

Notice of Grant Opportunity

EXCELLENT EDUCATORS FOR NEW JERSEY (EE4NJ) PILOT PROGRAM TEACHER EFFECTIVENESS EVALUATION SYSTEM

**Christopher D. Cerf
Acting Commissioner of Education**

June, 2011

Application Due Date: July 28, 2011

**NEW JERSEY DEPARTMENT OF EDUCATION
P.O. Box 500
Trenton, NJ 08625-0500**

<http://www.state.nj.us/education>
<http://www.state.nj.us/education/EE4NJ>
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SECTION 1: GRANT PROGRAM INFORMATION

1.1 DESCRIPTION OF GRANT PROGRAM

More than two decades of research findings are unequivocal about the critical connection between teacher effectiveness and student learning. The research shows that student achievement is strongly related to teacher quality; highly skilled teachers produce improved student results.

Acting on this research, the federal government, through a number of recent grant programs, has increasingly invested in states' development of innovative strategies that help teachers improve student outcomes. Such strategies focus on preparing and rewarding outstanding teachers and incenting them to teach in schools with struggling populations, as well as recruiting the best and brightest to the field of teaching.

Governor Christie's education reform agenda reflects the widespread understanding that educator effectiveness is the most important in-school factor for improving student achievement. New Jersey, like the vast majority of other states, does not have an evaluation system that adequately measures teacher effectiveness. The New Jersey Department of Education is committed to elevating the teaching profession, recognizing classroom excellence, and providing support to educators needing help. To accomplish this, the state needs fair, credible and rigorous evaluations to differentiate teacher performance.

In 2010, Governor Christie appointed the New Jersey Educator Effectiveness Task Force to provide recommendations on the design of a framework to measure educator effectiveness so districts could identify and recognize effective teachers while supporting those teachers who need to improve.

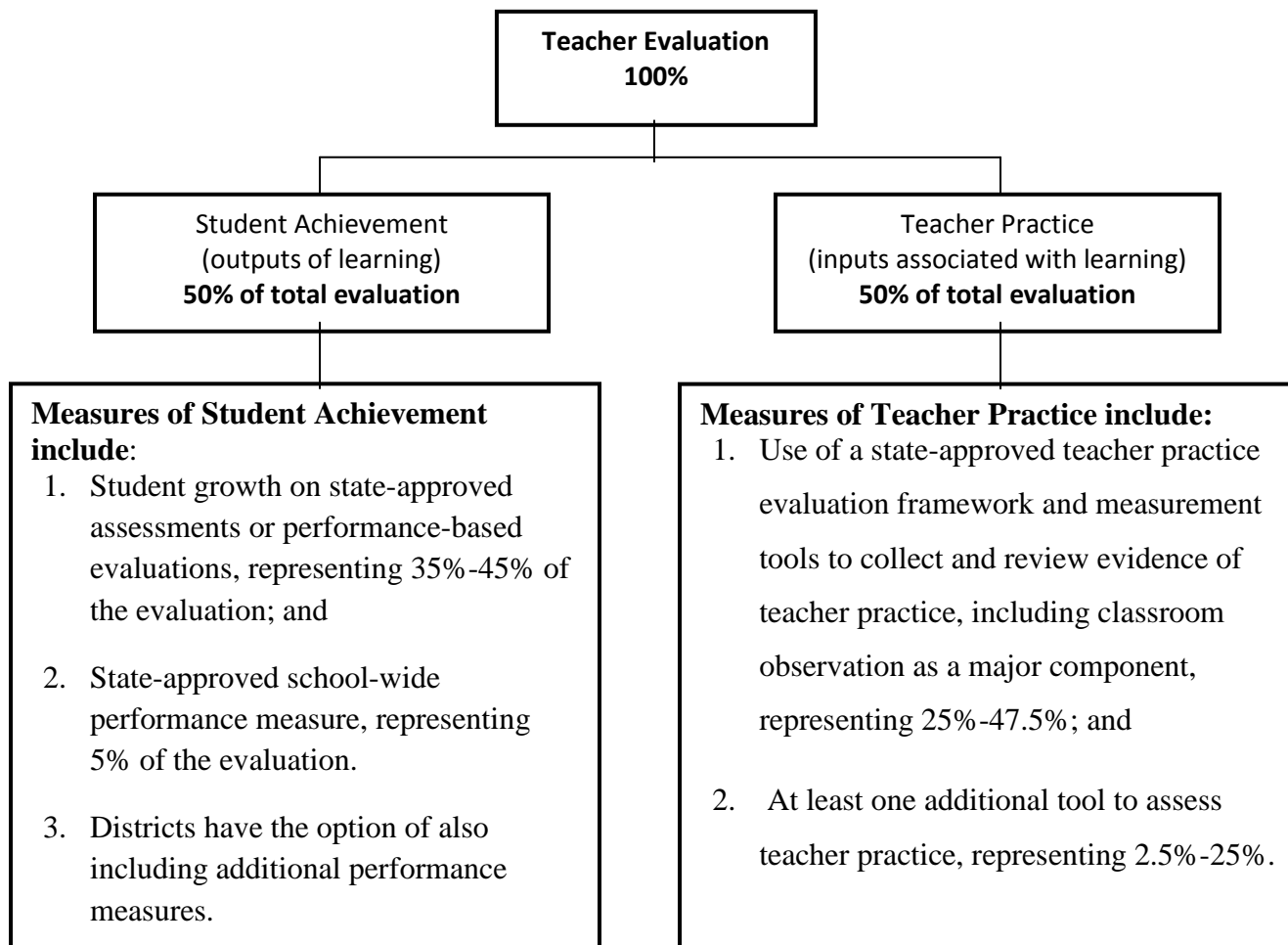
The Governor's Taskforce recommendations have helped shape the NJDOE's goals for a teacher evaluation system. These are to:

1. Increase student achievement
2. Accurately assess the effectiveness of teachers and differentiate between those excelling and those struggling
3. Improve the effectiveness of our educators (as defined by professional practice and student outcomes) through a system that:
 - a. Clarifies the expectations for teacher practices and the metrics that will be used in their evaluation; and
 - b. Provides meaningful feedback to teachers to clearly identify strengths and weaknesses that will result in a relevant growth plan for teachers;
4. Facilitate school- and system-wide collaborative cultures focused on continuous improvement by:
 - a. Providing a common vocabulary and understanding of what teachers need to know and be able to do to be effective;
 - b. Promoting the use of student and teacher data to improve teacher practice and student learning; and

- c. Fostering a culture of openness and sharing where educators work together to improve their collective work.

In addition, a high-quality educator evaluation system will enable districts to improve personnel decisions, such as the awarding of tenure and placement of teachers, and will provide important data for districts and the state to assess progress and inform the setting of goals and priorities.

The Task Force recommended the development of a teacher effectiveness evaluation system that is based entirely on student learning. The system would be composed of equal parts teacher practice (inputs) and direct measures of student achievement (outputs). The recommended framework for the new Teacher Effectiveness Evaluation System is depicted below.



The purpose of this NGO and the Excellent Educators for New Jersey (EE4NJ) pilot program is to identify and fund districts willing to implement the task force recommendations and provide feedback to the New Jersey Department of Education (NJDOE) so adjustments can be made to meet the system’s goals.

The NJDOE is seeking local education agencies (LEAs) to participate in the EE4NJ pilot program during the 2011-2012 school year. The NJDOE will select LEAs that demonstrate a readiness and commitment to implement the recommended evaluation system -- including measures of student achievement and teacher practice -- and that will engage in data-gathering and dialogue during the year to provide feedback on pilot program implementation.

Participants in the pilot program will benefit from state support, will actively engage with district educators and stakeholders in shaping evaluation development and implementation, and will help improve the system before it is implemented statewide with consequences. The final selection of participating LEAs will aim to represent a diverse sampling of LEAs across the state, including different regions of the state and varying District Factor Groups (DFGs).

Funds will be made available through a competitive grant process and will be awarded by the NJDOE to support proposals submitted by eligible LEAs that agree to the terms and conditions of participation in the teacher evaluation pilot program. The grant period will cover a period of 13 months, from September 1, 2011 through September 30, 2012, in order to allow sufficient time for collecting and reviewing data from the 2011-12 pilot school year.

In developing an application, please be aware of the following requirements:

- For districts with 600 or fewer teachers, all teachers in the district (including participating nonpublic school teachers), both full-time and part-time, must participate.
- For districts with more than 600 teachers, all teachers (including participating nonpublic school teachers), both part-time and full-time, in participating schools must participate.
- Nonpublic school consultation is mandatory; if a nonpublic school opts to participate, all of their teachers must participate.
- Pilot districts will be awarded funding based on the number of teachers (please see table in Section 1.4, Statutory/Regulatory Source and Funding); should the district develop a program with costs exceeding funding provided through this grant, those costs would be borne by the district.

In order to gauge interest in this grant program, the New Jersey Department of Education requests that any LEA interested in developing an application submit a *Letter of Intent* electronically to marisa.miller@doe.state.nj.us and via regular mail to:

Application Control Center: EE4NJ Grant Program
Attention: Marisa Miller
New Jersey Department of Education
100 River View Plaza
P.O. Box 500
Trenton, NJ 08625-0500

no later than June 30, 2011. No confirmation of receipt of your letter will be provided. An applicant will not lose the opportunity to submit an application if they do not submit a Letter of Intent.

1.2 ELIGIBILITY TO APPLY

The EE4NJ program is a limited competitive grant program that is open to LEAs (including county vocational schools with no shared-time students and charter schools) in the State of New Jersey. LEAs with School Improvement Grant Cohort 1 (SIG) schools are eligible to apply, but

since SIG funding supports the development of an evaluation system, funding from this grant program cannot be used in SIG schools.

The following types of LEAs are **ineligible** to apply for a grant under this program:

- County Vocational School districts that have shared-time students; or
- Jointure Commissions, Educational Service Commissions, and Special Services School Districts.

Please see *Appendix B* for a list of County Vocational Schools that have shared time students.

Please see *Appendix C* for a list of School Improvement Grants (SIG) Cohort 1 recipients

Please note: If an LEA has submitted an application under the School Improvement Grant (SIG) Cohort 2 NGO (11-SG03-H02), and is subsequently awarded a SIG Cohort 2 grant, those funded schools will be ineligible to receive grant funding under this program.

Please note: Schools that received funding under the School Improvement Grant (SIG) Cohort 1 NGO (10-SG01-H02) for Year 1 and who are not renewed for Year 2 may be included in the LEA's application for funding under this program. Schools that are renewed for Year 2 SIG funding are ineligible to receive grant funding under this program.

All applicants are required to complete and submit the *Documentation of Eligibility* form (Appendix A) as part of their application.

1.3 FEDERAL COMPLIANCE REQUIREMENTS (DUNS, CCR)

In accordance with the Federal Fiscal Accountability Transparency Act (FFATA), all grant recipients must have a valid DUNS number and must also be registered with the Central Contractor Registration (CCR) database. DUNS numbers are issued by Dun and Bradstreet and are available for free to all entities required to register under FFATA.

- To obtain a DUNS number, go to <http://fedgov.dnb.com/webform/>
- To register with the CCR database, go to www.ccr.gov

Applicants are required to complete and submit the Documentation of Federal Compliance (DUNS/CCR) form found in the DGA. This form must be submitted either with the grant application, or during the pre-award revision process. No award will be made to an applicant not in compliance with FFATA.

1.4 STATUTORY/REGULATORY SOURCE AND FUNDING

The applicant's project must be designed and implemented in conformance with all applicable State and Federal requirements. The EE4NJ Grant Program is split funded between federal funds under the Title II-A of the No Child Left Behind Act, and state-administered utility settlement funds. New Jersey's EE4NJ Program will provide approximately \$1,160,171 to fund pilot programs.

Awards will be based on the number of teachers within the LEA (and participating nonpublic schools), based on the following formula.

$$(Total \# \text{ of teachers in district}) + (\# \text{ of participating nonpublic school teachers}) - (\# \text{ of teachers in the district's SIG schools}) = N (\text{number of eligible teachers}).$$

If N is less than or equal to 600 teachers, then all teachers in all schools within the district (minus any SIG school) plus all teachers in participating nonpublic schools must participate in the pilot program. Please see the chart below to determine the maximum amount of funding an eligible LEA may apply for.

If N is greater than 600, the district may select which schools in the district will participate in the pilot. All selected schools must participate on a schoolwide basis. No SIG school may receive funding. The district must add to the number of teachers in the selected schools the number of teachers in the participating nonpublic schools. This adjusted total, **N(1)**, forms the basis for an LEA's funding request. Please see the chart below to determine the maximum amount of funding an eligible LEA may apply for.

# Teachers	Grant
25	49,100
50	51,800
75	57,600
100	61,800
125	66,000
150	71,800
175	76,000
200	81,700
225	86,000
250	90,200
275	95,900
300	100,100

# Teachers	Grant
325	104,300
350	110,100
375	114,300
400	161,900
425	166,100
450	171,800
475	176,100
500	183,400
525	187,600
550	191,800
575	196,000
600	200,200
Over 600	206,000

Grant funding amounts were derived based on costs of known teacher evaluation framework providers. Depending on the provider chosen by the district to deliver the training and other program elements, total final costs may be higher or lower than the derived amount. Any costs exceeding the grant funding amounts listed below must be borne by the LEA.

District Factor Groups (DFG) represent an approximate measure of a community's relative socioeconomic status (SES), using the data from the most recent Decennial Census. For further information on DFGs, please see <http://www.nj.gov/education/finance/sf/dfg.shtml>

On the *Documentation of Eligibility* form, applicants shall use their DFG code assigned based on the 2000 census data. DFG codes may be found on the excel spreadsheet, which is located at: <http://www.nj.gov/education/finance/sf/dfg.xls>

As both **charter schools** and **county vocational schools** do not have a DFG classification, those applicants should use the letter **Z** as their DFG on the *Documentation of Eligibility* form.

For the purposes of this grant, the DFGs have been grouped into ranges. The ranges are:
A through B, C through F, G through J and Z.

For the purposes of this grant, New Jersey is geographically divided into three regions (North, Central and South), and further divided into 21 counties. The chart below indicates the counties located within each of the three regions.

Northern Region	Central Region	Southern Region
Bergen County	Hunterdon County	Atlantic County
Essex County	Mercer County	Burlington County
Hudson County	Middlesex County	Camden County
Morris County	Monmouth County	Cape May County
Passaic County	Somerset County	Cumberland County
Sussex County	Union County	Gloucester County
Warren County		Ocean County
		Salem County

In order to include the widest possible distribution, the New Jersey Department of Education will make awards based on the following criteria, and subject to the availability of funds:

One award will be made to the highest ranking application in each District Factor Group range.

From the remaining applications, one award will be made to the highest ranking applications in each region (north, central, south).

The remaining awards will be made to eligible applicants, in rank order, regardless of region and DFG range, but will be contingent on the availability of funds.

It is anticipated that up to nine (9) awards will be made under this program. An applicant must score at least 65 points out of 100 to be considered eligible for an award.

Awards are for the period of September 1, 2011 through September 30, 2012.

Final awards are subject to the availability of federal and state funds.

1.5 DISSEMINATION OF THIS NOTICE

The Department will make this notice available to all eligible entities based on the eligibility statement and to the executive county superintendents of the counties in which the eligible local education agencies are located.

Important: This NGO does **not** constitute the complete application package. All applicants **must** use this NGO in combination with the Discretionary Grant Application (DGA), which contains required guidance, application forms and instructions necessary to prepare a complete application.

The DGA is available at <http://www.nj.gov/njded/grants/discretionary/apps/> or by contacting the Application Control Center at the New Jersey Department of Education, 100 River View Plaza, P.O. Box 500, Trenton, NJ 08625-0500; telephone (609) 633-6974; fax (609) 777-1051.

Additional copies of the NGO are also available on the NJDOE web site (<http://www.nj.gov/njded/grants/discretionary/>) or by contacting the New Jersey Department of Education, River View Executive Plaza, Building 100, Route 29, P.O. Box 500, Trenton, NJ 08625-0500; telephone (877) 454-3171; fax (609) 633-0160; email: **EE4NJ@doe.state.nj.us**.

1.6 TECHNICAL ASSISTANCE

The technical assistance session will be held on **June 20, 2011**. The session will begin at 10:00 AM and end at 12:00 noon at the NJ Department of Education, Building 200, LRC Room, River View Plaza, Trenton, 08625

Attendance at the technical assistance session is not required, but applicants are encouraged to attend. Pre-registration is required to attend the technical assistance session. Online registration must be completed at <http://education.state.nj.us/events/> no later than June 20, 2011. The room holds a maximum of 65 people and registration will automatically close once that number has been reached. Registrants requiring special accommodations for the workshop should identify their needs at the time of registration.

E-mail inquiries may be directed to: EE4NJ@doe.state.nj.us

1.7 APPLICATION SUBMISSION

The NJDOE administers discretionary grant programs in strict conformance with procedures designed to ensure accountability and integrity in the use of public funds and, therefore, **will not accept late applications**.

The responsibility for a timely submission resides with the applicant. **Applicants must submit an original and four (4) copies of the completed application with all applicable forms, to the Application Control Center (ACC) no later than 4:00 P.M. on July 28, 2011. Without exception**, the ACC will not accept, and the Office of Grants Management cannot evaluate for funding consideration, an application received after this deadline. An applicant agency will lose the opportunity to be considered eligible for an award if the application is received after the due date.

The original and four (4) copies of the application must be mailed or hand-delivered to the ACC. Postmarks are not acceptable evidence of timely submission. Receipt by the due date and time is required. Applicants are encouraged to obtain a dated receipt from the ACC or to sign in upon delivery to verify DOE receipt. Complete applications are those that include all elements listed in Section 3.3, Application Component Checklist of this notice. Applications received by the due date and time will be screened to determine whether they are, in fact, eligible for consideration. The Department of Education reserves the right to reject any application not in conformance with the requirements of this NGO. **Applications submitted via facsimile will not be accepted under any circumstances.**

To ensure timely delivery, applicants are encouraged to:

- Hand-deliver the application to 100 River View Plaza, Trenton, New Jersey, which is located next to the Mercer County Waterfront Park on Route 29, between the hours of 8:30 A.M. and 4:00 P.M., Monday through Friday (excluding state holidays) and obtain a dated receipt; or
- Send the application by Certified Mail or Return Receipt; or
- Arrange for delivery by an overnight courier service to ensure timely delivery.

The mailing and courier service addresses are listed in the chart below:

Mailing Address	Courier Service Address
Application Control Center New Jersey Department of Education 100 River View Plaza P.O. Box 500 Trenton, NJ 08625-0500	Application Control Center New Jersey Department of Education 100 River View Plaza Trenton, NJ 08625

Applications submitted by fax cannot be accepted in any circumstances.

1.8 REPORTING REQUIREMENTS

Grant recipients are required to submit periodic project and fiscal progress reports. (For additional information about post award requirements see the *Grant Recipient's Manual for Discretionary Grants* at: <http://www.nj.gov/njded/grants/discretionary/management>). Reports will be reviewed to ascertain the degree of the grantee's progress within the scope of work appropriate to the current agreement period and its conformance with the program requirements. The grantee is expected to complete all of the program requirements and to make satisfactory progress toward the completion of the comprehensive plan. Failure to do so may result in the withdrawal of current funding by the New Jersey Department of Education.

Fiscal and Program Reports for this program will be submitted through the New Jersey Department of Education's Electronic Web-Enabled Grant (EWEG) system, and are due as follows:

Report	Reporting Period	Due Date
1 st Interim	09/01/11 – 11/30/11	12/31/11
2 nd Interim	09/01/11 – 02/28/12	03/31/12
3 rd Interim	09/01/11 – 05/31/12	06/30/12
Final	09/01/11 – 09/30/12	11/30/12

1.9 ASSESSMENT OF STATEWIDE PROGRAM RESULTS

The New Jersey Department of Education expects to contract with an external evaluator to evaluate the program and assess districts' experiences in implementing their teacher evaluation systems during the pilot year. The evaluation of the pilots will help the NJDOE improve the system framework, develop assessments, develop the appropriate supports for principals and teachers and inform a statewide implementation of the evaluation system. Grant recipients will be expected to fully participate in pilot evaluation activities and to provide requested data and feedback, as determined by the external evaluator and/or the NJDOE.

1.10 REIMBURSEMENT REQUESTS

Payment of grant funds is made through a reimbursement system. Reimbursement requests for any grant funds the local project has expended are made through the Electronic Web-Enabled Grant (EWEG) system. Requests may begin once the contract has been fully executed and processed by the NJDOE. Grantees must submit requests at least ten business days before the end of the month, but not later than the 15th of the month. You may include in your request funds that will be expended through the last calendar day of the month in which you are requesting the reimbursement. If the grantees' request is approved by the NJDOE program officer, the grantee should receive payment around the 8th-10th of the following month.

SECTION 2: PROJECT GUIDELINES

The intent of this section is to provide applicants with the framework within which they will design and implement their proposed evaluation systems and meet the purpose of this grant opportunity. Before preparing applications, potential applicants are advised to review Section 1.1 of this NGO, Description of the Grant Program, to ensure a full understanding of the state's vision and purpose for offering the program. Additionally, Section 2 describes the specific considerations and requirements that must be included or addressed in applicants' pilot teacher evaluation systems.

Please note that the passage of the School District Accountability Act (A5 or Chapter Law 53) places additional administrative requirements on the travel of school district personnel. The applicant is urged to be mindful of these requirements as they may impact the ability of school district personnel to participate in activities sponsored by the grant program.

2.1 PROJECT DESIGN CONSIDERATIONS

The NJDOE seeks to improve teacher evaluations across the state so district administrators are able to measure educator effectiveness and differentiate between those who are excelling and those who need support. Through this grant opportunity, LEAs will be chosen to pilot the recommended state framework during the course of the 2011-12 school year. Participating LEAs will need to follow specific implementation requirements, but they will also be given the flexibility to develop some elements of their own within the parameters provided.

Successful grant applicants will describe how they will design, implement, and support a high-quality teacher evaluation system for the purposes of assessing teacher effectiveness and contributing to the knowledge base that will inform a state-wide implementation. The importance of organizational commitment and stakeholder support for a new teacher evaluation process cannot be overstated, and applicants should document this commitment and support.

In accordance with the New Jersey Educator Effectiveness Taskforce recommendations described in Section 1.1 above, the state requirements for a robust evaluation system include the following:

- a. Annual teacher evaluations based on standards of effective teacher practices: every teacher, regardless of experience, deserves meaningful feedback on teaching performance on an annual basis;
- b. Multiple measures of teacher performance and student performance, with student academic progress or growth as a key measure;
- c. A summative rating that combines the scores of all the measures of teaching practice and student achievement;
- d. Four summative rating categories that clearly differentiate levels of performance; and
- e. A link from the evaluation to professional development that meets the needs of educators at all levels of practice.

Though the NJDOE is providing substantial funding through this program, each selected district will choose its service provider(s). As such, it is possible that the grant funding provided through this NGO will not fully cover the costs of the program crafted by each district.

Participating LEAs will be expected to contribute their own funds should there be excess costs (please refer to Section 1.4, Statutory/Regulatory Source and Funding). LEAs that secure an outside vendor to assist them with their pilot program will be fiscally responsible for securing these services.

2.2 PROJECT REQUIREMENTS

This section contains general and specific project requirements applicable to all applicants.

2.2.1 GENERAL PROJECT REQUIREMENTS FOR PARTICIPATION IN THE EE4NJ PILOT PROGRAM

Timeline for the Pilot Program

Unless otherwise noted, all training, support, and other implementation activities for this pilot program are to be conducted during SY2011-12.

School District Advisory Committee

Participating LEAs are expected to convene a district-level stakeholder advisory committee to oversee and guide the implementation of the teacher effectiveness evaluation system during the pilot period. Membership on this committee must include representation from the following groups: teachers from each school level (e.g., elementary, middle, high school), central office administrators overseeing the teacher evaluation process, administrators conducting evaluations, and the local school board. In addition, the committee must include a data coordinator who will be responsible for managing the student data components of the evaluation system. At the discretion of the superintendent, membership may also be extended to representatives of other groups, such as counselors, child study team members, instructional coaches and new teacher mentors. One member of the advisory committee must be identified as the pilot program liaison with the NJDOE. NJDOE will convene all pilot district liaisons a minimum of four times throughout the course of the pilot period to discuss implementation, share successes, obstacles and resources and problem-solve.

Communication Plan

To inform and build support from district, school and community stakeholders, LEAs must develop and implement a transparent and effective communication plan that explains their teacher evaluation system and their rationale for participating in this pilot program.

Teacher Professional Development

By September 30, 2011, participating LEAs must update their current district professional development plan to incorporate the activities required in the pilot program. When creating their 2012-13 district plan, required in spring 2012, participating LEAs will be expected to integrate the professional learning needs identified as a result of implementing their teacher evaluation system during the pilot program. In addition, they will be expected to ensure that all schools have adequate time and resources to develop a collaborative culture of inquiry focused on student learning, as well as opportunities for both individual and collective professional development to support teachers in refining and improving instructional practices.

Collaboration with the NJDOE

Participating LEAs, through their designated liaisons, are expected to maintain open communication with the NJDOE throughout the pilot year.

As mentioned above, NJDOE will convene all pilot district liaisons a minimum of four times throughout the course of the pilot period to discuss implementation, successes, obstacles, resources, and more.

Collaboration with the External Evaluator

Participating LEAs are expected to collaborate fully with any external evaluators and to supply necessary data, artifacts and other feedback upon request.

Nonpublic School Consultation and Participation

Please note that LEAs must adhere to NCLB legislation, Section 9501, requiring all applicants for certain discretionary grant programs to include and provide services to eligible nonpublic school students and/or teachers. The New Jersey Teacher Effectiveness Evaluation Pilot Program is subject to the requirements of Sections 9501-9504 of the *No Child Left Behind Act of 2001* regarding the equitable participation of nonpublic school teachers in this grant program

The applicant must discuss with their non-public schools the ways in which the nonpublic school teachers and administrators could participate in the pilot program. For example, nonpublic teachers and administrators could:

- Participate in training opportunities offered under the pilot program;
- Learn the process of teacher evaluation; and
- Adopt a system consistent with the task force recommendations.

It is expected that, for every nonpublic school that elects to participate in the pilot program, all of their teachers and administrators will participate in training and other elements of the teacher practice evaluation framework.

Timely and meaningful consultation must take place with each nonpublic school located within the district's boundaries. For a list of nonpublic schools by district, please refer to <http://www.nj.gov/education/nonpublic/>.

For each participating nonpublic school, the following information must be provided on the *Nonpublic Equitable Participation Summary and Affirmation of Consultation* form (see Appendix G)

1. Describe the consultation process that took place including meeting date, those in attendance and agenda.
2. Describe the needs of the eligible nonpublic school students/teachers and how these needs have been/and will continue to be identified?
3. What identified services will be provided? Explain how, when, where and by whom the services will be provided.
4. How and when will the services be assessed and how will the results of the assessment be used to improve the services?
5. What is the amount of estimated grant funding available for the agreed upon services?

Please note that the nonpublic consultation requirement does not apply to charter school applicants.

2.2.2. SPECIFIC PROJECT REQUIREMENTS FOR IMPLEMENTATION OF THE TEACHER PRACTICE COMPONENT

The measures of teacher practice should be based on clear performance standards that define effective teaching. The NJDOE has determined that the new 2011 **InTASC Model Core Teaching Standards** should be used as the foundation of the teacher practice evaluation framework (see Appendix E for description). The Educator Effectiveness Task Force recommended that all districts use a high-quality state-approved teacher practice evaluation framework that includes observation and at least one additional state-approved tool to assess teacher practice.

Selecting a Teaching Practice Evaluation Framework (accounting for 25%-47.5% of a teacher's evaluation)

Pilot LEAs must select a high-quality, research-based framework for evaluating teacher practice (see Appendix E for definition of a research-based system) to use during the 2011-12 school year.

Any teacher practice evaluation framework used in the pilot program must be shown to meet, at minimum, the following criteria:

1. Is research-based and shown to be valid and reliable (see Appendix E for definition);
2. Aligns to and addresses each of the 2011 InTASC Model Core Teaching Standards that identify and describe effective teaching practice;
3. Includes classroom observation as a major component;
4. Requires collection of evidence-based data on the following areas of teacher practice:
 - a. The learning environment
 - b. Planning and preparation
 - c. Instructional practice/classroom strategies and behaviors
 - d. Self-reflection on teaching practice
 - e. Professional responsibilities and collegiality, inclusive of collaborative practice and ethical professional behavior
5. Includes rubrics for assessing teacher practice that have a minimum of 4 levels of performance ratings;
6. Provides a differentiated evaluation process or criteria for novice and veteran teachers.

Appendix F lists some providers/vendors whose frameworks are known to meet these criteria. LEAs may select a provider from this list, or may select another provider, or develop their own framework as long as it meets the criteria stated above.

If an LEA wishes to use a teacher practice evaluation framework not identified in Appendix F appendix of this NGO, **as a condition of award**, the applicant must indicate how its chosen framework meets the criteria listed above and must also provide a brief summary of the supporting research. The LEA must justify, citing the research, why this framework has been selected and explain how the chosen framework meets the needs of the district.

Securing the Services of a Provider/Vendor

Participating LEAs will be responsible for securing any provider services they identify to assist with their pilot program. Providers must be able to deliver services to support the district in meeting the criteria and requirements for implementation. Providers, in collaboration with the LEA, must also be able to provide any data which may be requested by an external evaluator. LEAs will need to follow all procurement requirements of the state in contracting with a provider.

Training on the Teacher Practice Evaluation Framework

All relevant stakeholders, including all teachers in schools that are participating in the pilot, must receive comprehensive training on the teacher practice evaluation framework. Evaluator training should begin by September 30, 2011 and teacher training by November, 30, 2011. *Note: In order to meet these challenging deadlines, applicants may wish to prepare their procurement documents and start the procurement process in advance of being notified of award. Any such procurement documents should specifically mention that acceptance of any bid is contingent on the applicant receiving a grant award under this program.*

Participation in training is mandated for the following: all district and school leaders, including, but not limited to, superintendents, assistant superintendents, principals, assistant principals, supervisors, directors and other administrative staff responsible for evaluating teachers; all teacher leaders, coaches or mentors responsible for any formative or informal observations of teachers; and all teaching staff. School board members are strongly encouraged to participate in training as well. The type of required training is explained below.

Training and Support for Evaluators

Participating LEAs must support their principals, supervisors, and other persons in carrying out the evaluations and/or observations, including providing the necessary training.

Comprehensive training is mandated for all evaluators. *A minimum of three days of training* for evaluators (appropriately certified personnel: principals, vice-principals, supervisors, administrative department heads, as specified in regulation: N.J.S.A. 18A:1-1, Education definitions, and N.J.A.C. 6A:9, Professional Licensure and Standards), and others who will use the teacher practice framework to coach or mentor teachers.

The training must incorporate:

- a. the teaching practice evaluation domains/components of effective teacher practice that tie to the InTASC standards;
- b. the use of effective evaluation strategies and requirements;
- c. sufficient practice for fidelity of implementation; and
- d. an authorization or certification that indicates the evaluator has met the training requirements.

In addition, a process must be in place to monitor and remediate evaluator accuracy, inter-rater reliability and score inflation during the pilot year.

Participating LEAs must also provide evaluator coaching support over the course of the pilot year, including online or face-to-face coaching for all evaluators to assist them in implementing the teacher practice evaluation framework with fidelity.

Training for Teachers (and Other Non-Evaluators)

All teachers must receive at least two full days of training on the teacher practice evaluation framework to develop a clear understanding of the standards of practice and expectations. Participating LEAs are encouraged to implement a train-the-trainer model to build their district capacity and/or realize any cost savings. Any new teachers joining the pilot schools throughout the year must be trained on the framework as well.

Teacher Practice Evaluation Procedures

During the pilot year, all LEAs will be expected to use the district's selected teacher practice evaluation framework to review every teacher, using the following procedures¹:

- a. For non-tenured teachers, conduct a minimum of three formal observations (i.e., with pre-and post-conference input and feedback; see Appendix E for definition), for one instructional period or a minimum of 40 minutes;
- b. For tenured teachers, conduct a minimum of two formal observations (i.e, with pre-and post-conference input and feedback; see Appendix E for definition), for one instructional period or a minimum of 40 minutes;
- c. Conduct a minimum of two informal observations (i.e, without pre- and post-conferences) with feedback;
- d. Prepare one summative evaluation that results in a mutually-developed teacher professional development plan;
- e. At least once per year, conduct teacher self-assessments of their own practice and compare with the evaluator's assessments to calibrate teachers' personal vision of effective practice;
- f. Promote an environment for supportive and accurate feedback on teacher practice; and,
- g. Provide teachers with professional learning experiences to support improvement in teacher practice.

Evaluators will be expected to provide follow-up support as teachers develop their understanding of the teacher practice evaluation framework and its expectations and to provide a supportive, positive culture in which evaluation serves to improve teacher practices and student achievement.

District Support for Evaluators and Teachers

It will be the responsibility of participating LEAs to purchase any resources and materials necessary for supporting the teacher practice evaluation framework, such as books, video tapes/DVDs, on-line tutorials, training materials, etc., and to provide teachers and evaluators access to these resources.

The district leadership of each participating LEA will commit to and establish a process for supporting participating school principals and other teacher evaluators while also holding them accountable for implementation of the pilot teacher evaluation framework. During the pilot program implementation, it is expected that district leadership will support stable school and district learning environments focused on student achievement.

¹ In addition to the evaluation procedures described herein, the district must adhere to the Provisional Teacher regulations (N.J.A.C. 6A:9-8.6 and 8.7) for novice teachers holding a Certificate of Eligibility (CE) or a Certificate of Eligibility with Advanced Standing (CEAS) enrolled in the provisional teacher program.

Internet-based Performance Management System

It is required that pilot LEAs collect teacher practice evaluation data via an electronic and/or Internet-based performance management system so it can be electronically stored, analyzed and reported.

Development of additional measurement of teacher practice (accounting for 2.5-25% of the total evaluation)

Pilot LEAs will select another measure of teacher practice, such as a student survey or portfolio review, that must be approved by NJDOE.

2.2.3 SPECIFIC PROJECT REQUIREMENTS FOR IMPLEMENTATION OF THE STUDENT ACHIEVEMENT COMPONENTS

Fifty percent of a teacher's evaluation should be based on direct measures of student achievement as demonstrated by assessments and other evaluations of student work. The Educator Effectiveness Task Force recommended that the student achievement portion of the evaluation comprise two required components and one optional component. The largest required component (35%-45%) would be an individual teacher's contribution to his/her students' progress on a statewide assessment. The other required component would be a state-approved school-wide performance measure (5%). A third, non-required component, would be another measure of performance (0% - 10%), also state-approved.

Measuring Student Growth (accounting for 35%-45% of a teacher's evaluation)

Growth measures are preferable to attainment measures because they account for a student's academic starting point and give credit for progress made during the school year.

Tested subjects and Grades

Pilot LEAs will use student growth scores from state assessments, when available, to measure teachers of tested subjects and grades. These include math and language arts in grades 4-8, where both pre- and post- scores on the state assessments are available. Pilot districts must agree to provide roster data (lists of teachers and their students by course) for these tested subjects and grades to the NJDOE from SY 09/10, SY 10/11 and SY 11/12 so it can generate growth scores and conduct analyses. Depending on when SY 11/12 student achievement results are available, it may be necessary for this work to extend into the first few months of the 2012-13 school year.

Untested Subjects and Grades

Because not all subjects and grades have statewide assessments, growth scores cannot be computed for all teachers at this time. Therefore, pilot LEAs will be expected to work with the NJDOE to identify existing assessments or develop new assessments capable of generating growth scores for as many additional teachers as possible. Since the ultimate purpose of the pilot is to prepare districts and the NJDOE for a state-wide system, pilot LEAs must also agree to work with the NJDOE to develop and test measures of student growth that could be used widely in the future. These assessments may include:

- a. performance tasks (for subjects such as art, music, theater, gym, vocational-technical)
- b. off-the-shelf or curriculum-based assessments that are standards-based
- c. nationally-normed tests (e.g., AP, IB, SAT)
- d. Student Learning Objectives (see Appendix E for definition)
- e. "Progress monitoring" evaluations for special education teachers

Pilot LEAs must also agree to develop a school-wide measure of student achievement, with the NJDOE's guidance.

As previously mentioned, pilot LEAs are expected to designate one person to oversee student achievement data; this person will also serve on the School District Advisory Committee.

2.2.4 LEA-SPECIFIC REQUIREMENTS FOR THE WRITTEN APPLICATION

Project Abstract (not to exceed 2 pages)

The applicant must provide a summary, not to exceed two pages, that briefly describes the LEA's participation in this pilot teacher evaluation program.

Project Description:

A. Background Information

1. The applicant must discuss the district's readiness to participate in the pilot and any noteworthy district characteristics that make it a good candidate for this pilot program.
2. The applicant must include a brief description of any student learning goals the district has identified in its planning.
3. The applicant must describe the status of the district in developing curricula based on the most current state curriculum standards and the new Common Core standards.
4. The applicant must indicate which, if any, teacher practice framework it is currently using, and how it is being used.
5. The applicant must describe any performance-management system that it is currently using.
6. The applicant must describe how it is using data to drive decision making.
7. The applicant must describe how it currently supports teacher development, including any professional learning communities or coaching programs.
8. The applicant must describe how it currently uses assessment results and other measures of student performance in educator evaluations.
9. For applicants with more than 600 teachers that are selecting a subset of their district's schools to participate in the pilot program, please explain why the selected schools were chosen.

B. Pilot Project Description

In the project description, the applicant LEA must describe their plans regarding how they will implement the evaluation system. Please address the following:

1. The teacher practice evaluation framework design and development or provider selection process. Include a description of the process the applicant has put in place to choose a teacher practice evaluation framework provider. If an LEA wishes to use a teacher practice evaluation framework not identified in the appendix of this NGO, the discussion in this section must indicate how the chosen framework meets the criteria specified in Section 2.1, and must also provide a brief summary of the supporting research. The LEA must justify, citing the research, why this framework has been selected and explain how the chosen framework meets the needs of the district.
2. Fulfilling the training requirements on the teacher practice framework, including a preliminary schedule for training and auditing evaluator performance.
3. Providing teachers with professional learning experiences to support improvement in teacher practice as needs are identified through the evaluation system.
4. Generating support for the evaluation system, including stakeholder involvement. Be sure to include a list of the names and or functions of the members of the district advisory committee in accordance with the required membership provided in Section 2.2.1 above, a description of the responsibilities of this group, a proposed meeting schedule over the course of the pilot program and a description of how the applicant will provide the necessary time and resources for the advisory committee members to fulfill their responsibilities.
5. Communication of the teacher effectiveness evaluation system, including the key components and strategies for the communication plan the applicant will implement to build awareness and support from key stakeholders.
6. How the district envisions working with the NJDOE to identify existing or develop new assessments capable of generating growth scores for teachers in the non-tested subjects and grades.
7. How the evaluation system being proposed for the pilot program relates to the current evaluation system, and any anticipated implementation challenges that will need to be addressed during the pilot year.
8. How the district will liaise with the NJDOE so that implementation issues and lessons-learned can be shared, challenges can be tackled in a collaborative way and course-corrections can be made. Include the name and contact information of the person who will be the liaison with the NJDOE for the duration of the evaluation pilot program.
9. For LEAs with SIG schools, provide a description of how training and other programmatic elements of the evaluation system will be coordinated across all participating schools—regardless of funding source. It is essential that LEA efforts to implement the evaluation system in participating schools funded through this NGO *not impede the progress of the SIG schools* or jeopardize the requirements of the SIG grant.

Goals, Objectives, Indicators

The applicant must develop local goals, objectives and indicators for the teacher evaluation practice framework that are consistent with the NJDOE goals stated in Section 1.1, Description of Grant Program.

Activity Plan

The applicant must provide a timeline for all key training, support and teacher evaluation activities to be implemented during the 2011-2012 school year. Please refer to the DGA for the Activity Plan form.

Organizational Commitment and Capacity

The applicant must describe the district's commitment and capacity for obtaining the necessary stakeholder support and buy-in for the evaluation system and for providing the necessary material and human resources to fulfill the activities required for the pilot program. Please address:

1. Commitment of key stakeholder groups
2. The extent to which existing official policies, practices and contracts (including labor agreements) will support or hinder implementation
3. Ability to provide required training
4. Ability to provide time, support and resources so evaluators, trainers and advisory committee members can fulfill their responsibilities
5. Commitment and ability to provide teachers with professional learning experiences, based on needs identified through the evaluation measures, to support improvement in teacher practice
6. Commitment to work with the NJDOE in the development of assessments to measure student growth in the untested subjects and grades

2.3 BUDGET DESIGN CONSIDERATIONS

The Excellent Educators for New Jersey (EE4NJ) funds must be spent exclusively on the teacher effectiveness evaluation system and associated costs.

Cost for teacher practice evaluation framework provider services. Costs may include:

- introductory/overview session(s) to engage stakeholders, explain the framework, customize the observation instruments and plan the implementation.
- evaluation and framework training, certification and ongoing support for evaluators and coaches.
- evaluator audit for scoring accuracy and reliability and recalibration training.
- "train-the trainer" training for districts that choose this training model, including any training support/tools.
- training for all teachers in the district on the teaching practice framework, standards of effective practice and how they will be evaluated.
- training materials and books, as well as tools that support training and professional development.
- Internet-based performance management system to collect, analyze and report teacher practice evaluation data via an electronic and/or Internet-based performance management system.

Additional allowable costs may include:

- costs associated with data collection/reporting/analysis.
- classroom observation cameras, such as those distributed by Teachscape.
- performance management system costs (e.g., iObservation) for licenses and training

- costs for materials (i.e., training manuals, videos/DVDs, etc.) associated with the teacher effectiveness evaluation framework.

Costs that are the pilot districts' responsibility include (but are not limited to):

- stipends for substitutes and or staff.
- travel and expenses costs for the evaluators and teachers.

2.4 BUDGET REQUIREMENTS

The provisions of A-5/Chapter Law 53 contain additional requirements concerning prior approvals, as well as expenditures related to travel. It is strongly recommended that the applicant work with their business administrator when constructing the budget. The NJDOE applies the A-5 restrictions uniformly to all grantees. Unless otherwise specified, the following restrictions apply to all grant programs:

- No reimbursement for in-state overnight travel (meals and/or lodging)
- No reimbursement for meals on in-state travel
- Mileage reimbursement is capped at \$.31/mile

The applicant must provide a direct link for each cost to the goals and objectives in the Project Activity Plan.

General guidance on how to construct the budget and how to construct budget entries are provided in the Discretionary Grants Application document, which is available at: <http://www.nj.gov/njded/grants/discretionary/apps/dga.pdf> .

The Department of Education will disallow all ineligible costs, as well as costs not supported by the Project Activity Plan. These funds will NOT be eligible for reallocation.

A maximum of ONE formal round of pre-award revisions will be conducted. Grant award amounts will be based on the budget entries that are appropriately qualified and approvable after that ONE round.

Grant funds must be used to supplement and not supplant existing efforts of the LEA. Federal funds cannot be used to pay for anything that a grant applicant would normally be required to pay for with either local, state, or federal funds or aid. This requirement also covers services previously provided by a different person or job title. The exceptions are for activities and services that are not currently provided or statutorily required, and for component(s) of a job or activity that represent an expansion or enhancement of normally provided services.

Eligible Costs:

- Training costs associated with the teacher effectiveness evaluation system and components
- Purchase of materials, resources or software (i.e., training manuals, videos/DVDs, etc.) associated with the teacher effectiveness evaluation system
- Services of providers (consultant(s) and contract(s))
- Services associated with data collection/reporting/analysis
- Equipment (only classroom observation cameras that are to be used for auditing evaluators, training or sharing best practices).

Ineligible Costs:

- Costs associated with the writing of the application and/or the preparation of bid documents
- Substitutes and stipends associated with activities within the scope of the grant
- Classroom instructional materials
- Equipment not mentioned as allowable above (i.e., smart boards, computers, podcast equipment, printers, camcorders, etc.)
- Capital improvements
- Facilities rental
- Salaries of administrative or clerical personnel
- Indirect costs

SECTION 3: COMPLETING THE APPLICATION

3.1 GENERAL INSTRUCTIONS FOR APPLYING

To apply for a grant under this NGO, applicants must prepare and submit a complete application. Your application must be a response to the State's vision as articulated in Section 1: Grant Program Information of this NGO. It must be planned, designed and developed in accordance with the program framework articulated in Section 2: Project Guidelines of this NGO. Your application package must also be constructed in accordance with the guidance, instructions, and forms found only in the DGA and NGO.

3.2 REVIEW OF APPLICATIONS

Evaluators will use the selection criteria found in Part I: General Information and Guidance of the DGA to review and rate your application according to how well the content addresses Sections 1 and 2 in this NGO.

Please be advised that in accordance with the Open Public Records Act P.L. 2001, c. 404, all applications for discretionary grant funds received September 1, 2003 or later, as well as the evaluation results associated with these applications, and other information regarding the competitive grants process, will become matters of public record upon the completion of the evaluation process, and will be available to members of the public upon request.

Applications will also be reviewed for the completeness and accuracy. The following point values apply to the evaluation of applications received in response to this NGO:

	<i>Point Value</i>
PROJECT DESCRIPTION	35
GOALS, OBJECTIVES, INDICATORS	15
PROJECT ACTIVITY PLAN	15
ORGANIZATIONAL COMMITMENT AND CAPACITY	30
BUDGET	5
<i>TOTAL</i>	100

All applications must score 65 points or above to be considered eligible for funding.

3.3 APPLICATION COMPONENT CHECKLIST

The following forms are required (see *Required ✓ Column*) to be included as part of your application. Failure to include a required form may result in your application being removed from consideration for funding. Use the checklist (see *Included ✓ Column*) to ensure that all required forms are included in your application.

Note: The Application Title Page and all special forms are attached to the NGO. All other forms are part of the Discretionary Grant Application and can be downloaded from the Internet at <http://www.nj.gov/njded/grants/discretionary/apps/>.

<i>Required (✓)</i>	<i>Location</i>	<i>Form</i>	<i>Include d (✓)</i>
✓	NGO	Application Title Page	
✓	NGO	Documentation of Eligibility	
✓	NGO	Project-Specific Statement of Assurances	
✓	NGO	Nonpublic Equitable Participation Summary and Affirmation of Consultation form	
✓	DGA	Board Resolution to Apply	
✓	DGA	Statement of Assurances	
✓	DGA	Documentation of Federal Compliance (DUNS / CCR)	
✓	DGA	Project Abstract	
✓	DGA	Project Description	
✓	DGA	Goals, Objectives and Indicators	
✓	DGA	Project Activity Plan	
✓	DGA	Organizational Commitment and Capacity	
✓	DGA*	Budget Form A: Full-Time and Part-Time Salaries	
✓	DGA*	Budget Form B: Personal Services – Employee Benefits	
✓	DGA*	Budget Form C: Purchased Professional and Technical Services	
✓	DGA*	Budget Form D: Supplies and Materials	
✓	DGA*	Budget Form E: Equipment	
✓	DGA*	Budget Form F: Other Costs	
✓	DGA*	Sub-grant Budget Summary	
✓	DGA	Application for Funds – Budget Summary	
✓	DGA	Matching Funds Summary and Expenditure Report	

* Budget forms are required when applicable costs are requested.

Appendix B
Ineligible LEAs
(County Vocational Schools with Shared-time Students)

- Atlantic County Institute of Technology
- Bergen County Technical Schools
- Cape May County Technical School District
- Cumberland County Technical Education Center
- Essex County Vocational Technical Schools
- Gloucester County Institute of Technology
- Hudson County Schools of Technology
- Hunterdon County Polytech
- Mercer County Technical Schools
- Middlesex County Vocational & Technical Schools
- Monmouth County Vocational School District
- Morris County School of Technology
- Ocean County Vocational-Technical School
- Salem County Vocational Technical Schools
- Somerset County Vocational & Technical Schools
- Sussex County Technical Schools
- Union County Vocational-Technical Schools

Appendix C
School Improvement Grant (SIG) Schools
(LEAs with schools that are recipients of SIG, Cohort 1, Year 1 grants)

Newark:

Central HS

Shabazz

Dayton

West Kinney (Voc)

Renaissance (Fast Track and NIA)

Jersey City:

Snyder HS

#41 Martin

Camden:

Cramer

Wiggins

Roselle

Abraham Clark HS

Trenton

Central HS

Essex County Vocational Schools

West Caldwell Tech

Please note that if a school on this list is determined to be ineligible to receive Year 2 funding under SIG Cohort 1, that school may be included in the LEA's EE4NJ grant application

Appendix D
Project-Specific Statement of Assurances
Excellent Educators for New Jersey (EE4NJ) Grant Program
This two-page form must be completed and submitted with the application

As the Chief School Administrator, I attest to the following:

- The district has a commitment from key stakeholder groups (central office administrators, school administrators conducting evaluations, teachers and the local school board) to support the pilot program in SY2011-2012.
- The district has viable curricula in all content areas and is transitioning to the Common Core State Standards and the 2009 New Jersey Core Curriculum Content Standards, in accordance with the state timeline (see https://www13.state.nj.us/NJCCCS/Uploads/CCCSTimeline/CCCS_Timeline_rev21611.pdf) and professional development opportunities are ongoing to support educators in understanding, implementing and assessing the standards.
- The district and the schools have developed or will develop collaborative professional learning structures focused on improved student learning outcomes.
- The district will be a full participant, and will fully participate, in the EE4NJ pilot project.
- The district will use a teacher practice evaluation framework that is research-based and demonstrated to be valid and reliable, as defined in the NGO.
- The teacher practice evaluation framework training and evaluation procedures will be implemented according to the requirements set forth in this NGO.
- In districts with 600 or fewer teachers (including participating nonpublic schools and teachers), the district's involvement in the EE4NJ Pilot Project will involve all teachers in the district (and the participating nonpublic schools), including full-time and part-time teachers.
- In districts with more than 600 teachers (including participating nonpublic schools and teachers) the district's involvement in the EE4NJ Pilot Project will involve all teachers in the designated pilot schools (and the participating nonpublic schools), including full-time and part-time teachers.
- The district will create and support a district-level stakeholder advisory committee to oversee and guide the implementation of the teacher effectiveness evaluation system during the pilot period.
- The district will provide all resources necessary to implement the grant project according to specifications in the NGO, including allocation of the necessary time for training of evaluators and teachers, and the time for the full implementation of the observation protocol during the grant project.

- The district will supply to the New Jersey Department of Education all necessary data, artifacts, and other feedback upon request.
- The district agrees to provide roster data (lists of teachers and their students by course) for tested subjects and grades to the NJDOE from SY 09/10, SY 10/11 and SY 11/12 so it can generate growth scores and conduct analyses.
- The district agrees to work with NJDOE in the development of additional student performance measures, such as student learning objectives, and then to test them in the classroom.
- The district liaison(s) will meet with NJDOE staff a minimum of four times throughout the course of the pilot period to discuss implementation, successes, obstacles and resources.
- The district will collect teacher practice evaluation data via an electronic and/or Internet-based performance management system so it can be electronically stored, analyzed and reported.
- The district will cooperate fully with NJDOE staff and their contracted evaluators.
- The district will fully involve all participating nonpublic school teachers and staff in the pilot program.
- The district will provide information to the NJDOE regarding the Teacher Practice Evaluation Framework Provider selected through the procurement process **within five days of final selection.**

(Signature)

(CSA name and title)

(date)

Appendix E Definitions and Explanations

Research-Based Teacher Practice Evaluation Framework

The definition of a research-based teacher practice evaluation framework follows. It can be lifted verbatim and used in districts' provider specifications when soliciting proposals from providers.

- Scores reflect **differentiated performance** (the distribution of results resembles a bell-shaped curve; the instrument must capture the **full range of performance**)
- The rubric instrument must be **objectively validated**:
 1. construct validity (the evaluation measure what it's intended to measure)
 2. predictive validity (scores are significantly **correlated with value-added scores**—i.e., higher observed instructional quality during the year predicts higher student learning gains by the end of the year.)
- The rubric must be documented to have a **high reliability for accuracy of scoring** (consistency in measuring aspects of the rubric) and **inter-rater reliability** (consistency of scoring across evaluators)

InTASC Model Core Standards

The new InTASC Model Core Teaching Standards, finalized in May 2011, outline what teachers should know and be able to do to ensure every K-12 student reaches the goal of being ready to enter college or the workforce in today's world. The InTASC Model Core Teaching Standards were developed in response to the need for a new vision of teaching to meet the needs of next generation learners. These standards outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement. They are a revision of the 1992 model standards, which New Jersey adapted in 2003 as the New Jersey Professional Teaching Standards. At the current time, the InTASC Model Core Teaching Standards are in the process of being adopted for the purposes of approving pre-service, mentoring and induction programs, decision-making on professional development, and alignment to teacher evaluation.

Excellent Educators for New Jersey (EE4NJ) pilot districts must use the InTASC Model Core Teaching Standards as the basis on which teachers' practice (inputs) will be evaluated. The new standards can be accessed at:

[http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_\(April_2011\).html](http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_(April_2011).html).

Student Learning Objectives (SLO)

A student learning objective is a standards-based statement in specific and measurable terms that describes what learners will know or be able to do as a result of mastering the skills and knowledge in the curriculum. Teachers assess students at the beginning of the year and set objectives, and then assess again at the end of the year (pre- and post-testing). The principal or a designee works with teachers to approve the SLO and determine success.

Formal Observations

The formal observation process includes a pre- and post-observation conference. The pre-observation conference with the teacher must be held prior to observing the teacher for the purpose of discussing the lesson plan and intended outcomes of the lesson. The observation is for an entire instructional period or a minimum of 40 minutes. The results of the observation are discussed at the post-conference and provided to the teacher in a written observation report which includes recommendations and commendations. A copy of the observation report is signed and placed in the teacher's file. The observation date and time can be agreed upon prior to the visit OR it can be unannounced.

Informal Observations

The informal observation process can be accomplished through a number of methods including short classroom visits for a specific purpose, power walk-throughs and a review of artifacts of teaching. In the informal observation process it is not necessary to have a specific pre-conference. An informal observation can be a full instructional period or shorter. The results of the observation are discussed with the teacher in a written observation report with specific feedback. The observation date and time can be agreed upon prior to the visit OR it can be unannounced.

Appendix F

Teacher Practice Evaluation Framework Providers

The following list is provided as a resource for districts. It is a non-exhaustive list of providers of teacher practice evaluation frameworks that have been determined to meet the requirements of a research-based teacher practice evaluation system. ***Inclusion of a provider on this list does not constitute an endorsement of the provider by the New Jersey Department of Education.*** Districts may opt to contract with any other provider that offers a Research-Based Teacher Practice Evaluation Framework consistent with the criteria set forth in Appendix E.

Charlotte Danielson's Framework for Teaching

Contact: Charlotte Danielson
Danielson Group
Email: charlotte_danielson@hotmail.com
Phone: (609) 921-2366
www.danielsongroup.org

Dr. Robert Marzano's Casual Teacher Evaluation Model

Contact: Beth Carr
Learning Sciences International
Email: bcarr@LearningSciences.net
Phone: (717) 818-3973
www.MarzanoEvaluation.com

McREL Teacher Evaluation System (Mid-Continent Research for Education and Learning)

Contact: Tony Davis, Principal Consultant, McREL
P: 303-632-5575
F: 303-337-3005
tdavis@mcrel.org
<http://www.mcrel.org>

TAP: The System for Teacher and Student Advancement

Contact: National Institute for Excellence in Teaching
Phone: 310-570-4860
Fax: 310-570-4863
<http://www.tapsystem.org/>

APPENDIX G

NONPUBLIC EQUITABLE PARTICIPATION SUMMARY and AFFIRMATION of CONSULTATION FORM

Complete one form for ***each*** nonpublic school. Use additional pages if necessary.

In the space below, the **applicant** agency is to briefly respond to each of the **five** items listed. Please ensure that what is described on this form is directly related to the components of timely and meaningful consultation and the equitable participation of nonpublic school students/teacher(s) in this grant program, as required (EDGAR 76.650-76.662). For each nonpublic school, this Summary Form must be signed and dated by the applicant CSA/CEO and the nonpublic school official. The LEA/applicant agency must submit with the grant application a copy of this form for each nonpublic school.

1. Describe the consultation process that took place including meeting date, those in attendance and agenda.
2. Describe the needs of the eligible nonpublic school students/teachers and how these needs have been/and will continue to be identified?
3. What identified services will be provided? Explain how, when, where, and by whom the services will be provided.
4. How and when will the services be assessed and how will the results of the assessment be used to improve the services?
5. What is the amount of estimated grant funding available for the agreed upon services?

RESPONSES:

By our signatures below we agree that timely and meaningful consultation occurred before the LEA/applicant agency made any decision that affected the participation of eligible nonpublic school children, teachers or other educational personnel in the Excellent Educators for New Jersey (EE4NJ) Pilot Program.

- Yes, we wish to participate in this grant opportunity**
or
 No, we do not wish to participate in this grant opportunity

Official – LEA/Applicant Agency Date Nonpublic School Representative Date

Name of LEA/Applicant Agency Name of Nonpublic School