their craft – increasing investment in the evaluation system and overall ability to drive student learning.

Community Background
As a recipient of Title I funding and a Provision II school, 87% of the student body at EastSide qualifies for federally free and reduced meals based on their family income. Additionally, approximately 20% of EastSide students are classified as special needs and have an Individualized Educational Program.

Demographically, it is important to note that EastSide draws its student population from one of Wilmington’s least developed areas. EastSide, located in the East Lake and Riverside neighborhoods in Northwest Wilmington, derives its student population from one of the most high need communities in the entire state. The table below compares some key indicators at EastSide with Delaware averages.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>EastSide Community</th>
<th>State Average</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Graduates</td>
<td>66.9%</td>
<td>87.7%</td>
<td>20.8% less high school graduates</td>
</tr>
<tr>
<td>Unemployment</td>
<td>21.6%</td>
<td>6.2%</td>
<td>15.4% more unemployment</td>
</tr>
<tr>
<td>Single Mother Families</td>
<td>54.9%</td>
<td>13.7%</td>
<td>41.2% more single mothers</td>
</tr>
<tr>
<td>Average Household Income</td>
<td>$19,992</td>
<td>$60,119</td>
<td>$40,197 lower household income</td>
</tr>
<tr>
<td>Total Poverty</td>
<td>49.5%</td>
<td>11.5%</td>
<td>38.0% more total poverty</td>
</tr>
<tr>
<td>Child Poverty</td>
<td>61.2%</td>
<td>16.9%</td>
<td>44.3% more child poverty</td>
</tr>
</tbody>
</table>

Achievement Gap
- 75% of students within the state of Delaware graduate high school on time, however only 64% of students who qualify for free and reduced meals graduate on time.
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- African American and Hispanic students have the lowest rate of on-time graduation in Delaware, nearly 15% lower than the rate for white students and 20% lower than Asian students.
- Only 55% of students who qualify for free and reduced lunches in Delaware go on to 4 year colleges, 16% below the state average.
- 60% of African American students go on to 4 year colleges, 11% below the state average.
- Nationally, only 14% of all college students are African American, compared to 63% white students.

The combination of the aforementioned data and the context provided highlights the significant challenge of working at EastSide making it vital that the school is able to provide teachers intense professional development and training in order to effectively educate our student body.

II. Stakeholder Engagement and Roles & Responsibilities

Head of School/Principal
The Head of School drives the professional development and CIP at EastSide. He works closely with the Leadership Team to analyze the performance and development needs of new teachers, identify strengths and weaknesses, and tailor the content and design of professional development and 1-on-1 coaching sessions to meet the needs of each teacher and the faculty as a whole. The Head of School at EastSide also serves as the trainer, coach, and evaluator of each instructional coach, and as a coach and evaluator of a cohort of teachers within the TEF.

Leadership Team
The instructional leadership team includes two Assistant Principals and a Special Education coordinator who each serve as the primary mentors for all new teachers. As instructional coaches, they support the Head of School in designing and facilitating professional development and coaching sessions, while each mentors a specific cohort of new teachers throughout the year. Additionally, the leadership team works to ensure Common Core alignment between professional development, new teacher mentoring, curriculum design, instructional delivery, and assessments.

Veteran Teachers
Veteran teachers – those with more than 3 years of teaching experience - work with new teachers to provide concrete mentoring and models of teaching excellence. Exemplary veteran teachers are often paired with new educators to serve as a secondary mentor.

New Teachers
New teachers are the focus of the CIP within the TEF. They participate in all professional development sessions, undergo orientation, and receive intense evaluation and coaching during their first 6 weeks at the school followed by continued observations, feedback, and independent coaching and support throughout the year.

Culture of Understanding and Growth
Central to the effectiveness of the TEF is an emphasis on teacher buy-in and ownership of the evaluation process. In a recent survey, 89% of teachers believed that the TEF clearly sets expectations for teaching effectiveness and 88% believed that the TEF helped teachers identify their own strengths and weaknesses. The TEF has also helped 93% of teachers feel a common vision for teaching efficiency has been established and 96% believe that peer teachers are able to set an example of what highly effective teaching looks like in practice. 90% of teachers feel that the feedback and action steps they receive help to improve their instruction.

III. Differentiation of Support for New Teachers
The trajectory of every educator’s growth is different – where one starts does not determine how far or how fast they will improve their practice. To support this growth, each teacher’s development and coaching must be tailored to address identified areas of growth and to amplify their strengths. With this goal in mind, EastSide focuses on providing development opportunities and differentiated coaching to all teachers, even our very best, based upon their individual TEF results.
Comprehensive Induction Program Proposal
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Differentiated Support Based on Performance (For teachers in Mentoring/Induction Program)

<table>
<thead>
<tr>
<th>Component</th>
<th>Teachers Whose Practice is Effective and Highly Effective</th>
<th>Teachers Whose Practice is Unsatisfactory and Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Observation and Coaching</td>
<td>Bi-weekly</td>
<td>Weekly</td>
</tr>
<tr>
<td>Long Observations</td>
<td>2x/Year</td>
<td>At least three long observations with potential for more based upon teacher request</td>
</tr>
<tr>
<td>Improvement Plan</td>
<td>N/A</td>
<td>All educators identified as “unsatisfactory” or “needs improvement” will be required to complete requirements of an improvement plan</td>
</tr>
</tbody>
</table>

Improvement Plan
Each teacher whose practice is Unsatisfactory and Needs Improvement is placed on an Improvement Plan for a period of no less than 6 weeks. The teachers are required to undergo the following instructional support:

<table>
<thead>
<tr>
<th>Improvement Plan Support</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unannounced Observations</td>
<td>1x/week</td>
</tr>
<tr>
<td>Face to Face Coaching</td>
<td>1x/week</td>
</tr>
<tr>
<td>Peer Coaching</td>
<td>1x/bi-weekly</td>
</tr>
<tr>
<td>Peer Observation</td>
<td>1x/bi-weekly</td>
</tr>
<tr>
<td>Video Lesson Review</td>
<td>2x/month</td>
</tr>
</tbody>
</table>

At the end of the 6 week period, if adequate progress is met, the teacher is removed from the Improvement Plan. If adequate progress is not met, the teacher may be placed on a second improvement plan.

New Teacher Support
Teacher development and support is extremely critical for 1st year teachers. To ensure that all new teachers receive adequate support to ensure their preparedness for a successful year of instruction, all first year teachers will receive the Improvement Plan Support as described above for the first 6 weeks of school. This will not count as being placed on a performance-based Improvement Plan.

Each new educator receives weekly, unannounced observations and face to face coaching sessions during the first 6 weeks of the school year. This time is crucial in helping leadership understand the strengths and weaknesses of new educators and develop comprehensive improvement plans for short and long term growth.

IV. Orientation and Professional Learning Activities for New Educators
Orientation
All new teachers under the TEF participate in a 3 day new teacher orientation followed by a 2 week orientation required for all staff. In all, new teachers participate in 13 days of orientation prior to the school year in August. These full day (7:30am-4:15pm) professional development sessions help teachers understand the teaching expectations at EastSide while learning modern Common Core aligned instructional best practices as they prepare for the upcoming school year.

Summer Enrichment Program
EastSide holds a Summer Enrichment Program over the course of 4 weeks between June and July. The program employs each of our teachers who are on an Initial License providing a pre-immersion experience prior to the start of the school year. Each teacher instructs 4 hours daily of math, reading, and writing lessons, while receiving intense mentoring and instructional coaching through observations, coaching, video analysis, and professional development sessions.
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Professional Development Sessions
With an understanding that teacher effectiveness is the single most critical factor impacting student achievement, we believe that teacher support is our most critical point of focus. To allow for this, our school schedule has been designed to accommodate half-day professional development sessions every Friday running from 1:15 p.m. to 4:15 p.m. With 3 hours each week focusing on research-based instructional best practices, new teachers will receive approximately 90 total hours of professional development via weekly PD sessions throughout the 2014-2015 school year. Additionally, EastSide holds an annual mid-year professional development retreat focusing on a pertinent educational topic. For example, the most recent full-day retreat focused on how to educate and support children who experience trauma. With 87% of children receiving free and reduced meals and approximately 20% classified as special needs, a large majority of students at EastSide exemplify symptoms of trauma. This additional 8 hours of research-based PD has contributed to the growth of our new teachers.

Observation
Under the TEF, every teacher is observed at least once every two weeks and each observation lasts between 20 and 30 minutes. New teachers are observed on average between 15-20 times throughout the school year, with at least 2 of those observations being long observation (40+ minutes). The observation and evaluation rubric has been developed using Charlotte Danielson’s as well as others’ research based evaluation frameworks.

All observations are unannounced, forcing teachers to prepare for excellence every day. Similar to theories behind random drug testing in professional sports, by keeping the teachers on their toes throughout the year, they strive to deliver a high quality lesson every class period each and every day, never knowing when they will be monitored. As one teacher recently reported in a survey, “by conducting random and unannounced evaluations I am forced to be on top of my game every minute of every day.”

Each observation is videotaped with a focus on specific clips used to help the teacher identify and troubleshoot growth areas of each lesson. To continue the sports analogies, similar to professional athletes watching game tape, teachers have the ability to watch themselves teach, helping them learn tendencies, strengths, and weaknesses. Another teacher was quoted as saying, “As soon as I saw myself on film, I knew exactly what I was doing wrong, and knew just what to do to fix the problem.”

Coaching/Mentoring
Throughout the year, new teachers are paired with an educational leader as well as a team member to provide one on one coaching and mentoring. New teachers are observed approximately 18 times throughout the year and receive a coaching session after each observation (total of 18 hours throughout the year). Additionally, new teachers have one on one data analysis meetings 5 times throughout the year (5 hours). A beginning of year, mid-year and end of year review provides an additional 3 hours of coaching. Weekly team meetings provide new teachers with approximately 22 hours of coaching and mentoring (45 minutes x 30 weeks). Overall, these differentiated mentoring opportunities are designed to give new teachers the direct support system needed for them to understand instructional best practices against the Teaching Excellence rubric. This will occur during mid-year evaluations in winter 2015.

V. Professional Learning Activities for Mentors
Training and certifying evaluators among campus leadership and staff is an extremely critical element in ensuring reliability and consistency to evaluation results, enhancing teacher buy-in around the authenticity and validity of the evaluation system and driving efforts at improving practices within classrooms. In order to ensure strong observer quality, EastSide works across five different processes. These include:

1. Interview and Selection - EastSide utilizes the TEF in observer interviews to ensure selected candidates effectively identify strong instructional practice. This will occur over the summer of 2014.
2. Initial Training - EastSide trains observers on the rubric along with calibrating observers through observations of the same lesson(s). This will occur over the summer of 2014 during the teacher orientation period.
3. On-Going Skill Building - EastSide conducts on-going skill building throughout the school year though co- observations, site visits, and video calibrations.
4. Accountability - EastSide establishes accountability mechanisms to ensure all observers effectively evaluate instructional practices against the Teaching Excellence rubric. This will occur during mid-year evaluations in winter 2015.
5. Differentiated Support and Consequences - EastSide provides additional support, as needed, to poorly calibrated observers and, after unsuccessful training, relieves responsibility of those unable to successfully meet expectations. This is ongoing throughout the year for quality purposes.

<table>
<thead>
<tr>
<th>Teaching Excellence Framework – Process to Ensure Observer Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase</strong></td>
</tr>
<tr>
<td>Interview and Selection</td>
</tr>
<tr>
<td>Initial Training</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>On-Going Skill Building</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Accountability</td>
</tr>
<tr>
<td>Differentiated Support and Consequences</td>
</tr>
</tbody>
</table>

**VI. Observations and Professional Feedback**

Educator observations are an opportunity to provide valuable, frequent, evidenced-based feedback to help teachers learn and grow. Therefore, we have transitioned our observation and feedback loop from an analysis of practice towards one that coaches teachers on how to improve.

The shift from an evaluative to coaching model helps us improve the quality of our teachers, and also accomplish a more broad, and impactful goal – to dramatically improve staff investment in the culture of continuous growth to which each of our schools aspires. By opening our teachers’ doors to principals and other evaluators on a frequent basis, the stigma of limited observations has been removed and investment in the idea of a veritable culture of improvement established. The table below compares observation components from DPAS II and the TEF.

**Educator Observation Feedback Process**

The observation and feedback process mirrors the six steps outlined in Paul Bambrick-Santoyo’s Leverage Leadership: A Practical Guide to Building Exceptional Schools. These six steps include:

1. Precise praise – ensure that educators receive positive, genuine feedback in order to build confidence within the teacher and ensure the evaluator is looking for specific actions.
2. Probe – utilize open-ended questions to guide conversation towards identified need.
3. Identify the problem and concrete action step – guide teacher towards being able to articulate the problem and concrete action step on his/her own.
4. Practice – practice concrete action steps with teacher to help prepare for next lesson.
5. Plan ahead – write down items that will be undertaken in future lesson.
6. Set a timeline – determine timeline for implementation in following two weeks.

The use of laptops, tablets and video cameras is vital in the observation and coaching processes. All observations are videotaped and film is reviewed by the evaluator and educator as needed. Exemplary lessons are often displayed at school-wide professional development seminars as a means of disseminating examples of good teaching practices throughout the building. Laptops and tablets are used to develop action plans for teacher improvement and take notes throughout observations.
As is outlined in the section on differentiated support, new educators are evaluated at a minimum of once per week during their first 6 weeks at EastSide and are then evaluated at least twice per month after the initial probationary period. All observations are followed by a one on one coaching session and review of the evaluated lesson.

Annual Review Process
EastSide employs differential retention strategies which includes an annual financial performance bonus and the implementation of a career pathway and/or opportunity to extend the reach of high-performers to more students. Specifically each teacher is evaluated mid-year and at the end of the year to review overall teaching performance. Reviews are based off TEF rubrics and pre-determined performance goals that were distributed at the beginning of the school year.

VII. Evaluation Plan: Measures of Success
Evaluation Design
The TEF utilizes an enhanced evaluation rubric for measuring a teacher’s performance in the classroom. This evaluation rubric serves as the measuring tool for change in skills and program effectiveness. Additionally, EastSide conducts qualitative surveys of teachers to gauge the value and learning gained by participants. Qualitative and quantitative reviews are conducted mid-year as well as at the completion of the school year in June. Performance is measured against goals that were set for individual teachers at the beginning of the year.

Measuring Effectiveness
The TEF utilizes a separate, more rigorous evaluation method for all teachers. Evaluation is based on numerous performance indicators that are outlined in the table below. Under each of these indicators, teachers have the opportunity to earn between 1 and 4 points. However, the rubric is extremely demanding. For example for a teacher to get 4 points for student learning, 95% of students must master the exit ticket/assignment provided at the end of each lesson.

Points are then averaged to determine a teacher’s overall effectiveness. 0.0-1.4 is considered “Unsatisfactory”, a 1.5-2.4 is “Developing”, a 2.5-3.2 is “Effective” and 3.3 to 4.0 is “Highly Effective” (These measures are then converted to “Satisfactory” or “Unsatisfactory” scores for state reporting purposes). Overall the metrics are designed to demand higher internal performance.

<table>
<thead>
<tr>
<th>Component</th>
<th>Rubric Row</th>
<th>Possible Points</th>
<th>Weighted Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component I: Planning and Preparation</td>
<td>1a. Instructional goals</td>
<td>4</td>
<td>Component Average x 25%</td>
</tr>
<tr>
<td></td>
<td>1b. Instructional design</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Component II: Classroom Environment</td>
<td>2a. Student engagement</td>
<td>4</td>
<td>Component Average x 25%</td>
</tr>
<tr>
<td></td>
<td>2b. Student behavior</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Component III: Instruction and Assessment</td>
<td>3a. Content Knowledge</td>
<td>4</td>
<td>Component Average x 35%</td>
</tr>
<tr>
<td></td>
<td>3b. Rigorous questioning and response</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3c. Checks for understanding</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3d. Assessment of student mastery</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3e. Student learning</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Component IV: Professional Responsibilities</td>
<td>4a. Reflecting on professional practice</td>
<td>4</td>
<td>Component Average x 15%</td>
</tr>
<tr>
<td></td>
<td>4b. Student and family relationships</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4c. Professional responsibilities</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4d. Attendance and timeliness</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Total Points</td>
<td></td>
<td>52</td>
<td></td>
</tr>
</tbody>
</table>

SUM X 100 = Result/400
Participant Feedback
EastSide conducts several teacher feedback surveys during the mid-year and end of year evaluation cycles to better understand the impact the TEF is having on the teaching culture at the school. The survey questions allow teachers to provide feedback with regards to: how data driven instruction has improved teaching effectiveness, the quality of observations and feedback provided, school culture/environment, student growth measures, professional development opportunities, peer culture, and workload. These surveys have multiple choice as well as short answer sections to allow teachers space to provide more qualitative data.

*EastSide will not use DPAS II data to identify to performing novice educators, but TEF evaluation measures are easily filtered to focus on novice educators and identify top performers based on their mid-year and end of year performance evaluation scoring.

VIII. Budget
Budget Summary
The total funding requested for the CIP is $26,324. $16,500 is designated to salaries with an additional $5,024 for OECs. $4,800 is designated for professional development travel expenses. EastSide Charter will provide a match of $5,000 for TEF materials and supplies.

Salary Justification
The salary funding requested will be expensed during the Summer Enrichment Program at EastSide, which will run from June 19, 2014 to July 18, 2014. Funding for this Program is NOT covered by the state and, outside funding is needed to support the entirety of the Summer Program.

Salary funding will allow EastSide to hire one (1) program director (also the instructional coach and evaluator) and four (4) program teachers. Importantly, the 4 teachers will all be teachers on an Initial License. They will participate in the Summer Program as a pre-school year immersion experience. Throughout the summer they will receive intense professional development. This includes: 2 30-minute observations per week, 2 30-minute coaching sessions per week, 1 3-hour professional development training per week and a 2 day program orientation to be held on June 19th and 20th. Overall, this provides new teachers with 36 hours of professional development during the summer program.

Staff will spend 22.5% of FTE on professional development and 77.5% of FTE on program instruction or program evaluation. Salaries for the program coordinator and program teachers are divided accordingly.

Professional Development Justification
Additionally, select teachers will be sent to Expeditionary Learning-based professional development seminars held throughout the country. As the school makes the Common Core shift towards a model of project-based learning, these seminars will give teachers the vital learning experience, knowledge, and tools needed to implement best practices in the classroom. The $4,800 budgeted will support travel and attendance costs of four (4) teachers. The rigor of the TEF evaluation rubric (also attached to the proposal) makes it vital for teachers to receive intense professional development support. For example for a teacher to get 4 points for professional reflection, he/she must consistently implement all, and master a minimum of 90% of performance improvement action steps.

Cost Share
In addition to the staff covered under the CIP grant, EastSide will employ a program coach and 8 additional program teachers. The school will provide travel funding for two (2) additional teachers to attend the Expeditionary Learning seminars. $5,000 has been designated by EastSide for supplies and materials. The total match from EastSide is $43,272.

*Please note that the budget is designed only to reflect the costs of the CIP during the summer months. Additional costs throughout the school year are not factored in to this proposal, although such expenses remain.
# Comprehensive Induction Program Proposal

## EastSide Charter School

### Grant Check

<table>
<thead>
<tr>
<th>Grant Check</th>
<th>OK if grant total equals grant award amount; +/- value if grant total out of balance with grant award amount; does not include optional match</th>
</tr>
</thead>
</table>

## Professional Development

- **Amount must equal or exceed 25% of State Grant Request**: $10,018
- **38%**

### Professional Development

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Administrative (ex. Assistant Principal and higher)</td>
<td>Support (ex. Secretary, Custodial, Food Service)</td>
<td>Non-Pension Positions (ex. Substitutes)</td>
<td>Salary Subtotal</td>
<td></td>
<td></td>
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<tr>
<td>Administration</td>
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<td>Instruction</td>
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<td>$11,740</td>
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<td>Facilities (Operation and Maintenance of Plant)</td>
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<tr>
<td>Research and Evaluation</td>
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<td>$0</td>
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<tr>
<td>Professional Development **</td>
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<td>$1,218</td>
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<tr>
<td>Grant Subtotal</td>
<td>$4,500</td>
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<td>$0</td>
<td>$16,500</td>
<td>$5,024</td>
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</table>

**Grant Check ("OK" if grant total equals grant award amount; +/- value if grant total out of balance with grant award amount; does not include optional match)**

<table>
<thead>
<tr>
<th>Professional Development **: $10,018</th>
<th>38%</th>
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</thead>
</table>

### District Match Subtotal

<table>
<thead>
<tr>
<th></th>
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<tr>
<td>$3,500</td>
<td>$24,000</td>
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<td>$0</td>
<td>$27,500</td>
<td>$8,372</td>
<td>$35,872</td>
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### Grant and Match Total

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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>$18,018</td>
<td>$36,000</td>
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<td>$0</td>
<td>$44,000</td>
<td>$13,396</td>
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<td>$7,200</td>
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**IX. Timeline and Milestones**

<table>
<thead>
<tr>
<th><strong>Milestone Activity</strong></th>
<th><strong>Date</strong></th>
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</thead>
<tbody>
<tr>
<td>Interview and Selection of TEF Evaluators</td>
<td>June - August 2014</td>
</tr>
<tr>
<td>Initial Training of TEF Evaluators</td>
<td>August 2014</td>
</tr>
<tr>
<td>New Educator Orientation</td>
<td>August 2014</td>
</tr>
<tr>
<td>On-Going Skill Building</td>
<td>September 2014 – June 2015</td>
</tr>
<tr>
<td>Weekly Professional Development Seminars</td>
<td>September 2014 – June 2015</td>
</tr>
<tr>
<td>Mid-Year Professional Development Retreat</td>
<td>January 2015</td>
</tr>
<tr>
<td>Mid-Year Teacher Evaluations</td>
<td>February 2015</td>
</tr>
<tr>
<td>Mid-Year Evaluator Review</td>
<td>February 2015</td>
</tr>
<tr>
<td>Differentiated Support and Consequences</td>
<td>September 2014 – June 2015</td>
</tr>
<tr>
<td>End of Year Educator Review</td>
<td>May 2015</td>
</tr>
<tr>
<td>End of Year Evaluator Review</td>
<td>June 2015</td>
</tr>
</tbody>
</table>