Texas Education Agency
Standard Application System (SAS)

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here. Received Texas Education Agency 2014 JAN 23 PM 12:50 Document Control Center
Submittal Information:	**Four** complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact Information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1		
Dallas ISD	1756001278	3700 Ross Ave.		
Mailing address line 2	**City**		**State**	**ZIP Code**
Box 2	Dallas		TX	75204
County-District #	Campus number and name	ESC Region #	US Congressional District #	DUNS #
057905	N/A	10	30	075096347

Primary Contact

First name	M.I.	Last name	Title
Kerri	A	Holt	Special Projects Officer
Telephone #	Email address		FAX #
972-925-3223	kholt@dallasisd.org		972-925-3201

Secondary Contact

First name	M.I.	Last name	Title
Lindsay		Coshatt	HCM Design Manager
Telephone #	Email address		FAX #
972-925-4238	lcoshatt@dallasisd.org		972-925-4297

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Mike		Miles	Superintendent
Telephone #	Email address		FAX #
972-925-3200	MilesFM@DallasISD.org		972-925-3201
Signature (blue ink preferred)			Date signed

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 057905	Amendment # (for amendments only): N/A
Part 3: Schedules Required for New or Amended Applications	

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☐
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☐
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	☒	☐
8	Professional and Contracted Services (6200)	☒	☐
9	Supplies and Materials (6300)	☐	☐
10	Other Operating Costs (6400)	☐	☐
11	Capital Outlay (6600/15XX)	☐	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 057905	Amendment # (for amendments only): N/A
Part 1: Required Attachments	

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 057905	Amendment # (for amendments only): N/A
Part 3: Program-Specific Provisions and Assurances	

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 057905	Amendment # (for amendments only): N/A

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Historically, Dallas ISD teacher evaluations have followed the traditional framework: instructional quality and effectiveness were not routinely rated, and most principals did not conduct regular classroom observations or provide instructional feedback. The predictable result is that 97% of classroom teachers in 2011-12 received a satisfactory ("meets expectations") evaluation, which does not align with student performance. Refocusing on student achievement in a district of almost 10,000 teachers required a different paradigm. Dallas ISD started in 2012-13 with a simple premise: we know what great teachers do; we can measure the quality of a teacher's instruction and assess over time if he/she is improving students' academic proficiency; and we can use that data to inform assignment decisions, plan professional development and enhance performance. These assumptions guided the development of a systemic approach that: rewards professionalism, leadership, good performance and results; supports recruitment and retention of highly motivated and effective teachers; encourages the lowest performing teachers to self-select out; raises the level of accountability; and, enables the organization to shift compensation away from factors that are disconnected from our goals. An enabling feature is the construction of a professional development infrastructure that will improve the capacity of our teachers to provide high-quality instruction and support upward mobility along well-defined career pathways. A key component is continuous, consistent in-class monitoring by principals with immediate feedback on instructional performance focused on improving teacher practice. Implementation of the Instructional Leadership Model has repositioned principals as instructional leaders on their campuses.

Destination 2020, Dallas ISD's Strategic Plan, and yearly supporting District Action Plans have been created to guide the district in improving student performance, closing achievement gaps for African American, Hispanic, economically disadvantaged, limited English proficient, and special education students, and significantly increasing personalized learning and college- and career-readiness for all students. The vision for Dallas ISD in the year 2020 is to have the highest college- and career-ready percentage of graduates of any large urban district in the nation. Given the challenges faced by our schools, families, and students, realization will require wide-ranging, comprehensive reforms. Key pillars of the Destination 2020 plan focus on improving the quality of instruction and placing an effective teacher in front of every child. Without a comprehensive teacher effectiveness system, the district will not be able to accomplish our goals and transform the district - and, ultimately, the lives of students. In this regard, the Teacher Excellence Initiative (TEI) was established with one primary objective: improve student learning by improving teacher effectiveness. This Initiative will tie teacher evaluations to student achievement, student surveys, and teacher performance results. It will also differentiate compensation, awarding higher salaries to teachers who get stronger results.

In developing the new system, Dallas ISD has strived to be fair, accurate, and rigorous, including all classroom teachers, grades, and disciplines. The approach also will enable differentiated compensation for all teachers using a true pay-for-performance plan that rewards effectiveness. According to the Equity and Excellence Commission (insert year here), "an evaluation system must serve two central purposes: it must identify strengths and weaknesses so that all teachers can get the necessary supports to improve their practice, and meet the standards of practice that would allow them to remain in the classroom." The Dallas ISD system meets this challenge and can also serve as a model for statewide replication.

While many unique attributes distinguish the Dallas evaluation system from past attempts at evaluation reform, perhaps the most novel is how teachers will be compensated. Pending Board approval, the traditional salary schedule will be replaced with nine levels of effectiveness -- Unsatisfactory, Progressing I, Progressing II, Proficient I, Proficient II, Proficient III, Exemplary I, Exemplary II, Master – and a Novice level for teachers new to the profession with zero years of teaching experience. Principals will award the first four levels to the teachers they supervise. Proficient II or above status will be awarded by district administrators using an expanded performance rubric that measures leadership, lifelong learning, and contributions to the profession. Though educators will receive a significant raise in base pay when promoted, promotion is not expected to be a yearly occurrence. The approach also is expense neutral: the district took the funds spent on classroom teacher salaries (47% of general operating revenue) and designed a compensation plan that remains within the same percentage. Teachers are compensated based on multiple measures of performance and achievement. A target distribution helps differentiate teacher evaluations and maintain the percentage of the general fund dedicated to classroom teacher salaries, making the plan sustainable.

Other safeguards against evaluation inflation ensure that the anticipated growth in overall teacher effectiveness over time is accompanied by a congruent increase in student academic achievement. For example, the new principal evaluation system includes a congruence measure between performance scores assigned to teachers and the district's CEI (a value-added measure of student achievement). The new system will also change another past practice: annual step salary increases. Under the Dallas ISD plan, there will be no expectation of an annual raise or promotion. When teachers are

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 057905	Amendment # (for amendments only): N/A

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

promoted to the next level, their compensation will increase. No other large urban district has approached sustainability in this way. The Dallas ISD Board of Trustees will consider approval of this new evaluation system in May 2014 for the 2014-15 school year.

Staffing Excellence: Recruiting and Induction: Building a highly effective teacher workforce begins with robust recruiting efforts that target highly effective and competitive candidates. Dallas ISD created a Talent Acquisition team in 2012-13 that is composed of six Recruitment and Selection Coordinators tasked with identifying and cultivating strong teacher candidates. In addition, Dallas ISD has developed a strong relationship with Teach For America (TFA) that resulted in 180 corps members placed in the district for the 2013-14 school year. These TFA corps members often staff many of the district's lowest performing campuses that historically have had the greatest number of teacher vacancies each year. Dallas ISD's Human Capital Management department continues to develop relationships with local universities to grow talent pipelines of teachers who are equipped with the desired instructional practices and skills to teach in the district. Since many of the most competitive candidates accept teaching positions early in the hiring season, Dallas ISD adjusted its hiring timeline to ensure these candidates were available to campuses districtwide. The online teacher application for the 2014-15 school year launched at the beginning of January 2014. Both HCM and principals now have the ability to issue early contracts to the strongest candidates, a practice that has secured highly competitive teachers for the following school year long before the budget approval process is finalized. For the 2014-15 hiring season, the district strives to issue approximately 750 early contracts, which equates to nearly half of the projected hires. Dallas ISD overhauled the induction supports provided to new teachers for the 2013-14 school year. With a longer, more comprehensive New Teacher Academy, newly hired teachers began the year having completed technology set-up, content training, PDAS training, and campus orientation. Combined, these robust recruiting efforts and information-rich hiring practices are transforming the district's ability to staff campuses with the most qualified teacher candidates.

Defining Excellence: Classroom Teacher Evaluations: The district has designed a research-based evaluation system that measures excellence through: (1) teachers' performance assessed during 6 spot observations per teacher each semester using carefully designed and field-tested rubrics, (2) student achievement assessed using multiple measures of student achievement and growth, and (3) student perceptions assessed using well-researched student surveys. Central to all of the efforts to improve the quality of instruction was creating a culture of instructional feedback.

Supporting Excellence: Professional Development: An effective evaluation system creates the potential for providing teachers with support that is tailored to their unique professional learning needs. School and district leaders must ensure a robust, systemic, and individualized support system in order to provide the opportunity for each teacher to reach her or his potential in enhancing student learning. The district implemented campus-level instructional coaches and division-level academic facilitators to support teachers and provide them with direct, job-embedded professional development. In addition, the district identified and trained teachers on instructional priorities, aligned the curriculum to the new, more rigorous Texas standards, and began to shift the focus from seat time to demonstrations of learning.

Rewarding Excellence: Strategic Compensation: During the summer of 2015, after the first year of TEI implementation, the district proposes to eliminate the traditional teacher salary schedule for classroom teachers on the plan. Thus, these teachers will no longer be directly paid for years of experience or college degrees or credits. The TEI plan, pending Board approval scheduled for May 2014, replaces the traditional salary schedule with nine effectiveness levels. The teacher receives the salary associated with the relevant effectiveness level.

Excellence in the Classroom: Collaboration and Mentoring & Multiple Career Pathways: Over the last two years, the district has focused on improving the quality of instruction. The district not only developed principals and assistant principals into instructional leaders but also invested in building-level instructional coaches and division-level academic facilitators to facilitate job-embedded coaching and mentoring. In tier 1 schools, an instructional leadership model has been implemented that provides department chairs with four free periods and grade level team leads with two free periods in order to allow time for coaching and mentoring. There are many new opportunities for teachers to stay in the classroom while taking on leadership roles and enjoying rewarding compensation when performance warrants including master teachers, department chairs, grade level team leaders, instructional coaches, etc.

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Standard Application System (SAS)

Schedule #6—Program Budget Summary

County-district number or vendor ID: 057905	Amendment # (for amendments only): N/A
Program authority: General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature	
Project period: April 1, 2014, through June 30, 2016	Fund code: 429

Part 1: Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 6/30/15)			Year 2 (7/1/15 – 6/30/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	$956,970	$0	$956,970	$956,970	$0	$956,970
Schedule #8	Professional and Contracted Services (6200)	6200	$0	$25,000	$25,000	$0	$25,000	$25,000
Schedule #9	Supplies and Materials (6300)	6300	$0	$0	$0	$0	$0	$0
Schedule #10	Other Operating Costs (6400)	6400	$0	$0	$0	$0	$0	$0
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$	$0	$0	$	$0	$0
Total direct costs:			$956,970	$25,000	$981,970	$956,970	$25,000	$981,970
Percentage% indirect costs (see note):			N/A	$18,030	$18,030	N/A	$18,030	$18,030
Grand total of budgeted costs (add all entries in each column):			$956,970	$43,030	$1,000,000	$956,970	$43,030	$1,000,000

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	$1,000,000	$1,000,000
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$100,000	$100,00

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Texas Education Agency
Standard Application System (SAS)

Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 057905				Amendment # (for amendments only): N/A	
	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional					
1	Teacher – Instructional Coach - 2	0	22	$165,000	$165,000
2	Educational aide			$	$
3	Tutor			$	$
Program Management and Administration					
4	Project director			$	$
5	Project coordinator			$	$
6	Teacher facilitator			$	$
7	Teacher supervisor			$	$
8	Secretary/administrative assistant			$	$
9	Data entry clerk			$	$
10	Grant accountant/bookkeeper			$	$
11	Evaluator/evaluation specialist			$	$
Auxiliary					
12	Counselor			$	$
13	Social worker			$	$
14	Community liaison/parent coordinator			$	$
Other Employee Positions					
15	TEI DTR Coordinator	1	0	$42.540	$42.540
16	TEI DTR Analyst	2	0	$113,492	$113,492
17	TEI Calibration Specialist: Elementary	2	0	$84,216	$84,216
18	TEI Calibration Specialist. Middle	2	0	$84,216	$84,216
19	TEI Calibration Specialist. High	2	0	$96,200	$96,200
20	PD Producer / Engineer	1	0	$80,590	$80,590
21	Instructional Coach - Lab & PD Content	1	0	$73,710	$73,710
22	PD Lab Specialist	2	0	$108,090	$108,090
23			Subtotal employee costs:	$848,054	$848,054
Substitute, Extra-Duty Pay, Benefits Costs					
24	6112 Substitute pay			$	$
25	6119 Professional staff extra-duty pay			$	$
26	6121 Support staff extra-duty pay			$	$
27	6140 Employee benefits			$108,916	$108,916
28	61XX Tuition remission (IHEs only)			$	$
29	Subtotal substitute, extra-duty, benefits costs			$108,916	$108,916
30	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$956,970	$956,970

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted In the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 057905	Amendment # (for amendments only): N/A

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description	Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$0	$0
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$0	$0
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	**$0**	**$0**

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1		☐	$	$
2		☐	$	$
3		☐	$	$
4		☐	$	$
5		☐	$	$
6		☐	$	$
7		☐	$	$
8		☐	$	$
9		☐	$	$
10		☐	$	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$0	$0

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

1	Specify topic/purpose/service: Dallas ISD Research and Evaluation		☐ Yes, this is a subgrant
	Describe topic/purpose/service: Internal evaluation of program		
	Contractor's Cost Breakdown of Service to Be Provided	**Year 1**	**Year 2**
	Contractor's payroll costs — # of positions:	$25,000	$25,000
	Contractor's subgrants, subcontracts, subcontracted services	$	$
	Contractor's supplies and materials	$	$
	Contractor's other operating costs	$	$
	Contractor's capital outlay (allowable for subgrants only)	$	$
	Total budget:	$25,000	$25,000

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 057905 | Amendment number (for amendments only): N/A

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

2	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:		$	$
3	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:		$	$
4	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:		$	$
5	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:		$	$

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Schedule #8—Professional and Contracted Services (6200) (cont.)			
County-District Number or Vendor ID: 057905		Amendment number (for amendments only): N/A	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)			
6	Specify topic/purpose/service:	☐ Yes, this is a subgrant	
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided	**Year 1**	**Year 2**
	Contractor's payroll costs # of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services	$	$
	Contractor's supplies and materials	$	$
	Contractor's other operating costs	$	$
	Contractor's capital outlay (allowable for subgrants only)	$	$
	Total budget:	$	$
7	Specify topic/purpose/service:	☐ Yes, this is a subgrant	
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided	**Year 1**	**Year 2**
	Contractor's payroll costs # of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services	$	$
	Contractor's supplies and materials	$	$
	Contractor's other operating costs	$	$
	Contractor's capital outlay (allowable for subgrants only)	$	$
	Total budget:	$	$
8	Specify topic/purpose/service:	☐ Yes, this is a subgrant	
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided	**Year 1**	**Year 2**
	Contractor's payroll costs # of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services	$	$
	Contractor's supplies and materials	$	$
	Contractor's other operating costs	$	$
	Contractor's capital outlay (allowable for subgrants only)	$	$
	Total budget:	$	$
	c. Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:	$25,000	$25,000
	a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:	$	$
	b. Subtotal of professional services, contracted services, or subgrants less than $10,000:	$	$
	c. Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:	$25,000	$25,000
	d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:	$	$
	(Sum of lines a, b, c, and d) Grand total	$25,000	$25,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 057905 | Amendment # (for amendments only): N/A

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: 159,652 | **2013 Fall Data Collection (PEIMS)**

Category	Number	Percentage	Category	Percentage
African American	37,387	23.4%	Attendance rate	95.7%
Hispanic	111,409	69.8%	Annual dropout rate (Gr 9-12)	10.2%
White	7,461	4.7%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	69%
Asian	1,963	1.2%	TAKS commended 2011 performance, all tests (sum of all grades tested)	6%
Economically disadvantaged	142,309	89.1%	Students taking the ACT and/or SAT	77.0%
Limited English proficient (LEP)	64,611	40.5%	Average SAT score (number value, not a percentage)	1272
Disciplinary placements	44,672	27.98%	Average ACT score (number value, not a percentage)	17.2

Comments

Note: PEIMS fall submission has not been posted. We used preliminary PEIMS submission data. For all other information, we used the TEA Texas Academic Performance Report 2012-13 District Performance.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA. *

Category	Number	Percentage	Category	Number	Percentage
African American	3,682	37.4%	No degree	218	2.35%
Hispanic	2,629	26.7%	Bachelor's degree	5,622	60.63%
White	3,044	31%	Master's degree	3,291	35.49%
Asian + Multiple	478	4.9%	Doctorate	142	1.53%
1-5 years exp.	2,294	24.74%	Avg. salary, 1-5 years exp.	$48,694	N/A
6-10 years exp.	2,302	24.82%	Avg. salary, 6-10 years exp.	$51,381	N/A
11-20 years exp.	2,736	29.51%	Avg. salary, 11-20 years exp.	$56,271	N/A
Over 20 years exp.	1,738	18.74%	Avg. salary, over 20 years exp.	$64,688	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 057905 | Amendment # (for amendments only): N/A

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program. *

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	8,822	14,091	14,162	13,536	12,873	12,385	12,048	11,461	10,537	9,940	10,987	9,101	8,226	8,382	156,551
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	8,822	14,091	14,162	13,536	12,873	12,385	12,048	11,461	10,537	9,940	10,987	9,101	8,226	8,382	156,551

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program. *

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	452	645	631	622	619	615	595	598	597	624	854	995	988	998	9,833
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	452	645	631	622	619	615	595	598	597	624	854	995	988	998	9,833

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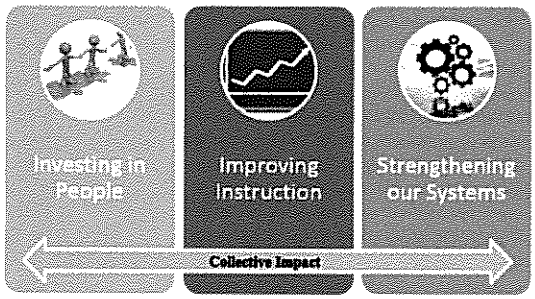
Schedule #13—Needs Assessment

County-district number or vendor ID: 057905	Amendment # (for amendments only): N/A

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

Destination 2020 is a districtwide initiative to transform Dallas ISD schools to ensure all students are equipped with college- and career-ready skills by the year 2020. Improving classroom instruction and the effectiveness of both principals and teachers in the classroom is pivotal to reaching this goal. This transformative vision was the impetus behind the creation of the Destination 2020 Needs Assessment Committee. Composed of all Dallas ISD cabinet members, including Chief of School Leadership, Chief of Human Capital Management, Chief Operating Officer, Chief Financial Officer, Chief Technology Officer, and Chief of Academic Improvement and Accountability, the committee gathered and analyzed data and feedback from a variety of sources. In particular, demographic, student achievement, school culture and climate, staff quality, recruitment and retention, curriculum, instruction and assessment, parental and community involvement, and technology data was collected. All schools completed a needs assessment report using comprehensive district, state, and national data and reports. Furthermore, they analyzed feedback from central staff, principals, teachers, and parents in the form of focus groups conducted by both School Leadership and the Teacher Excellence Initiative task force. Collectively, this data was analyzed to identify trends and create high leverage action steps to improve student achievement moving forward. Through the evaluation of all collected data and feedback from these stakeholders, the Superintendent and his staff synthesized all input to formalize the District Action Plan, a comprehensive document outlining the major annual goals and targets set for the district. We prioritized the key actions we would take under three large areas: investing in people, improving instruction, and strengthening our systems. This document is fundamental in driving all components and goals of the Teacher Excellence Initiative. More specifically, it prioritizes the work of the Teacher Excellence Initiative since the system promotes improving teacher effectiveness, which in turn increases student achievement and supports the primary goal of Destination 2020. An even more thorough evaluation of needs and priorities has occurred to define needs, deliverables, constraints, and priorities for the TEI project. Dallas ISD's systemic approach to measurement, accountability, and continuous improvement is supported with dashboards and balanced scorecards that capture both the financial and the nonfinancial elements of the strategy and describe the cause-and-effect linkages that drive results. This allows our district to look ahead with leading indicators rather than always looking back to lagging indicators. The balanced scorecards will align with Destination 2020 strategic goals for improvement and make those goals attainable by quantifying progress and providing realistic measurements of results. Focusing on measurements and outcomes will ensure that Dallas ISD continues to concentrate on improvements to strategic objectives and effectiveness rather than initiative completion. This evidence informs district core teams' decisions and is critical to comprehensive and accurate needs assessments. Our effective district planning process includes 5 key components that we believe are as crucial as the needs assessment:



1. Philosophy First: Core Beliefs and Vision
2. Guiding Frameworks: Theory of Action, Operational Framework, and Systems Thinking
3. Needs Assessment: Achievement Data, Performance Metrics, Quality of Instruction, and Systems Evaluations
4. District Action Plan: Prioritizes and defines Key Actions with associated Indicators of Success
5. Empowerment and Accountability: Following this same process iteratively
    a. Goals and Metrics for Central Office → Department Action Plans
    b. Targets and Parameters for School Leaders

This process ensures that desired outcomes (the planned accomplishments) are the center of the decision-making process as opposed to just initiative completion.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 057905 | Amendment # (for amendments only): N/A

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. ✶

#	Identified Need	How Implemented Grant Program Would Address
1.	Staffing Excellence: Recruiting & Induction Ensure highly effective teachers for all students.	New recruiting and induction plan is district funded. Improve recruiting to attract high quality **instructional coaches**. (Partially Grant Funded $180,511)
2.	Defining Excellence: Classroom Teacher Evaluations Ensure that TEI is fair, accurate, and rigorous.	Implement a fair, accurate, and rigorous teacher evaluation system that uses data from classroom observations, student perceptions, and student achievement to assess teachers – district funded. Implement **calibration team** to ensure that classroom observation scoring is consistent, fair, and accurate across the district. Initial and on-going training for Appraisers- every appraiser will need to be trained and pass a calibration assessment on the performance rubric prior to appraising teachers in the new system. Campus leadership and teachers will need a formal orientation to the system, how it works, and what their rights and responsibilities are under the new system. (Grant Funded: $302,984)
3.	Supporting Excellence: Professional Development Provide supports across multiple professional learning contexts, leverage technology to support professional learning and collaboration, and provide differentiated PD options based on data and tailored to teachers' needs in order to build an effective support system for teachers. Focus on enhancing job-embedded professional development while also identifying strategic PD initiatives.	Expand **professional development** capabilities and options: Create teacher academies for 400 teachers and learning labs to focus on targeted areas for improvement. Develop training modules and videos for curriculum alignment, best practices and personalized learning. Create professional development for instructional coaches. Delivery will be both in person and web-based and there will not be a stipend for personnel to attend any training. (Grant Funded $296,040)
4.	Rewarding Excellence: Strategic Compensation Expand Efforts to show teachers that they are valued - the district proposes to eliminate the traditional teacher salary schedule (years of experience or college degrees or credits) for classroom teachers on the plan. The TEI plan replaces the traditional salary schedule with nine effectiveness levels. The teacher receives the salary associated with the relevant effectiveness level.	Pay an effective teacher a significantly higher salary (than that of peers in other districts) and set high expectations for professional behavior and practice – planned district funding Fund design, support, and initial delivery of **Distinguished Teacher Review (DTR)** process. (Grant Funded $177,435)
5.	Excellence in the Classroom: Collaboration, Mentoring & Multiple Career Pathways Provide high quality mentors to all teachers in need of assistance by leveraging the identified strengths of proficient teachers in mentoring others.	Provide additional mentorship for novice and second year teachers via academies and learning labs. Provide mentorship for teachers rated Proficient I or below via academies and learning labs. Provide coaching & mentoring **professional development** for instructional coaches, department chairs, grade level team leaders. (partially grant funded – see section 3 professional development above)

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Schedule #14—Management Plan

County-district number or vendor ID: 057905 | Amendment # (for amendments only): N/A

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. *

#	Title	Desired Qualifications, Experience, Certifications for NEW Grant Funded Positions
1.	Instructional Coach 2	Senior instructional coach assigned to high need schools; teachers with excellent instruction technique as judged by TEI rubrics and proven student achievement in the grades and subjects to be coached; excellent communication and team skills; advanced degree preferred
2.	TEI DTR Analyst	Analyst that will produce and deliver distinguished teacher reviews; teachers with excellent instruction technique as judged by TEI rubrics and proven student achievement in the grades and subjects to be judged; excellent communication and training skills; advanced degree preferred
3.	TEI DTR Coordinator	Staff position to organize and monitor the expected 2500 distinguished teacher reviews in years 1 and 2; excellent communication and organization skills; 5 years of previous office administration experience required, Bachelor's degree
4.	TEI Calibration Speciallst	Analyst that will produce and deliver distinguished teacher reviews; administrators or teachers with excellent instruction technique as judged by TEI rubrics and proven student achievement in the grades and subjects to be judged; excellent organization & training skills; advanced degree preferred
5.	PD Producer	Experienced videographer with 5+ years of experience; excellent production skills, layout design and scripting skills; preferred previous experience producing educational videos or professional development videos; Bachelor's degree in appropriate field.

Part 2: Milestones and Timeline. PROPOSED GRANT FUNDED ACTIVITIES ARE IN BOLD.

#	Objective		Milestone	Begin Activity	End Activity
1.	**Staffing Excellence**: Ensure Highly Effective Teachers in all classrooms	1.	Build research-based teacher selection model	9/17/2012	2/15/2013
		2.	Create Talent Acquisition Team: recruitment & selection	10/1/2012	3/15/2013
		3.	Cultivate university partnerships	2/1/2013	6/30/2016
		4.	Overhaul new teacher induction supports	1/15/2013	9/1/2015
		5.	Issue early contracts to competitive candidates	1/10/2014	6/30/2016
2.	**Defining Excellence**: Assess teachers fairly, accurately, and rigorously	1.	Design performance rubric & achievement components	10/1/2012	5/1/2014
		2.	Finalize contract with vendor for student surveys	2/1/2014	6/30/2014
		3.	**Refine DTR process & create calibration team**	**5/1/2014**	**6/1/2015**
		4.	**Create Appraiser and teacher TEI training modules**	**5/1/2014**	**9/30/2014**
		5.	Develop & Implement technology & system supports	10/1/2013	6/1/2014
3.	**Supporting Excellence**: Differentiated professional development	1.	**Develop example videos for each rubric indicator**	**7/1/2014**	**6/30/2016**
		2.	**Develop modules for coaching, teams, and staff PD**	**5/1/2014**	**6/30/2016**
		3.	**Develop learning lab PD content**	**5/1/2014**	**6/30/2016**
		4.	**Build robust district best practices PD content**	**8/1/2013**	**6/30/2016**
		5.	**Create differentiated PD academies**	**11/1/2014**	**6/30/2016**
4.	**Rewarding Excellence**: Recognize and reward effective teachers	1.	Develop compensation guides (for dept. & teachers)	12/1/2013	5/1/2014
		2.	Plan & execute on technology customization	1/15/2014	6/1/2015
		3.	**Create Teacher TEI compensation training modules**	**2/1/2015**	**6/30/2016**
		4.	**Implement Calibration Team**	**5/1/2014**	**6/30/2016**
		5.	**Implement Distinguished Teacher Reviews**	**6/1/2015**	**6/30/2016**
5.	**Excellence in the Classroom**: Support career pathways for teachers	1.	Develop and execute PD for department chairs	6/1/2013	9/1/2015
		2.	Develop and execute PD for grade level team leaders	6/1/2013	9/1/2015
		3.	**Develop and execute PD for instructional Coaches**	**5/1/2014**	**6/30/2016**
		4.	**Deploy Senior instructional Coaches**	**10/1/2012**	**6/30/2016**
		5.	**Define/Enhance Distinguished Teacher reqs.**	**5/1/2014**	**6/30/2016**

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 057905	Amendment # (for amendments only): N/A

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. *

Dallas ISD has an existing, comprehensive continuous improvement process (CIP) that is being applied to TEI and will be applied to all TEA EEIP funded initiatives. The CIP framework for TEI will include Key Targets and Indicators, Key Operational Expectations, and Achievement Targets and Indicators that are time-framed and when sequentially achieved will improve the quality of instruction. Adjustments will be made throughout all phases of implementation based upon summative data reviews and regular feedback from students, parents, teachers, principals, Trustees, and the community. Within the various teams responsible for TEI implementation, weekly team meetings serve as sounding boards to identify issues and brainstorm resolutions. When appropriate, these issues and proposed solutions are escalated to the appropriate cabinet member for approval or assistance. Weekly cabinet meetings as well as monthly Administrative leadership meetings serve as additional means of communicating challenges, improvements, and status updates. Monthly Board briefings and meetings will require updates from the various teams, as this high profile project will receive a great deal of oversight due to the nature of the project. There is a detailed communication plan that involves many different channels such as the district web site, community meetings, speaking engagements etc. to ensure that parents and the community are informed and engaged. The district relies on the TEI Implementation Committee, consisting of teachers, principals, parents, community members, representatives of teacher organizations, and central office staff to assist with monitoring, measuring, and adjusting the plan as we move toward Board approval and through implementation. An additional team of 25 principals from across the district are engaged in field-testing performance, achievement, and survey components of the evaluation framework as well as providing input on the professional development vision and needs. Furthermore, each principal engages a small group of teachers in his/her school to provide extensive feedback as they test various components of the evaluation system. Lastly, the district has also held meetings with more than 100 community, education, civic, and business organizations as well as open community and staff meetings for all interested individuals. Throughout the 2013-2014 school year, the district will continue to gather input from both staff and community members in order to refine and revise the plan based on provided input.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. *

Many existing, ongoing functions of the district intersect with this project. Our TEI implementation teams responsible for planning, design, and delivery includes multiple members from each of these various groups. It is very important that TEI receives focused support. All of our team members have been working with existing experienced departments to leverage our collective expertise to drive excellence and efficiencies. One of the largest concerns for any strategic compensation plan is its sustainability. In order to successfully pay teachers for performance and achievement while keeping Dallas ISD financially secure, the district will take a fundamentally different approach to teacher compensation. The changed paradigm involves two central financial concepts: (1) the plan is designed to consume approximately the same amount of the budget (M&O) as the current, traditional salary schedule, and (2) the plan is based on a "target distribution" of effectiveness levels. Adherence to these two concepts gives TEI its viability. TEI is not an incentive plan in which the district would have to fund over and above the amount it pays in salaries. TEI takes approximately the same amount of money spent in classroom teacher salaries and distributes it based on effectiveness rather than years of experience and college credits. Dallas ISD has proposed that the board approve a majority of the funding requirements for this project, but there are several crucial components that require innovative funding solutions. If these are funded by the TEA EEIP grant, then our teams will work to ensure that all of the funds designated for TEI implementation are utilized efficiently towards the highest priority needs. Our grants management team will ensure that all grant requirements are fulfilled, and embedded evaluators from the Evaluation and Accountability group will ensure that the plan is implemented with fidelity, will provide independent status reports to the various oversight groups, and will ensure compliance. Because this team has been working on this project for the last year and a half, we have a cohesive dedicated team committed to excellence as well as staff performance reviews holding all of us accountable. TEI along with defined KPIs are documented in the 2014-15 District Action Plan.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 057905 | Amendment # (for amendments only): N/A

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. ✶

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Recruitment & Retention	1.	Retention rate of effective teachers (Proficient II and above)
		2.	# of screened applicants in new teacher pool
		3.	# of early contract offers
2.	Support	1.	% of new teachers reporting effective mentoring and support
		2.	% teachers reporting productive collaboration with colleagues & professional culture
		3.	Avg. number of hours of PD received by new and all teachers by campus
3.	Evaluation	1.	% of teachers evaluated under the new system by campus
		2.	% of teachers scoring Proficient I or above & Proficient II and above by campus
		3.	% of teachers reporting the evaluation system is fair, accurate, and rigorous
4.	Rewards	1.	% teachers satisfied with compensation plan
		2.	% of DISD teachers in the multiple career pathway roles (not new to district)
		3.	% of classroom teachers receiving more compensation than 2014-15 by campus
5.	Equity	1.	% of Highly Effective teachers & Proficient & above teachers at high needs campuses
		2.	# of hours of targeted training received by less than Proficient teachers by campus
		3.	Avg. EOC & STAAR student growth by campus

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. ✶

Dallas ISD's systemic approach to measurement, accountability, and continuous improvement will be supported with dashboards and balanced scorecards that will capture both the financial and the nonfinancial elements of the strategy and describe the cause-and-effect linkages that drive results. It will allow our district to look ahead with leading indicators rather than always looking back to lagging indicators. The balanced scorecards will align with Destination 2020 strategic goals for improvement and make those goals attainable by quantifying progress and providing realistic measurements of results. Focusing on TEI measurements and outcomes will ensure that Dallas ISD continues to concentrate on improvements to strategic objectives and effectiveness rather than initiative completion. Dallas ISD is in the final stages of implementing this solution that collects data required to calculate and display key performance indicators and leading indicators for the district as well as specific projects. TEI status will be reported as part of this dashboard and will include a separate tab, or balanced scorecard, that focuses on the current status and projected outcomes for this project. The data driving this solution is pulled from the data of record from the various systems that support this comprehensive solution and displayed visually with correlations so that team members can gain the most astute insights from our performance measurements. The indicators listed above are a subset of the data that will be followed throughout this implementation phase as well as ongoing, as this is a core pillar for our focus on people and improving the quality of instruction. Financial metrics will be followed by a dedicated team that will ensure target distribution and sustainability. Sample additional indicators that will be followed include possible positive effects of student attendance, truancy, staff attendance, days to fill positions, and extensive student achievement metrics. Dallas ISD has a formal Project Management Office that will take a very high profile role in ensuring the fidelity of implementation as well as monitoring results and defining solutions. In addition, status will be reported weekly to the Superintendent during cabinet meetings and to the Board of Trustees during Board Briefings as well as via the real-time dashboard.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057905	Amendment # (for amendments only): N/A

Statutory Requirement 1: Required - Describe the components of the Induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages. *

One component of Dallas ISD's induction system includes a five day New Teacher Academy (NTA). Overhauled for the 2013-14 school year to create a more robust induction program, NTA aims to provide quality professional development experiences that enhance Dallas ISD teachers' professional growth. NTA also provides an information-rich onboarding process for all newly hired teachers to help ensure they receive the support needed prior to students' arrival. For the 2013-14 school year, there were four main components of New Teacher Academy: technology set-up, content training, PDAS training, and campus orientation. In addition, the district hosted a formal district kick-off day and an optional welcome event to facilitate relationship-building among teachers and community stakeholders. Any teacher hired after New Teacher Academy attends new employee orientation as one component of their induction. Orientation consists of technology set-up, a brief introduction to the district, and an overview of the available benefits options. Ongoing content training and professional development are conducted at the campus level throughout the remainder of the year to provide content-specific support for teachers.

Instructional coaches, located on each campus, support instructional best practices and professional learning for teachers around the district. Beginning in the 2013-14 school year, a new instructional coaching model was established that increased the number of instructional coaches serving on campuses with more clearly defined roles. While the principals are the ultimate hiring authority, a rigorous district-level screening process has been created to ensure principals only select coaches from a high quality pool of applicants. The central selection process includes both online submission requirements and in-person interviewing. Once hired, coaches received extensive professional development at the beginning of the year as well as monthly professional development during the year. In addition, instructional coaches receive regular, job-embedded coaching from division-level content-based academic facilitators assigned to support a portfolio of schools and associated instructional coaches. Academic facilitators, in turn, are also supported by academic coordinators and content departments with extensive professional development in content-based coaching strategies. (Partially Grant Funded)

In our highest need campuses, Dallas ISD has implemented the strategic feeder pattern plan to address the unique needs of these schools. This plan includes several strategic components targeted to improve the quality of instruction, but the primary emphasis of the resources is focused on the Instructional Leadership Model that increases leadership density by hiring enough assistant principals to achieve a consistent 1:300 student ratio; hiring demonstration teachers with half-day coaching responsibilities at the elementary level; appointing department chairs with half-day coaching responsibilities at the secondary level; appointing team leaders with an extra off-period to coach and model lessons at the secondary level; and assigning dedicated central office staff to support the initiative.

A primary goal of Destination 2020 is to improve the quality of instruction and the effectiveness of all Dallas ISD teachers and principals. According to Superintendent Mike Miles, "It will take leaders and heroes at all levels. Nothing short of that will do." Unfortunately, current campus staffing patterns do not enable the identification or promotion of leaders and heroes who can share their proven instructional practices with their peers. An Instructional Leadership Model has been developed to affect this degree of change as quickly as possible. A key, related initiative designed to increase the number of skilled, highly trained candidates to fill open leadership positions on campuses in Dallas ISD is the Fellows Academy for principals. Academy participants receive one year of intensive professional development in order to build leadership capacity and fulfill their role as the future instructional leader on their campus. The Principal Fellows will focus on Effective Instructional Feedback and other successful methods of coaching curriculum alignment and will develop a leader's lens in guiding effective objectives, demonstrations of learning, and quality student engagement. Fellows will expand their knowledge and experience by visiting high performing campuses, conducting spot observations in classrooms, and continually reviewing the interplay of elements in the overall campus learning experience. As principals completing the Academy coursework fan out into Dallas ISD elementary, middle, and high schools and share their new skills with their peers during professional development training and mentoring activities, leadership density will build at a faster rate.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057905	Amendment # (for amendments only): N/A

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point. *

A primary goal of Destination 2020 is to improve the quality of instruction. Few solutions are more powerful than giving school principals the opportunity to become the instructional leaders of their schools. Rather than being mired in the day-to-day operational tasks that sap their time and energy, highly effective principals are those who frequently observe and coach teachers, facilitate meaningful professional development for staff, and analyze data to drive decision-making on campus. In this way, Dallas ISD has sought and continues to seek to create a culture of instructional feedback.

In order to accomplish this objective, beginning in the 2012-13 school year, the expectation was set for principals to observe every classroom teacher on their campus at least six times each semester for a 10-15 minute "spot observation." Novice teachers and those in need of support received more than six observations – sometimes up to 10-12 observations in a semester. During these observations, the focus is on four components of instruction: (1) lesson objectives; (2) demonstration of learning by students; (3) purposeful and aligned instruction; and (4) student engagement. A one-page rubric was created to facilitate alignment within and across campuses. After each spot observation, teachers receive written feedback that contains praise, a reflective question for consideration, and specific feedback (a high-leverage, bite-sized action step that could be completed in a week). Paul Bambrick's *Leverage Leadership* has been a useful resource and model for feedback conferences. In addition, teachers receive a rating on a 0-3 scale for each of the four components. The ratings and feedback are tracked electronically in order to monitor progress and growth for each teacher.

The implementation of this system has required and continues to require extensive training and coaching in order to both find the time to observe and coach teachers frequently and to ensure the feedback is specific and of high quality. Principals received initial training at the beginning of each of the past two years. Executive directors (principal supervisors) supplement training through one-on-one coaching with principals and coaching role-play exercises and walkthroughs at feeder pattern meetings. Given the need for principals to plan their schedule differently in order to schedule spot observations and feedback meetings with teachers, significant coaching occurs on time management. In addition, principals, in turn, coach their assistant principals in ensuring teachers get observed frequently and also receive high quality feedback. Division-level staff, including executive directors, also support and calibrate with assistant principals.

Instructional coaches also provide additional spot-like observations. The spot observations conducted by principals and assistant principals cannot be delegated to instructional coaches. Thus, instructional coaches provide additional feedback to teachers, in coordination with the teachers' appraisers. While instructional coaches also assess teacher practice according to the same four components of instruction, their coaching differs in two ways. First, coaches emphasize a content-based approach. Thus, coaches are able to provide additional guidance for each of the four components that are strongly grounded in content. Second, coaches complete a spot observation form that is modified so that they do not provide any ratings – their focus is only on the praise, question, and feedback components of the spot observation form. (Partially Grant Funded)

The proposed teacher evaluation system for the 2014-15 school year and beyond formalizes the current observation/feedback practices into a new evaluation and coaching model. A key difference will be the use of a new evaluation rubric that has been under development for over two years. Our consulting partner, the District Management Council (DMC), facilitated the development of the rubric with extensive stakeholder engagement, resulting in a rubric tailored for Dallas ISD. The goal has been to develop a robust descriptive rubric that describes in detail the teacher and student behaviors of excellent teachers as well as the performance levels along the continuum for each indicator in the rubric. The instrument includes four overarching performance areas and 22 indicators of practice. :
Domain 1: Instructional practice (e.g., establishes clear and rigorous lesson objectives, encourages higher-order thinking skills)
Domain 2: Planning and preparation (e.g., demonstrates content knowledge, develops objective-based lesson plans)
Domain 3: Classroom management (e.g., maximizes instructional time, maintains a welcoming environment)
Domain 4: Professionalism and commitment (e.g., engages in professional community, establishes relationships with families)

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The rubric is currently in draft form and is being beta-tested in 25 schools; the rubric is planned to be finalized this spring. As a result of the development of this rubric, the current spot observation form and associated rubric will also be updated accordingly.
The goal of the spot observation feedback conferences will remain the expectation in the new evaluation system: provide teachers with high-leverage bite-sized action steps that will help the teacher improve their instruction in the following week. The intent is to ensure the feedback is not so vague that it cannot be implemented. Likewise, the feedback should not focus on so many elements of instruction that it is impossible for the teacher to focus and implement effectively.

Since the rubric will be new to principals and assistant principals, extensive training and calibration will take place during the summer of 2014 and will be ongoing through the school year. The goal of this training is to not only ensure that principals and assistant principals become familiar with the rubric but to ensure ongoing calibration of appraisers in order to enhance accuracy and equity in teacher evaluation. A calibration team will work with each campus to ensure that the observation scoring is fair and accurate across the district. (Grant Funded)

Another group of observers will be members of the Distinguished Teacher Review teams. In order for teachers to be classified as Proficient II or higher, they must qualify for and undergo a Distinguished Teacher Review (DTR). A DTR team consists of three members (an administrator and other instructional leaders/specialists). In addition to assessing the teacher's leadership, lifelong learning, and contributions to the profession, the team also observes the teacher's instruction in order to verify the principal's recommendation for distinguished teacher status. Thus, the district will need to extensively train and calibrate with the DTR teams to ensure a common vision for our most effective teachers is established. Doing so will also be helpful in protecting against inflated scores, a historical challenge in our profession. (Grant Funded)

School leaders conduct at least one formal observation and a written summative on every teacher each year. In order to build a culture of instructional feedback, school leaders also conduct six spot observations (or walkthroughs) per semester for each teacher, resulting in 12 spot observations per year. These 10- to 15-minute observations result in a written spot observation form, through which the principal or assistant principal provides effective instructional feedback to the teacher. Information from the spot observations contributes to the summative performance evaluation. While for practical considerations summative evaluations may be finalized prior to all 12 spot observations being completed, each teacher will receive at least eight spot observations for the year prior to receiving a summative evaluation. Teachers who qualify for and undergo the distinguished teacher review process (discussed later in this section) will receive a minimum of five spot observations (plus the formal observation) that will inform the summative evaluation.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057905 | Amendment # (for amendments only): N/A

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point. *

The Dallas ISD plan proposes to define and evaluate excellence through three lenses: (1) teachers' performance assessed using carefully designed and field-tested rubrics, (2) student achievement assessed using multiple measures of student achievement and growth, and (3) student perceptions assessed using well-researched student surveys. The district plans to use the information with one goal: improve teacher effectiveness.

For most teachers, 50 percent of the evaluation is based on performance; 35 percent is based on student achievement results; and 15 percent is based on student survey results. However, for those teachers for which student survey results are not available and/or will not have enough measures for the full 35 percent for student achievement, these teachers will have different proportions. The following table describes the different TEI categories:

TEI Category	Teacher Performance	Student Achievement	Student Survey
Category A -- All three components available (most teachers)	50%	35%	15%
Category B -- Reduced availability of achievement measures (e.g., career & tech teachers)	65%	20%	15%
Category C -- Reduced availability of achievement measures AND no student surveys (e.g., pre-K)	80%	20%	0%

The following section outlines how the 3 components of the TEI work using a "Category A" teacher example. For Categories B and C teachers, the points would be adjusted according to the table above.

Performance (50%): The performance score is determined by the evaluators (principal and assistant principal) using the teacher evaluation rubric. The current draft teacher evaluation rubric was developed by the Teacher Evaluation Task Force, with the help of the district's consultants, the District Management Council (DMC). The goal has been to develop a robust descriptive rubric that outlines in detail the teacher and student behaviors of excellent teachers as well as the performance levels along the continuum for each indicator in the rubric. The rubric is currently being field-tested by a group of 25 schools and will be updated in the coming months based on feedback. The instrument includes four overarching performance areas:

- **Domain 1: Instructional practice** (e.g., establishes clear and rigorous lesson objectives, encourages higher-order thinking skills)
- **Domain 2: Planning and preparation** (e.g., demonstrates content knowledge, develops objective-based lesson plans)
- **Domain 3: Classroom management** (e.g., maximizes instructional time, maintains a welcoming environment)
- **Domain 4: Professionalism and commitment** (e.g., engages in professional community, establishes relationships with families)

School leaders conduct at least one formal observation (minimum of 40 minutes) and a written summative on every teacher each year. School leaders also conduct six spot observations (or walkthroughs) per semester for each teacher. These 10- to 15-minute observations result in a written spot observation form, through which the principal or assistant principal provides effective instructional feedback to the teacher. Information from the spot observations, formal observation, and teachers' self-assessment contributes to the summative performance evaluation. While summative evaluations may be finalized prior to all 12 spot observations being completed for practical considerations, each teacher will receive at least eight spot observations for the year prior to receiving a summative evaluation. Teachers who qualify for and undergo the distinguished teacher review process (discussed later) will receive a minimum of five spot observations (plus the formal observation) that will inform the summative evaluation.

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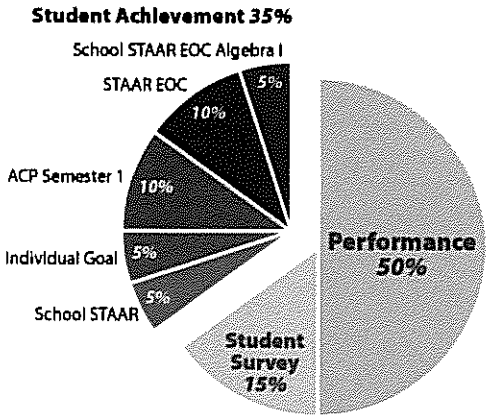
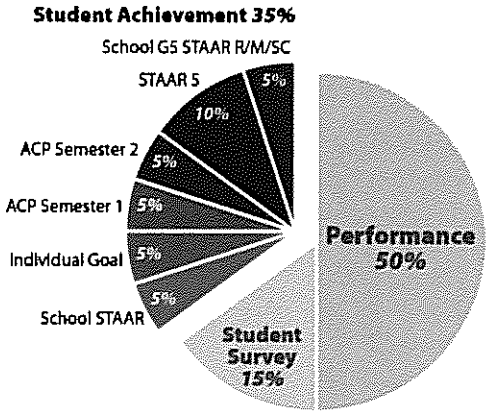
Achievement (35%): A teacher's achievement score comprises multiple measures of student achievement. In order to keep the assessment of achievement comparable across disciplines, every teacher's achievement score consists of seven parts or "weights." Each part is worth five points for a subtotal of 35 points. The central feature of the achievement part of the evaluation is the unique student achievement template for each teacher. The achievement template describes in detail the multiple measures that are used to assess each teacher's effectiveness in improving student academic proficiency. The template also outlines the cut-points that are used to determine a teacher's score for each part or weight. Every teacher will have an achievement template that is unique to their subject area and grade level.

HIGH SCHOOL ALGEBRA I



GRADE 5 RLA



STAAR assessment results are used for an individual teacher where appropriate. District-developed ACPs (semester exams) are used for core and many non-core subject areas as well. There are two weights that are the same for all teachers. First, every teacher has one part that is tied to the school's state assessment, or STAAR, results. In this way, every teacher is partly accountable for his school's high-stakes test and state accountability rating. This measurement also supports collaboration among grade levels and among core and non-core teachers. Second, every achievement template also includes one part that is based on the teacher's accomplishment of his individual student achievement goal. The purpose of this measure is to capture data on student learning growth on assessments that are important and meaningful but not a standardized measure that is already another weight in the achievement template. In this way, the intent is to focus professional conversation on student learning in order to support teachers in reaching the learning targets. This goal is established at the beginning of the year with the approval of the principal and is assessed at the end of the year using a rubric. These two weights, school STAAR and individual student achievement goal, will be weighted twice as much for Category B and C teachers since other appropriate assessments are not available. The various measures of student achievement in the achievement templates include (where possible) two types of metrics: "status" and "relative growth." For some measures, such as the STAAR and ACP results, the achievement template includes a status measurement and two relative-growth measurements, and the teacher is awarded points based on the highest of the three outcomes.

Student surveys (15%): Dallas ISD will use an external, research-based student survey to account for 15% of a teacher's overall evaluation rating. Due to the strong correlation between student surveys and students' achievement gains confirmed by the Measures of Effective Teaching study, TEI will incorporate students' feedback for teachers who instruct K-12 students. The specific survey instrument will be determined as a result of normal district procurement processes.

Distinguished Teacher Review: Distinguished teachers are those whose overall effectiveness level is Proficient II or higher. The equation for attaining the distinguished levels is still based on performance, student surveys, and achievement results. However, on the performance side of the equation, distinguished teachers have to meet additional criteria. First, a principal follows the same performance procedures as with all of the other teachers. If the teacher scores at least 40 points on the performance evaluation and a combination of the combination of the student survey score and the achievement template score is at least 25 points, the teacher is eligible for a Distinguished Teacher Review (DTR). The district conducts the DTR. A team of administrators and instructional coordinators observe the teacher's classroom instruction and assess her leadership, lifelong learning, and contributions to the profession. In order to encourage our most effective teachers to teach at Tier 1 schools, the district will award points in the DTR process for service in Tier 1 schools (schools that have the lowest proficiency levels and are most in need of effective teachers and administrators). (Grant Funded)

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057905 | Amendment # (for amendments only): N/A

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point. *

One component of this plan focuses on increasing leadership density at the campus level and more effectively delivering feedback and professional development on best practices, personalized learning strategies and data-driven and purposeful instruction.

Principals as Instructional Leaders. Principals play a critical and measurable role in shaping school effectiveness. Research suggests that their leadership behaviors are second only to teachers in impact on student learning, representing about one quarter of the total effects. Dallas ISD will restore the principal's capacity to focus almost exclusively on improving the quality of instruction on his or her campus. The principal will be enabled to work collaboratively with the Instructional Leadership Team and the teaching staff to develop and support the school's vision, established in correspondence with student and family needs, and fully incorporate the district's Core Values and beliefs. The principal also will have control over staffing and supervision of his or her school's teachers and will ensure they have the will and skill to achieve academic equity and quality for all students. The principal will meet with the Instructional Leadership team weekly to identify and resolve curricular or student performance issues, identify teachers in need of practice improvements, and provide clear, continuous feedback to teachers on how they are progressing. The principal will mentor all campus leaders, will provide embedded professional development and continuous feedback, and will be the face of the school in the community by informing parents of school goals and addressing their concerns. All principals in the Strategic Feeder Patterns either will participate in previously described training through the Fellows Academy or will be mentored and coached by Dallas ISD central office staff (specifically, the executive director responsible for overseeing the respective feeder pattern).

Instructional coaches, located on each campus, support instructional best practices and professional learning for teachers around the district. Beginning in the 2013-14 school year, a new instructional coaching model was established that increased the number of instructional coaches serving on campuses with more clearly defined roles. Instructional coaches deliver regular, job-embedded coaching and mentoring to teachers at their assigned campus. Instructional coaches along with campus leadership, provide and facilitate coaching, mentoring and weekly collaboration opportunities. They are supported by academic facilitators who are also supported by academic coordinators and content departments to deliver any required training or assistance with campus specific needs. (Partially Grant Funded)

Increase in Professional Development Opportunities. Inherent within this initiative is an underlying commitment to elevating all principals to the position of instructional leader on their campus and to providing rich, varied and abundant professional development activities, thereby enabling teachers, principals, and administrators to perform at their highest level. Our approach is predicated upon two beliefs: 1) Dallas ISD's teaching corps includes large numbers of highly skilled educators, and it is incumbent upon the district to create mechanisms whereby their professional expertise can be shared, and 2) creating a multilevel career path for highly effective teachers will preserve and increase their impact on more students as their influence expands. The expanded professional development components feature new positions and position responsibilities designed to facilitate on the spot, informal, and formal teaching support on a continuous basis including:

- Create an online resource bank with videos and modules for school leaders and instructional coaches on developing effective coaching relationships and providing effective feedback (proposed grant funding)
- Develop a more structured mentoring program for novice teachers that leverages campus expertise
- Create virtual PLC modules that facilitate collaboration among role-alike teachers within and across campuses
- Develop live and online modules for team leaders
- Develop a series of 1-hour model PD modules with facilitator guides aligned to rubric indicators to support campus leaders in facilitating whole-group PD sessions (e.g., when introducing a topic)
- Pair proficient and above teachers with progressing teachers in teaching summer school in order to build instructional capacity
- Develop a set of academies for select teachers that targets:
    - Progressing II teachers in order to support them in becoming proficient teachers
    - Proficient I teachers in order to support them in becoming distinguished teachers
    - Distinguished teachers in order to continue to grow their teacher leadership capacities

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Also, housed in the School Leadership Department, district academic facilitators will support the teacher leaders on all campuses by designing and facilitating professional development, facilitating collaboration and providing on-demand coaching to build capacity and enable the teacher leaders to support their peers. The acaemic facilitators will also work with campus principals and assistant principals to design a framework to ensure regular communication with and consistent development for teacher leaders and aspiring leaders. A critical adjunct to on-going professional development will be self-paced learning. Dallas ISD teachers have access to an online guide of professional development opportunities they can complete on their own. The 118-page guide for the 2013-14 school year contains content for all grade levels and subjects and covers successful methodologies for working with high needs populations, including economically disadvantaged students, special education students, and students with limited English proficiency. The Director of Teacher Leadership and Coaching will continuously monitor teacher performance appraisals and recommendations from principals to identify new content for inclusion in the catalogue.

At the district's highest need schools designated as Strategic Feeder Patterns, campus leadership such as department chairs are assigned to support core content areas (Math, Science, Social Studies, English Language Arts), teaching students half day and mentoring/coaching teachers half day; team leaders assigned to support grade levels and mentor/coach teachers one period per day; and, additional full time equivalent teaching units added to account for teacher mentoring/coaching periods and assignment of a demonstration teacher on all elementary campuses.

- Department Chair: Supervises grade level team leaders and core teachers. Reserved for teachers who demonstrate the highest level of achievement in the teaching profession. Works an 11-month year and has a reduced teaching load, with one-half day spent in the classroom and one-half day conducting spot observations, providing support to teachers, teaching demonstration lessons, planning instructional supplements or identifying evidence-based practices for possible implementation, and designing and facilitating professional development opportunities for teachers under their purview. Supervises, coaches, and mentors all teachers in the subject area. Accountable for the performance of the grade level department leaders and core teachers in their subject area. Conducts weekly grand rounds to observe all teachers and identify needs for professional development. Eligible for differentiated leadership pay based upon performance, content area, and number of teachers under supervision.

- Team Leader: Supports core teachers within a particular content area and grade level to strengthen their practice and identify problems requiring immediate attention. Leads the planning effort to address department-wide opportunities for improvement and facilitates or recommends professional development. Coaches and mentors core teachers within their same subject area and grade level. Accountable for their teaching performance and that of the core teachers in their grade level and subject. Eligible for leadership pay based on performance, subject area, and number of core teachers under supervision. Has one additional period off to execute leadership responsibilities.

The primary responsibility of the leaders described above will be to work with one another and core subject teachers in each school to support student achievement, graduation, and college- and career-readiness. Finally, central staff, the principal, department chairs, and team leaders will plan and present professional development covering: best practices, personalized learning, curriculum alignment, instructional rigor within each content area, engagement strategies, assessment, and the dynamics and benefits of small learning communities in multiple new avenues such as learning labs, teacher academies, self paced study and job embedded learning. A major step toward professionalizing the position of teacher is to acknowledge that skills develop over time and often must be upgraded in response to new challenges or opportunities. Therefore, Dallas ISD will implement a new track for enhanced professional development specifically targeting novice teachers, those who are new to their grade level or content area, or those who are struggling. These teachers will have additional support built into their schedules to be used for instructional skill development and observation of master teachers. The need for additional support will be determined by the department leader and designed to meet the unique needs of the teacher. Struggling teachers will be placed on an improvement plan that stipulates hours and types of training that will help him/her develop necessary competencies to effectively serve as a classroom leader. Novice teachers and those who need skill upgrades in order to complete new assignments will receive additional support as often and for as long as needed until full proficiency is achieved, per evaluation by the principal and/or department chair. Also, in an effort to diminish the isolation experienced by a large percentage of teachers, weekly group peer coaching will be incorporated. During these sessions, teachers will be able to share successful practices, brainstorm challenges, address instructional problems, and receive support from their peers and teacher leaders without fear of reproach or judgment.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057905	Amendment # (for amendments only): N/A

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point. ✶

Teacher proficiency has long been acknowledged as a major contributing factor in student achievement. The negative effects of a poorly equipped teacher are acute for high need students with significant barriers to academic success. The inequitable distribution of high quality teachers, as is the status quo in Dallas ISD schools, sharpens the impact for these students. Dallas ISD seeks to restore instructional equity districtwide

Since the summer of 2012, Dallas ISD began an intentional effort to strengthen the foundation of support for teachers' professional learning by working to establish an environment with the following elements:

1. school leaders who understand what good instruction looks like and who are held accountable for improving the quality of instruction,
2. a culture of instructional feedback in which classroom instruction is observed and effective feedback is given regularly and consistently,
3. processes to collect and analyze student achievement data and teachers who use those data to improve instruction,
4. significant support and professional development that helps both administrators and teachers improve instruction,
5. an aligned curriculum and a pervasive understanding of how to implement a standards-based curriculum.

Dallas ISD must employ and retain more proficient, highly effective teachers. The district must increase consistent, daily use of superior instructional practices by installing a robust leadership and administrative tier to provide continuous feedback, coaching and professional development. To build an effective support system for teachers, the district will provide supports across multiple professional learning contexts, leverage technology to support professional learning and collaboration, and provide differentiated professional development options based on data and tailored to teachers' needs. Dallas ISD will focus on enhancing job-embedded professional development while also identifying strategic professional development initiatives that leverage the district's size and its diversity of school contexts.

Research has shown that teachers reflect on and improve their practice on four primary contexts—self-reflection, one-on-one coaching, learning in teams, and large group professional development sessions. The Dallas ISD's plan over the next two years include a focus on these four contexts as well as other integrated and strategic supports:

Fostering Self-Facilitated Learning Opportunities

- Create short exemplar videos of Dallas ISD teachers representing each indicator of the new performance rubric (proposed grant funding)
- Customize a user-friendly technology platform that facilitates data analysis and reflection as well as tools to incorporate insights into planning
- Develop district training modules for effective use of digital video cameras; invest in digital video cameras for teacher use

Enhancing One-on-One Coaching Supports

- Develop extensive calibration modules for school leaders and instructional coaches to ensure a common vision of excellence *(proposed grant funding)*
- Create an online resource bank with videos and modules for school leaders and instructional coaches on developing effective coaching relationships and providing effective feedback *(proposed grant funding)*
- Develop a more structured mentoring program for novice teachers that leverages campus expertise

Empowering Teacher Teams

- Provide tools and resources for teacher teams (e.g., toolkits, videos of effective team practices) *(proposed grant funding)*
- Create virtual PLC modules that facilitate collaboration among role-alike teachers within and across campuses

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(proposed grant funding)
- Develop live and online modules for team leaders *(proposed grant funding)*
- Support school leaders and coaches in effectively supporting teams (e.g., scheduling logistics, coaching teams) *(proposed grant funding)*

Increasing Whole-Group Training Offerings
- Develop a series of 1-hour model PD modules with facilitator guides aligned to rubric indicators to support campus leaders in facilitating whole-group PD sessions (e.g., when introducing a topic) *(proposed grant funding)*
- Create modules to support principals in developing a comprehensive framework for job-embedded PD on campus, including work on deepening content knowledge *(proposed grant funding)*

Developing Learning Labs
- Pair proficient and above teachers with progressing teachers in teaching summer school in order to build instructional capacity

Building Robust District Content Workshops
- Build and provide a set of workshops (e.g., Tuesdays and Saturdays) that are designed for those campuses in order to build campus and content expertise in areas of need. *(proposed grant funding)*

Creating Differentiated PD Academies (year-long)
- Develop a set of academies for select teachers that targets:
  - Progressing II teachers in order to support them in becoming proficient teachers
  - Proficient I teachers in order to support them in becoming distinguished teachers
  - Distinguished teachers in order to continue to grow their teacher leadership capacities
- Academies would include a summer session with ongoing PD during the year in order to support job-embedded professional learning

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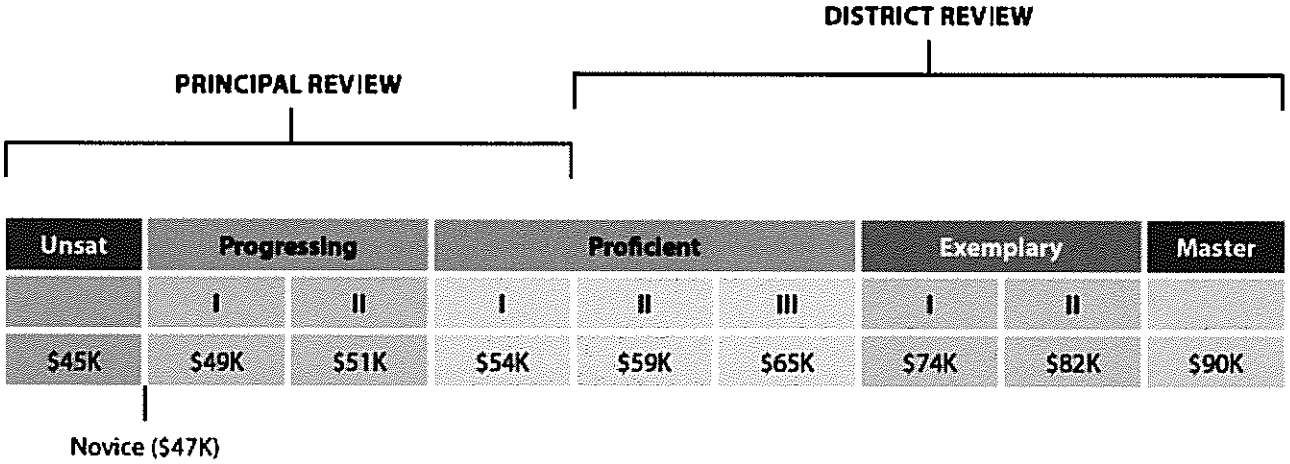
Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057905 | Amendment # (for amendments only): N/A

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point. *

The Dallas ISD plan will compensate teachers based on their overall effectiveness and that compensation should be markedly differentiated. The plan should be a true pay-for-performance plan, not an incentive pay plan. Teachers who are more effective should earn significantly more money than a less effective teacher. During the summer of 2015, at the end of the first year of implementation of the TEI plan, the district proposes to eliminate the traditional teacher salary schedule for classroom teachers on the plan. Thus, these teachers will no longer be directly paid for years of experience or college degrees or credits. And while there may be some additional stipends for certain hard-to-fill areas (which still needs to be determined) and certain other additional duties, teachers, generally, will receive very little other compensation. The TEI plan, pending Board approval scheduled for May 2014, replaces the traditional salary schedule with nine effectiveness levels. The teacher receives the salary associated with the relevant effectiveness level. First-year teachers who are new to teaching are "novice" teachers and do not have an effectiveness rating until the beginning of their second year. The chart below illustrates the proposed salaries associated with each level of effectiveness.



All teachers move to the next level if they meet the criteria for performance, student surveys, ***and*** student achievement results. Each succeeding level requires a higher degree of performance, student survey, and demonstrated student achievement results. Compensation is significantly higher at each succeeding level. These salaries are significantly higher than career-path-equivalent ones in other local districts. Moreover, the main benefit of the new plan with regard to compensation is the earning potential over several years. For example, currently it takes a new teacher (on the bachelor's degree salary schedule) 10 years to earn a salary of $51,307. Under the new evaluation and compensation system, a new teacher can begin earning that amount after only two years.

Additionally, an average teacher under the new evaluation system would earn considerably more over their career than a teacher under the current evaluation system and salary schedule. Under the current salary schedule, a teacher with a master's degree would earn approximately $755,740 over 15 years. With the new, proposed compensation plan, the average teacher would earn approximately $839,000 over 15 years. This amounts to a difference of $83,260, or approximately $5,550 each year. More effective teachers would earn much more; less effective teachers would earn less.

The basic concept of the proposed Dallas ISD system is to pay an effective teacher a significantly higher salary (than that of peers in other districts) and set high expectations for professional behavior and practice. In a professional organization, leaders and team members mentor the new person in order to improve the organization's chances of meeting its goals. In a professional organization, people take the initiative to lead and move the organization forward. This notion of professionalism will add to a positive culture-shift in Dallas ISD.

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Adjustments for Inflation or Cost-of-Living

The compensation tied to the effectiveness levels is not adjusted every year to account for inflation. However, the compensation scale will be reviewed at least once every three years by a special task force and Human Capital Management to determine if the scale is competitive and to make a recommendation to adjust it if necessary. The next regular review and possible adjustment of the salary levels will be in the 2016-2017 school year.

Key Implementation Parameters

The following implementation parameters are critical to the success and sustainability of the plan during the transition.

- **Based on SY14-15 ratings, all classroom teachers would be assigned an overall effectiveness level. The new salary would start in SY15-16.** All classroom teachers would receive salaries based on the new compensation system beginning in the fall of 2015.

- **Teacher salaries will not go below 2014-2015 level.** Changing compensation systems requires careful consideration of the employees' context. For this reason, even though some teachers' initial placement on the new system would suggest a lower salary based on their overall levels of effectiveness, the district will allow these teachers to maintain their 2014-15 salary for as long as they are continuously employed by Dallas ISD as a teacher.

- **For first two years of TEI implementation, maximum salary increase in a single year will be capped at $5,000 for an individual teacher.** In order to ensure sustainability of the system during the transition from one compensation system to another, salary increases will be capped at $5,000 for teachers.

- **Proficient I teachers have a minimum of three years of teaching experience.** While this parameter is inevitably the case by the structure of the plan for novice teachers that start on the new plan and progress through successive effectiveness levels, it requires mentioning during a transition to the new plan since current teachers will not have had to move through Novice, Progressing I, and Progressing II levels in order to reach Proficient I status.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057905 | Amendment # (for amendments only): N/A

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point. ✶

Dallas ISD has designed and is implementing a revised selection process to staff openings within all schools. Our goal is to place Dallas ISD's best teachers in areas where they are needed most. Therefore, teachers accepting assignment to Tier 1 (lowest performing) campuses will receive additional points on their annual performance evaluation, i.e., three points for the first year they serve on a Tier 1 campus and an additional point for the second and third years, for a total of five points. These points, which will equate to higher compensation, will incentivize effective teachers to come to lowest performing schools.

External recruitment will occur in partnership with multiple organizations, including Teach For America and UTeach (a growing university-based program whereby STEM majors simultaneously earn a secondary teaching certificate in their content area to fill high-need positions) and attendance at career fairs hosted by the top-ranked education programs across the nation, especially those that graduate the largest number of teachers certified in critical content areas, e.g., math, science, and bilingual education. A related initiative of the Human Capital Management Department is to deepen the relationship between Dallas ISD and area colleges and universities offering education degrees in an effort to promote internships and student teaching opportunities, and to restructure student teaching to create a more reliable talent pipeline for the district.

In general, as TEI helps to professionalize the practice of teaching, Dallas ISD will draw and retain better-qualified candidates into teaching, and the effects for students in under-performing schools will be immediate and wholly positive: placing motivated, effective teachers in classrooms will increase equity and contribute to accelerated achievement by the district's highest need students. Finally, a coordinated, community-wide marketing effort from March through August of each year will emphasize the honor and privilege associated with working in the communities as well as the opportunity for intensive professional development and growth.

The Chief of Human Capital Management has developed a predictive selection model to evaluate applicants for Dallas ISD teaching positions and compare their skills to the new teacher performance metrics (described below). Rigorous pre-screening will ensure the applicant's qualities are aligned with the district's Core Values and reflect superior levels of achievement, leadership, commitment, initiative and perseverance, personal responsibility, respect, professionalism, mindset, content knowledge and instructional practices, and behavior management. Thereafter, the Dallas ISD Human Capital Management team will use a four-step process to vet all teaching candidates. Step 1: Online Application, including submission of resume and academic transcripts, completion of performance tasks, i.e., data analysis exercise to identify trends and areas needing intervention in student performance, and completion of two written essays. Step 2: Phone Screen, including probing questions pertaining to the online application. This step may be bypassed at the discretion of the screener. Step 3: Group Interview, to include a teaching-related group activity and discussion, e.g., creating a response to a parent's concerns about a student's performance. Step 4: Certification and Background Check, the final required element before a candidate is approved to enter the qualified applicant pool. Next, the Human Capital Management Department assists principals in using Hiring Committees (made up of teachers, principals, and the executive director overseeing the campus) to review qualified applicant pools and make hiring recommendations. The Human Capital Management Department also is creating and distributing Hiring Manuals to principals and will train Hiring Committee members in the application of superior hiring practices if needed. The entire interview and hiring process will be streamlined to ensure that the most qualified candidates are offered a position in a timely and efficient manner. The team also will prepare a best practice guide to assist the campuses in meeting recommended timelines and targets for staffing. The Chief of Human Capital Management has established the following goals for filling all teaching positions for the 2014-15 school year: March 2014-complete 25% of hiring; April 2014-complete 50%; May 2014-complete 75%; June 2014-complete 85%; and, July 2014-complete 100%.

Retaining Dallas ISD's highly effective teachers is a primary goal of the Teacher Excellence Initiative. To this end, the Chief of Human Capital Management has appointed an onboarding team to restructure the New Teacher Academy and New Employee Orientation. The team also is in the beginning stages of creating a new teacher mentor program. As Dallas ISD improves the onboarding experience of new employees, retention rates are expected to rise across the district. Whenever possible, cohorts of new and tenured teachers will be organized on each campus to build camaraderie and mutual support.

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Recruitment and Hiring Practices

Operating with the understanding that teachers are the largest in-school variable impacting student achievement, Dallas ISD launched new recruiting efforts in 2012. The district's Talent Acquisition team, which includes six Recruitment and Selection Coordinators, actively recruits top talent from around the country by visiting universities, job fairs, conferences, and other recruitment events. In the 2013-14 hiring season, over 5,000 candidates applied for approximately 2,000 teacher vacancies. This surge of candidates is attributed, in part, to the eighty-eight recruitment trips completed by the Talent Acquisition team throughout the year. These robust recruiting efforts have allowed the district to utilize hiring practices that are increasingly selective.

Quality of the Applicant

In search of highly effective teachers who will be assets to the district, the Recruitment and Selection Coordinators use research-based competencies to identify strong talent for Dallas ISD's campuses. Candidates are uniformly vetted through a centralized teacher selection model to determine eligibility for hire. Each step of the selection process is assessed using rubrics designed to capture the ten research-based competencies that ground the selection model. After evaluating 2013-14 hiring data, the cut points for each rubric were raised to increase the rigor of the selection process. Ongoing calibration sessions with evaluators help ensure uniform scoring practice are utilized across the Talent team so that strong candidates are consistently identified for principals to interview.

Early Hiring Practices

Given that the most qualified, effective teachers often accept job opportunities early in the hiring season, Dallas ISD began offering early contracts in 2013. Early contracts are offered to candidates who meet NCLB highly qualified requirements and rigorous selection criteria. These contracts are intended to cultivate candidates in high need areas to teach in Dallas ISD schools and to prompt them to make early decisions before they are incentivized to accept positions at surrounding districts. Recruitment and Selection Coordinators and principals have the opportunity to extend early contracts before the budget finalizes specific campus-based vacancies projected for 2014-15. This will help ensure highly qualified candidates are secured for Dallas ISD before the relatively late budget approval process transpires.

A total of 750 early contracts will be disseminated during the 2014-2015 hiring season. These contracts will be allocated primarily to critical shortage content areas, especially for bilingual, special education, and secondary math and science positions. Qualified candidates must meet rigorous selection criteria to be eligible for an early contract. This criteria includes, but is not limited to, demonstrated past success in the classroom, strong academic coursework, demonstrated leadership, and specific mindsets, including the belief in all students' ability to excel academically. Early contract distribution began in December 2013 and will continue throughout the spring of 2014 for the 2014-15 school year.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057905	Amendment # (for amendments only): N/A

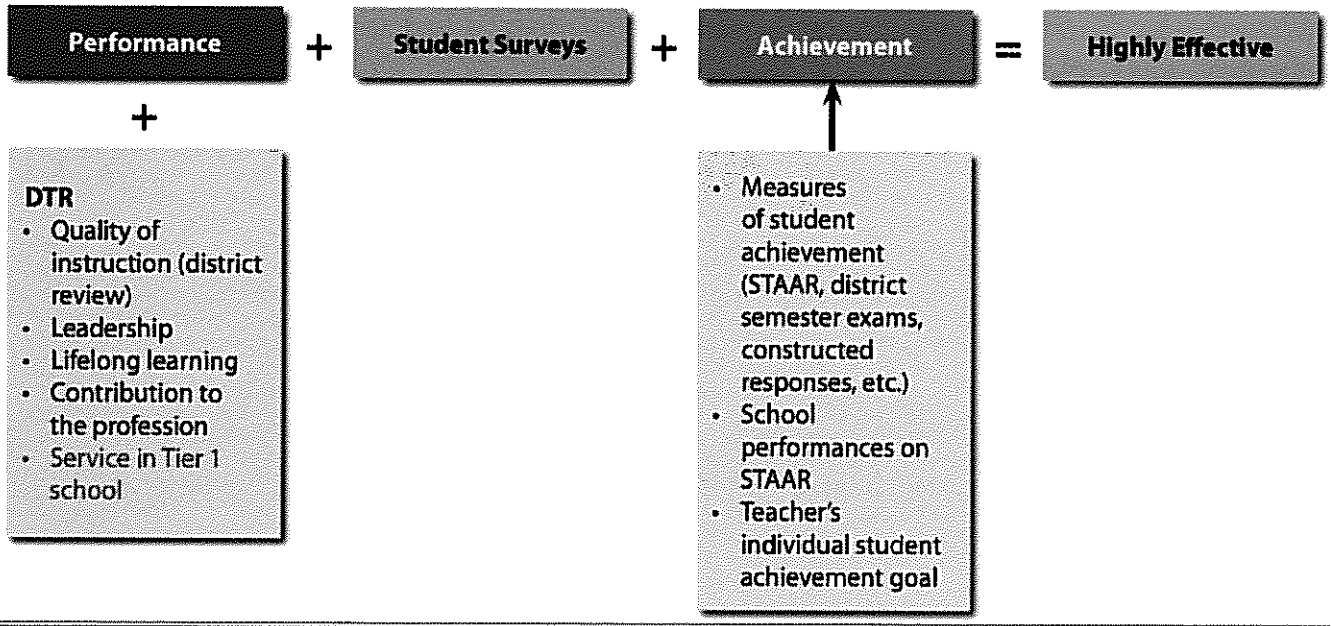
Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point. *

Academic Coaches - School and district leaders must ensure a robust, systemic, and individualized support system in order to provide the opportunity for each teacher to reach her or his potential in enhancing student learning. The district implemented campus-level instructional coaches and division-level academic facilitators to support teachers and provide them with direct, job-embedded professional development. These instructional coaching and academic facilitator positions provide teachers with an additional career pathway that allows teachers to remain focused on instruction in the classroom. In order to improve the quality of academic coaches, the district plans to create 22 senior academic coach positions that have an increased salary range of $7500. These new senior academic coaches will be allocated to the highest need schools based on student performance. **(Partially Grant Funded: Instructional Coach 2 - 180,511 salary & benefits)**

Distinguished Teachers – Rewarding Leadership, Lifelong Learning and Contributing to the Profession
The TEI plan eliminates the traditional teacher salary schedule and replaces that schedule with nine levels of effectiveness. The levels range from "Unsatisfactory" to "Master" teacher.

All teachers move to the next level if they meet the criteria for performance, student surveys, and student achievement results. Each succeeding level requires a higher degree of performance, student survey, and demonstrated student achievement results. Expectations become more rigorous as the teacher attains proficiency and then mastery of effective teaching. Compensation is significantly higher at each succeeding level. Years of service play no role in the TEI compensation system. Graduate degrees and/or continuing education credits may be considered as evidence of "life-long learning," which are part of the criteria for becoming a distinguished teacher.

Distinguished teachers are those whose overall effectiveness level is Proficient II or higher. A distinguished teacher has to be distinguished in performance and distinguished in overall effectiveness (performance plus student achievement plus student survey). However, on the performance side of the equation, distinguished teachers have to meet additional criteria. Distinguished teachers undergo a review process to validate their high quality of instruction, leadership, contributions to the profession, and lifelong learning. These criteria can be met through various avenues such as mentoring new teachers, leading professional learning communities, presenting professional development, attending content-specific conferences, and collaboratively writing unit plans for their campus.



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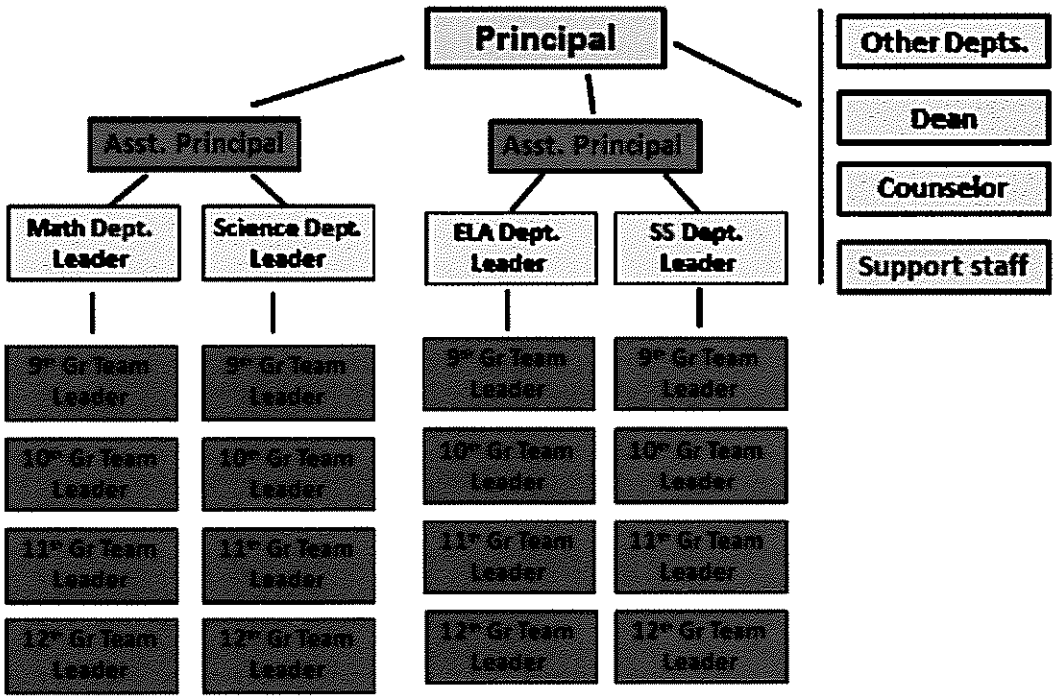
Instructional Leadership Model (in Strategic Feeder Pattern Schools) - At the district's highest need schools designated as Strategic Feeder Patterns, campus leadership such as department chairs are assigned to support core content areas (Math, Science, Social Studies, English Language Arts), teaching students half day and mentoring/coaching teachers half day; team leaders assigned to support grade levels and mentor/coach teachers one period per day; and, additional full time equivalent teaching units added to account for teacher mentoring/coaching periods and assignment of a demonstration teacher on all elementary campuses.

- Department Chair: Supervises grade level team leaders and core teachers. Reserved for teachers who demonstrate the highest level of achievement in the teaching profession. Works an 11-month year and has a reduced teaching load, with one-half day spent in the classroom and one-half day conducting spot observations, providing support to teachers, teaching demonstration lessons, planning instructional supplements or identifying evidence-based practices for possible implementation, and designing and facilitating professional development opportunities for teachers under their purview. Supervises, coaches, and mentors all teachers in the subject area. Accountable for the performance of the grade level department leaders and core teachers in their subject area. Conducts weekly grand rounds to observe all teachers and identify needs for professional development. Eligible for differentiated leadership pay based upon performance, content area, and number of teachers under supervision.
- Team Leader: Supports core teachers within a particular content area and grade level to strengthen their practice and identify problems requiring immediate attention. Leads the planning effort to address department-wide opportunities for improvement and facilitates or recommends professional development. Coaches and mentors core teachers within their same subject area and grade level. Accountable for their teaching performance and that of the core teachers in their grade level and subject. Eligible for leadership pay based on performance, subject area, and number of core teachers under supervision. Has one additional period off to execute leadership responsibilities.

Strategic Feeder Group Structure



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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057905	Amendment # (for amendments only): N/A

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. ✶

N/A

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided ✶

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057905	Amendment # (for amendments only): N/A

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. ✶

N/A

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. ✶

N/A

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057905 | Amendment # (for amendments only): N/A

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. ✶

Overall, the projected costs average about $800 per teacher per year, the largest portion dedicated to providing professional development supports for teachers. As a result, the district believes TEI to be a high-leverage and efficient investment in our goals for improving the quality of teachers and, ultimately, student achievement and growth.

Costs	2014-15	2015-16	2016-17
Data management system	$1,000,000	$1,000,000	$1,000,000
Assessment development, scoring, and data analysis	$1,860,000	$1,860,000	$1,860,000
Student surveys	$1,250,000	$1,250,000	$1,250,000
TEI implementation team & Distinguished reviews	$ 800,000	$ 725,000	$ 650,000
Training for appraisers and teachers	$ 250,000	$ 50,000	$ 50,000
Professional Development	$3,000,000	$3,000,000	$3,000,000
Total	**$8,160,000**	**$7,885,000**	**$7,810,000**

Dallas ISD projects that the district can re-allocate $4,500,000 of general operating budget to support this project annually beginning in the 2014-15 school year. These funds will be utilized for the highest priority budget items that include data management, assessment development, scoring, data analysis and student surveys. The TEI implementation team can be partially funded with these budget dollars while remaining high prioritized needs must be funded through other sources. Dallas ISD is seeking grant funding to support the following:

1. Distinguished Teacher Review Team: Staffing to support the Distinguished Teacher Review Process ($177,435 per year for 2 years)
2. Calibration Team: Develop calibrating process to ensure equality across the district; Initial and On-going TEI Training for Appraisers & Teachers ($302,984 annually)
3. TEI PD Team: Creation of Targeted Professional Development for Teacher Academies, Learning Labs and High Demand Skills for induction and coaching ($296,040 annually)
4. Instructional Coaches: improve the quality of Instructional Coaching & Mentoring Model: ($180,511)
5. Indirect & Evaluation Costs: ($43,030)

Because of the anticipated strategic compensation start-up costs anticipated (holding all teachers' salaries no lower than their 2014-15 salary), the above mentioned activities will not receive funding despite the fact that these are high priority requirements. Once the initial start-up costs of the strategic compensation plan have passed after the first 4 years of implementation (teachers are being paid based on performance), Dallas ISD expects to be able to fund these high priority activities. With the support of this grant, Dallas ISD can move these high priority activities into the 2014-15 school year in order to reap the most benefits and ensure the success of the Teacher Excellence Initiative.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057905 | Amendment # (for amendments only): N/A

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence Innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NLT Date	Event
3/15/2013	Teacher Recruiting & Selection Model Complete
06/30/2013	New Teacher Induction Process Complete
4/1/2014	List of three TEI categories finalized
5/23/2014	Passage of TEI system (Board Approval)
6/15/2014	**HCM and Evaluation and Assessment hire TEI implementation Team (Includes Calibration Team)**
7/1/2014	**HCM hires new Senior Instructional Coaches and assigns to highest need schools**
7/1/2014	**HCM and SL finalize training and certification for appraisers and training for all teachers about the new system.**
7/1/2014	HCM and School Leadership finalize rubrics and application packet for DTE review
8/15/2014	**HCM hires DTE coordinating team**
8/30/2014	**HCM and School Leadership train/certify all Principals, assistant principals as appraisers and inform teachers about the TEI evaluation system**
9/1/2014	Evaluation and Assessment Dept. publishes teachers in the top 25% for student achievement (and student survey beginning in 2015)
9/30/2014	**HCM and School Leadership conducts training to familiarize teachers with the DTE process**
10/1/2014	Identification of Tier 1 schools by CAIA
10/15/2014	**Selection of 125 review team members and backups**
10/15/2014--1/15/2015	**Training for DTE review teams (several times offered, including on weekends or after school)**
12/8/2014--12/17/2014	**First window for notifying HCM to undergo a DTE review**
1/15/2015	**Final day to certify DTE review members**
1/19/2015–5/15/2015	**DTE review of teachers**
1/23/2015	**Final day for principals and Aps to conduct performance evaluations of teachers who may be eligible for DTE review**
1/26/2015–1/30/2015	**Second window for notifying HCM to undergo a DTE review**
2/6/2015	**Final day to submit application for DTE review**
5/15/2015	Last day to conduct performance evaluation of all teachers
5/30/2015	District conducts student surveys
6/15/2015	CAIA publishes draft scorecards for every teacher on the TEI plan
6/30/2015	**Develop example videos for each rubric indicator**
6/30/2015	**Develop modules for coaching, teams and staff PPD**
6/30/2015	**Develop Learning Lab PD content**
6/30/2015	**Build robust district best practices PD content**
6/30/2015	**Create differentiated PD academies to support novice and less than proficient teachers.**
6/30/2015	**Develop and execute PD for Instructional Coaches**

For year 2, Dallas ISD anticipates that the grant funded teams will continue performing as described in year 1. For example, staff dedicated to delivering professional development content will continue to build the library of training content and refine existing content.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057905	Amendment # (for amendments only): N/A

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. *

Hundreds of teachers and principals have contributed to the development of the TEI plan. Since the beginning of this effort in the summer of 2010, engaging staff and community stakeholders has been critical to ensuring the district develops a strong plan based on the Dallas ISD context. Stakeholders have played a critical role in the design of the evaluation system, specifically in the creation of the performance rubric and the selection of student achievement measures. In recent months, assistant superintendents and executive directors have delivered presentations outlining the essentials of the plan to each of their campuses. Most significantly, these presentations have allowed the presenters to field questions for campus staff to offer suggestions to inform system design and implementation planning. In addition, feeder pattern-based teacher focus groups that meet on a monthly basis have consistently provided feedback and suggestions for how the district can move forward with this plan and will continue to fulfill this role throughout its planning and implementation. The district also relies on the TEI Implementation Committee, consisting of teachers, principals, parents, community members, representatives of teacher organizations, and central office staff for input and recommendations for various integral components of the system. TEI Implementation Committee members, composed of the previously collapsed TEI Design and TEI Input Committees, have met since the nascent stages of the project to guide the district's design of the new teacher evaluation system.

More formally, a beta group of 25 principals from across the district are engaged in field-testing performance, achievement, and survey components of the evaluation framework as well as providing input on the professional development vision and needs. Furthermore, each principal engages a small group of teachers in their school to provide extensive feedback as they test various components of the evaluation system. Lastly, the district has also held meetings with more than 100 community, education, civic, and business organizations as well as open community and staff meetings for all interested individuals. Throughout the 2013-2014 school year, the district will continue to gather input from both staff and community members in order to refine and revise the plan based on provided input.

District leadership attest that the stakeholders mentioned above consisting of teachers, principals, parents, community members, representatives of teacher organizations, and central office staff support the TEI plan and Dallas ISD's application for this grant.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. *

Participation is districtwide and will include all teachers.

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